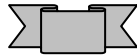


ISTAWA: Jurnal Pendidikan Islam (IJPI)

P-ISSN: 2502-573; E-ISSN: 2541-0970

2025, Vol. 10 No. 1

<http://journal.umpo.ac.id/index.php/istawa/>



Teacher's Strategy in Improving Students' Digital Literacy in Islamic Religious Lessons at State Islamic Senior High School (MAN) Rejang Lebong

Deri Wanto

Institute for Islamic Studies (IAIN) Curup, Bengkulu, Indonesia
deriwanto@iaincurup.ac.id

Ririn Eka Monicha

Institute for Islamic Studies (IAIN) Curup, Bengkulu, Indonesia
ririneka@students.iaincurup.ac.id

ABSTRACT: *Digital literacy is the ability and expertise to access and use information from various digital sources or references. The purpose of this study is to find out the strategies or methods of teachers in improving students' digital literacy in Islamic religious lessons. This research uses descriptive qualitative method. The conclusion is that the teacher's strategy in improving students' digital literacy at State Islamic Senior High School Rejang Lebong has gone well by providing assignments that are in accordance with the material studied by students, where students can access, select, understand, and analyze various learning resources based on the Al-Qur'an. And Hadith. The advice given is that teachers continue to provide knowledge or guidance regarding digital literacy for the material presented so that it remains effective, smart and wise in using digital media.*

Keywords: *Teacher Strategy, Digital Literacy and Islamic Religious Lessons.*

INTRODUCTION

Nowadays, the world of education is in the era of digitalization which has brought various forms of rapid progress with the emergence of different learning resources and mass media, especially the internet and electronic media as sources, references, and learning materials. Literacy skills are understood more than the ability to read and write. However, literacy is an individual's ability to use all of his potential and skills. Digital media literacy programs are needed to realize the use of relevant, appropriate, and valid information sources (Sudarsono and Blasius 2007).

Digital literacy is a must for the community, especially educators and students. So technology develops to collect all information. Triana Ulfa, "Strengthening Student Character Through the Digital Literacy Movement in Junior High Schools," in the National Seminar on Education, FKIP UNMA (SURAKARTA, n.d.), 727. Digital literacy defines as using digital media devices such as gadgets, laptops, I-pads, tablets, and no longer books. Digital literacy is not to replace the importance of traditional literacy (print) as a stage. Therefore, digital literacy usually provides information for reading, writing, and analyzing non-printed screen objects. (Hairul 2017)

From the point of view of the development of the digital world, it can provide both positive and negative things, and information can be accessed and shared, which creates various opportunities and challenges for users (Sulianta 2020). It can be one of the crucial problems in the world of education. Education now faces the challenges and demands to create a better generation and have high competitiveness in utilizing technological advances. Technological advances can be a solution to overcoming existing problems, but this balances with resources and digital literacy components that can create innovations in a much better generation.

Based on this explanation, the description of digital literacy among students of State Islamic Senior High School Rejang Lebong becomes a thing to study. This study describes the teacher's strategy for improving digital literacy in Islamic religious subjects at State Islamic Senior High School Rejang Lebong and whether students at State Islamic Senior High School Rejang Lebong can be selective and analyze the information they read. Because advances in science and

technology are unavoidable and have led to enormous progress in the order of life, there is a need to understand the use of digital media in finding information about Islamic religious lessons.

The research has relevance to the research to be carried out. So this research entitled "Teacher's Strategy in Improving Students' Digital Literacy in Islamic Religious Lessons at State Islamic Senior High School Rejang Lebong".

LITERATURE REVIEW

The development of this era can be seen from the openness and spread of information and knowledge accessed without the limitations of distance, time, or place. Because the reality in human life today has changed and influenced life in terms of technology, advances in information technology make digital information resources developed, thus making it easier for educators, students, and schools to use these technological advances.

The success of literacy in education helps by the benefit of information and communication technology. Based on the opinion of Eskicumah (Munir 2017) that the use of technology in education has affected the elements of the education system, and it can also use in learning activities.

The current activities and conditions of students, especially students at the high school level, are very dependent on search engines such as Google to find information. The development of digital literacy affects the development of knowledge and skills in using digital media and communication tools, creating, evaluating, and utilizing in wise, intelligent, and appropriate ways in using digital technology (Anwar 2021).

Hague explained that digital literacy creates and shares information and communication in different forms, collaborates and communicates more effectively, and understands how and when to use good digital technology to support the process (Haque 2010).

Based on the findings of research conducted by (Yamin, Supiana, and Zaqiyah 2022) Planning stages of implementing the use of literacy technology begin with familiarizing, developing, and studying the use of technology in literacy education. This activity involves stakeholders, such as school principals, heads of literacy drive

teams or library administrators, and students. Implementing this literacy technology can be carried out outdoors and in the classroom so that this activity can be made in the form of short story writing competitions, magazines, and encyclopedias. Each agency designs or designs a minimum by assessing four cognitive aspects of the Islamic religion worship, internalizing the values of piety, and morality, skills in scientific and fiction writing, and public speaking skills. So the purpose is to be an evaluation in mapping students' progress after the implementation of digital literacy.

Meanwhile, further findings are from (Wicagsono 2022) strategies for increasing Teachers' digital literacy in the 4.0 revolution era at Muhammadiyah Junior High School PK Kottabarat Surakarta. Strategies for increasing competence through workshops and seminars related to character strengthening, 21st-century educational characteristics, and writing HOTS and AKM questions. Educators follow academic supervision by school principals, supervisors, and the Council for the Education and Culture Office at the Surakarta secondary school level. In this improvement, there is graphic design training in designing learning media and training to utilize IT-based learning applications in the form of Google classroom training, Quip perm, Zenuis, Edelik, STEM, Office 165 applications, Corel draws, Photoshop, and canvas.

Digital literacy skills are urgent to increase the moderation of Islamic education to counteract extremism and need to develop in Islamic schools. Therefore, its application has an Islamic ethical framework used as a guideline so that digital literacy competencies pursue by continuous training methods and provide advanced-level expertise needed to interpret any information obtained from digital media. Because digital literacy has a basic level of competence and continuation level, there are ten stages; accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating, and collaborating (Kenedi and Hartati 2022). Based on the research study, digital literacy among students of State Islamic Senior High School Rejang Lebong is something to be researched. This study describes the teacher's strategy for increasing digital literacy in Islamic religious subjects at State Islamic Senior High School Rejang Lebong and whether students at State Islamic Senior

High School Rejang Lebong can be selective and analyze the content of internet information they read. Because in this digital era, advances in science and technology are unavoidable and have led to enormous advances in the order of life, it is necessary to understand the use of digital media in finding information about Islamic religious lessons.

METHODS

This research is field research using a qualitative descriptive approach following the problem or the findings of the study (Yusuf 2017). This qualitative research aims to examine the condition of natural objects and emphasizes the meaning of a symