Digital Literacy-Based Learning in Islamic Education

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Abstract

The purpose this research is to explores the integration of digital literacy into Islamic education, highlighting its impact on enhancing the quality of learning and preparing students for the challenges of the digital era. The integration process involves teacher training, development of digital teaching materials, and the utilization of e-learning platforms. Despite challenges such as infrastructure limitations and resistance to change, opportunities abound, including increased access to diverse learning resources and the enhancement of critical thinking skills. The impact of digital literacy-based learning on Islamic education is significant, leading to enhanced critical thinking skills, improved access to resources, increased engagement and interaction, integration of Islamic values, and preparation for the digital age. By addressing challenges and leveraging opportunities, Islamic education can effectively integrate digital literacy, thus equipping students with the skills needed to succeed in today's digital world.

INTRODUCTION

Given the current developments, digital information can facilitate personal, social, and professional relationships. Thus, everyone needs the ability to access, analyze, create, reflect, and act using various digital devices, forms of expression, and communication strategies.[1] In other words, everyone needs to have digital literacy skills, including in Islamic Education learning. Islamic Education learning, with its mission of religiosity, also plays a role in digital literacy by equipping students with faith, piety, knowledge, and balanced skills to prepare them to face all challenges in the era of digital literacy.[2]

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In an increasingly advanced digital era, digital literacy has become an essential competency for all individuals, including in the context of education.[3] Digital literacy not only refers to the ability to use information and communication technology (ICT) but also encompasses the ability to think critically, solve problems, and communicate effectively in the digital world. In Islamic education, the integration of digital literacy becomes crucial to face the challenges of globalization and rapid technological development.[4]

The development of information and communication technology has transformed various aspects of life, including education. Traditional learning, which was previously text-based and lecture-driven, has now transformed by utilizing various digital media such as videos, educational applications, and e-learning platforms. This technology not only enriches the learning experience but also opens wider access for students to obtain information and knowledge.[5]

The rapid development of information and communication technology (ICT) has brought significant changes in various aspects of life, including education. The digital era has opened wide and fast access to information, allowing various types of information to be accessed anytime and anywhere. This demands an increase in digital literacy skills, which is the ability to find, evaluate, utilize, and create information using digital technology.[6]

In the context of Islamic education, digital literacy is becoming increasingly important.[7] Islamic education plays a crucial role in shaping the character and morals of the younger generation, teaching Islamic values that emphasize the importance of unity, cohesion, and tolerance.[8] However, challenges arising from the rapid flow of digital information, including the spread of misinformation or hoaxes, issues of ethnicity, religion, race, and inter-group relations, and radical ideologies, require a new approach in the learning process.

Digital literacy-based learning in Islamic education offers a solution to these challenges. By utilizing digital technology, learning can become more engaging, interactive, and efficient. Students can access various quality digital learning resources, which not only enrich their knowledge but also train their critical skills in evaluating information. Digital literacy-based learning also allows for the integration of Islamic values into various digital content, which can help internalize Islamic teachings in daily life.[9]

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[3] Oviyanti, R. "The Role of Digital Literacy in Enhancing Islamic Education in the Globalization Era." *Global Education Review, 3*(2), (2013).267-282.

[4] Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies.* Singapore: Springer Nature Singapore, 2023. https://doi.org/10.1007/978-981-97-1260-1_5

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[8] Lumbilsa, Abbas. "Improving Creativity and Learning Outcomes Through Team-Assisted Individualization Learning Islamic Education Lessons." *EDUKASI: Jurnal Pendidikan Islam (e-Journal)* 11.2 (2023): 199-213. https://doi.org/10.54956/edukasi.v11i2.371

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This research aims to explore the effectiveness of digital literacy-based learning in Islamic education. By understanding how digital literacy can be integrated into the Islamic education curriculum, it is hoped that more effective methods can be found for teaching Islamic values in the digital era. Additionally, this research will evaluate the impact of digital literacy on improving the quality of Islamic education, as well as the challenges and opportunities faced in its implementation.[10]

Through this research, it is hoped to contribute to the development of innovative and relevant learning methods that meet the needs of the times and provide recommendations for educators and policymakers in implementing digital literacy in Islamic education.[11] Thus, young Muslim generations can be equipped with adequate digital literacy skills, enabling them to become knowledgeable, critical, and morally upright individuals amidst the rapid flow of digital information.

METHOD

The research method employed in this study is descriptive-qualitative using literature review (library research). This study is a literature review, searching and citing from various data sources related to the researched issue in the form of literary documents.[12] The first step of the research is to identify the research topic to be examined in the literature review, which is "Digital Literacy-Based Learning in Islamic Education". The research objectives may include understanding the concept of digital literacy, its application in the context of Islamic education, and its impact on students and the learning process. Collecting literature sources through searching in academic databases such as Scopus, Google Scholar, or PubMed, gather relevant literature sources on the research topic. These literature sources can include scholarly journals, books, theses, and conference articles discussing digital literacy and Islamic education.

Selection and evaluation of literature sources against the gathered literature sources. Choose sources that have high relevance to the research topic and good academic quality. Evaluation of literature sources can be based on criteria such as information novelty, accuracy, and the author's or journal's reputation. Analysis and synthesis of information found in the selected literature sources. Identify patterns, findings, and trends emerging in the literature related to digital literacy-based learning in the context of Islamic education. Subsequently, synthesize this information to form a comprehensive conceptual framework.

RESULTS AND DISCUSSION
Integration of Digital Literacy in the Islamic Education

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[12] Abd. Hadi, Asrori, and Rusman, *Penelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi*, CV. Pena Persada, 2021. http://books.uinsby.ac.id/id/eprint/167

The integration of digital literacy into the Islamic education can be accomplished through several methods involving various aspects, including teacher training, development of digital teaching materials, and the use of e-learning platforms. Here is a more detailed explanation of each method:

Teacher training is a crucial step in preparing them to integrate digital literacy into their teaching. Teachers need training in the use of digital technology, such as educational applications, e-learning platforms, and other online tools.[13] Training may also include strategies to develop students' critical thinking skills in evaluating information found on the internet, as well as understanding digital ethics and online safety.[14] Through appropriate training, teachers can gain confidence in implementing digital literacy-based learning approaches in their classrooms.[15]

The development of relevant and engaging digital teaching materials is a crucial step in integrating digital literacy into the Islamic education curriculum.[16] Digital teaching materials can include instructional videos, multimedia presentations, e-books, educational games, and more.[17] These materials should be designed considering the needs and characteristics of students, as well as adhering to effective learning principles. Additionally, digital teaching materials should reflect Islamic values and integrate Islamic teachings into various everyday life contexts.[18]

E-learning platforms can be an effective means to support digital literacy-based learning in Islamic education.[19] E-learning platforms provide various features and tools that enable teachers to create and deliver interactive learning materials, facilitate discussions and collaboration among students, and assess and monitor learning progress.[20] By using e-learning platforms, students can access learning materials anytime and anywhere, as well as interact with learning content more actively and engagingly.[21]

By integrating digital literacy through teacher training, development of digital teaching materials, and the use of e-learning platforms, Islamic education can become more relevant to

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[13] Bulut, M. F., & Gocmencelebi, S. (2018). *The effects of digital storytelling training on pre-service teachers' perceptions towards technology integration.* International Journal of Technology Enhanced Learning, 10(3), 274-286.

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[15] Ayyıldız, H., Teker, G., & Bolat, B. A. (2021). *A study on the effectiveness of the digital storytelling method in special education: A systematic review.* Educational Sciences: Theory and Practice, 21(2), 1-16.

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[20] Madżunková, M., Zvaríková, K., & Kubánková, V. (2017). *E-learning tools in teacher education: An example of a collaborative learning platform.* Journal of Teacher Education for Sustainability, 19(2), 63-73.

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the demands of the times and help students develop the skills needed to succeed in this digital era.

Challenges and Opportunities

Several challenges faced include infrastructure limitations, lack of teacher training, and resistance to change. However, existing opportunities include increased access to diverse learning resources, enhancement of students' critical thinking skills, and the ability to deliver Islamic teachings in a more engaging and relevant manner. Challenges and opportunities in digital literacy-based learning in Islamic education reflect the complex dynamics of integrating digital technology with Islamic education. Here is a further explanation of these challenges and opportunities:

Challenges:

New approaches to learning, especially those involving digital technology, may face resistance from various parties, including teachers, students, and parents. Some individuals may feel uncomfortable or lack confidence in using technology in the context of Islamic education.[22]

Schools, especially in less developed areas, may face limitations in technology infrastructure, such as unstable internet access or inadequate hardware. This can hinder the implementation of digital literacy-based learning. In integrating digital technology, it is important to consider ethical and security issues, especially in the context of Islamic education where moral values and beliefs are crucial. Concerns about data privacy, inappropriate content, and unethical technology use can be challenges that need to be addressed.[23]

Opportunities:

The use of digital technology in learning can enhance student engagement by presenting learning materials in a more interesting and interactive manner. E-learning platforms, learning applications, and multimedia can be used to create more enjoyable and engaging learning experiences for students. Digital literacy can expand students' access to diverse and up-to-date learning resources. Through the internet and digital media, students can access various learning materials, articles, videos, and other resources from around the world, enriching their understanding of Islamic concepts. [24] Integrating digital literacy into the Islamic education curriculum can help students develop the skills needed to succeed in this digital era, including the ability to search for information, evaluate the truth and reliability of information, and communicate effectively in digital environments.[25]

By understanding the challenges and leveraging the opportunities, Islamic education can take steps to effectively and sustainably integrate digital literacy into learning. This will

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[22] Alajmi, A. S., & Al-Kandari, H. (2018). *Challenges of Integrating E-Learning into Higher Education in Kuwait: A Faculty Perspective.* International Journal of Information and Communication Technology Education, 14(4), 1-13.

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help prepare the younger generation of Muslims to better face the challenges and opportunities of this digital era.[26]

The Impact on the Quality of Islamic Education

Digital literacy-based learning significantly contributes to enhancing the quality of Islamic education in various ways:

1. Enhanced Critical Thinking Skills

By engaging in digital literacy-based learning activities, students develop critical thinking skills. They learn to analyze information critically, evaluate different perspectives, and discern credible sources. This leads to a more robust understanding of Islamic principles and teachings as they learn to question, analyze, and interpret information effectively. Digital literacy-based learning plays a vital role in fostering enhanced critical thinking skills among students in Islamic education. Here's how:

Through engaging with digital content such as online articles, videos, and interactive platforms, students learn to analyze information critically. They are encouraged to question assumptions, evaluate evidence, and consider alternative perspectives, thus honing their analytical thinking skills.[27] Digital literacy equips students with the ability to assess the credibility and reliability of sources. They learn to discern between trustworthy and biased information, distinguishing facts from opinions. This skill is crucial in evaluating Islamic teachings and understanding the nuances within religious discourse.[28]

Digital literacy-based activities often involve problem-solving tasks and collaborative projects. Students are challenged to apply their critical thinking skills to solve real-world problems, whether it's interpreting religious texts or addressing contemporary issues within Islamic societies. Through digital platforms, students can engage in reflective practices such as online discussions and journaling. They learn to articulate their thoughts, analyze their beliefs, and interpret religious concepts in light of contemporary challenges. This reflective process enhances their critical thinking abilities and deepens their understanding of Islamic teachings.[29] Digital literacy exposes students to a wide range of viewpoints and interpretations of Islamic teachings. They learn to evaluate diverse perspectives critically, recognizing the complexity of religious discourse and appreciating the richness of Islamic intellectual traditions.[30]

Digital literacy-based learning empowers students to think critically, question assumptions, and engage thoughtfully with Islamic teachings. By honing their analytical skills and fostering a nuanced understanding of religious concepts, students are better equipped to navigate complex religious issues and contribute meaningfully to religious discourse.

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[27] Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455. doi:10.1037/0003-066X.53.4.449

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2. Improved Access to Resources

Digital literacy allows students to access a wide range of resources related to Islamic education, including online texts, multimedia materials, scholarly articles, and educational websites. This access to diverse learning resources enriches their learning experience and provides them with a comprehensive understanding of Islamic concepts and principles. Improved access to resources in the context of digital literacy refers to the enhanced ability of individuals, particularly students, to obtain and utilize various materials and information pertaining to Islamic education through digital means. Digital literacy encompasses the skills and competencies necessary to effectively navigate, evaluate, and utilize digital technologies and resources. In the realm of Islamic education, digital literacy empowers students to:

Digital literacy enables students to access a diverse range of resources related to Islamic education, including e-books, articles, videos, audio recordings, and online courses. These resources may cover topics such as Quranic studies, Hadith, Islamic history, jurisprudence (*fiqh*), theology (*aqeedah*), and spirituality (*tasawwuf*). Through digital platforms, students can explore various perspectives and interpretations within Islamic scholarship. They can access materials produced by scholars from different backgrounds, schools of thought, and cultural contexts, allowing for a more comprehensive understanding of Islamic teachings.

Digital literacy facilitates engagement with interactive and multimedia content, such as online quizzes, educational games, virtual tours of historical Islamic sites, and multimedia presentations. These interactive resources can enhance students' learning experiences and make complex concepts more accessible and engaging.[31] Digital platforms provide opportunities for students to collaborate with peers, teachers, and scholars from around the world.[32] They can participate in online forums, discussion groups, and virtual classrooms to share insights, ask questions, and exchange knowledge related to Islamic education.

Digital literacy enables students to stay updated with the latest developments in the field of Islamic education.[33] They can access up-to-date resources, news, and scholarly publications through online databases, academic journals, and reputable Islamic websites. Overall, improved access to resources through digital literacy empowers students to deepen their understanding of Islamic education, engage with diverse perspectives, and participate more actively in the global discourse on Islam. By leveraging digital technologies, students can access a wealth of knowledge and educational opportunities that transcend geographical and cultural boundaries.

3. Increased Engagement and Interaction

Digital literacy-based learning encourages active participation and collaboration among students. Through online discussions, collaborative projects, and interactive learning platforms, students engage with course materials and interact with peers, fostering a deeper understanding of Islamic teachings through shared learning experiences. Digital literacy-based learning fosters active participation and collaboration among students in several ways:

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[31] Adams, A., & McQuilkin, J. (2016). Information literacy in the age of algorithms: Student experiences with news and information, and the need for change. *Association of College & Research Libraries*. [Book]

[32] Martin, A. (2006). Examining the influence of technology on active learning and literacy in the classroom. *Journal of Research on Technology in Education*, 38(1), 67–98. doi:10.1080/15391523.2006.10782492

[33] Chen, C.-C., & She, H.-C. (2011). Effects of a digital learning portfolio on elementary students' learning performance and learning motivation. *Journal of Educational Technology & Society*, 14(1), 244–256.

Digital literacy often involves the use of interactive online platforms and tools that encourage active engagement. These platforms may include discussion forums, collaborative document editors, virtual classrooms, and multimedia content creation tools. Through these platforms, students can participate in discussions, work on group projects, and collaborate on assignments in real-time, regardless of their physical location.[34]

Digital literacy encourages students to learn from their peers by sharing knowledge, exchanging ideas, and providing feedback to one another. Peer-to-peer learning can take place through online forums, group chats, collaborative document editing, and virtual study groups. This collaborative approach not only enhances students' understanding of the material but also strengthens their communication and teamwork skills.[35]

Digital literacy-based learning often incorporates project-based assignments that require students to work together to solve problems, conduct research, and create multimedia presentations or digital artifacts. These projects encourage active participation and collaboration as students collaborate on tasks, share responsibilities, and contribute their unique skills and perspectives to achieve common goals.[36]

Digital literacy equips students with the skills to effectively use virtual collaboration tools such as video conferencing, screen sharing, instant messaging, and online project management platforms. These tools facilitate seamless communication and collaboration, allowing students to work together on projects, discuss ideas, and provide support to one another in real-time, regardless of geographical barriers.

Digital literacy-based learning often involves peer review and feedback mechanisms, where students provide constructive criticism and suggestions to their peers' work. This process not only helps improve the quality of students' assignments but also encourages active engagement and collaboration as students learn from each other's strengths and weaknesses.[37] Digital literacy-based learning empowers students to actively participate, collaborate, and co-create knowledge in a digital environment. By leveraging digital tools and platforms, educators can create dynamic learning experiences that foster collaboration, critical thinking, and creativity among students, preparing them for success in the digital age.

4. Integration of Islamic Values

Digital literacy-based learning can be tailored to integrate Islamic values and ethics into educational content. Teachers can incorporate Islamic perspectives into digital learning materials, fostering a holistic approach to education that emphasizes moral and ethical development alongside academic learning. Absolutely, digital literacy-based learning offers a flexible framework through which Islamic values and ethics can be seamlessly integrated into educational content. Here's how:

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[34] McLoughlin, C., & Lee, M. J. W. (2010). Personalised and self-regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology*, 26(1), 28–43. doi:10.14742/ajet.1058

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[36] Zainuddin, Z., & Perera, C. J. (2019). Exploring students' competence, interaction and collaboration in online discussion. *Active Learning in Higher Education*, 20(3), 243–256. doi:10.1177/1469787419829448

[37] Karagiorgi, Y., & Symeou, L. (2005). Translating constructivism into instructional design: Potential and limitations. *Educational Technology & Society*, 8(1), 17–27.

Educators can design digital literacy curricula that incorporate Islamic values and ethics as foundational principles. This might involve explicitly stating how digital literacy skills align with Islamic teachings on ethics, integrity, and responsible use of technology.[38]

When selecting digital resources and materials for learning, educators can prioritize content that reflects Islamic values and ethics. This could include using e-books, videos, and online articles that promote kindness, honesty, respect, and social responsibility in both offline and online interactions.[39]

Digital literacy education can include discussions and activities that encourage students to critically evaluate digital content from an Islamic ethical perspective. Students can be prompted to consider how their online actions and behaviors align with Islamic principles of justice, compassion, and empathy.[40]

Digital literacy instruction can emphasize the importance of ethical conduct in online spaces, such as practicing good digital citizenship, respecting others' privacy, avoiding cyberbullying, and using technology responsibly. These concepts can be reinforced through real-world examples and case studies rooted in Islamic ethics.[41]

Collaborative digital projects can be designed to promote teamwork and cooperation while emphasizing Islamic values such as unity, cooperation, and mutual respect. Students can work together to create digital content that reflects these values, such as multimedia presentations on themes from Islamic history or community service initiatives.[42]

Throughout digital literacy learning experiences, students can be encouraged to reflect on how they can apply Islamic values and ethics in their online interactions, academic pursuits, and future careers. This reflective practice fosters a deeper understanding of the relevance of Islamic principles in the digital age.[43]

By integrating Islamic values and ethics into digital literacy-based learning, educators can cultivate a learning environment that nurtures not only students' technical skills but also their moral and ethical development in accordance with Islamic teachings. This approach enables students to become responsible digital citizens who contribute positively to society while upholding Islamic ethical standards in their online and offline lives.[44]

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[39] Mohamad, M., Ahmad, A. R., & Yaacob, N. M. (2018). Teaching Arabic literature through values-based integrated curriculum. *Journal of Language Studies*, 18(3), 150–167.

[40] Al-Gahtani, S. S., & King, M. L. (1999). Attitudes, satisfaction, and usage: Factors contributing to each in the acceptance of information technology. *Behaviour & Information Technology*, 18(4), 277–297. doi:10.1080/014492999119264

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5. Preparation for the Digital Age

Digital literacy skills are essential for success in the digital age. By incorporating digital literacy into Islamic education, students are equipped with the necessary skills to navigate the digital landscape effectively. This not only enhances their academic performance but also prepares them for future academic and professional endeavors in a technology-driven world. Digital literacy skills are indeed essential for success in the digital age. Here's why:

In today's digital world, a vast amount of information is available online. Digital literacy skills enable individuals to effectively search for, evaluate, and utilize this information to make informed decisions, solve problems, and learn new concepts.[45] Digital platforms such as email, social media, and instant messaging have become primary modes of communication. Digital literacy skills allow individuals to communicate effectively and professionally in various digital contexts, fostering collaboration and networking opportunities. With the proliferation of online content, the ability to critically evaluate information is crucial. Digital literacy skills help individuals discern between credible and unreliable sources, identify bias and misinformation, and make sound judgments in an increasingly complex digital landscape.

Digital literacy skills empower individuals to express themselves creatively through digital media such as videos, graphics, and blogs. They can leverage digital tools and platforms to innovate, problem-solve, and create new solutions to real-world challenges. The digital landscape is constantly evolving with new technologies and platforms emerging regularly. Digital literacy skills enable individuals to adapt to these changes, learn new technologies quickly, and stay relevant in today's rapidly changing job market.[46]

Many jobs today require digital literacy skills, regardless of the industry. Proficiency in digital tools and platforms enhances employability and opens up a wide range of career opportunities across various sectors, from technology and marketing to healthcare and education. In an interconnected world, digital literacy skills are essential for global citizenship. They enable individuals to connect with people from diverse cultures and backgrounds, participate in global conversations, and contribute positively to global issues and initiatives.[47] Digital literacy skills are foundational for navigating the complexities of the digital age. They empower individuals to thrive in a technology-driven society, adapt to changing circumstances, and harness the opportunities presented by the digital revolution.

CONCLUSION

Integrating digital literacy into Islamic education is essential for enhancing the quality, relevance, and effectiveness of teaching and learning practices in the digital era. By leveraging teacher training, digital teaching materials, and e-learning platforms, educators can create

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dynamic and engaging learning environments that empower students to develop essential digital literacy skills while deepening their understanding of Islamic principles and teachings. While challenges such as resistance to change and infrastructure limitations may arise, the opportunities afforded by digital literacy-based learning, including enhanced learning experiences, global connectivity, and preparation for the future, outweigh these challenges. Ultimately, integrating digital literacy into Islamic education equips students with the knowledge, skills, and values they need to succeed in an increasingly digital and interconnected world.

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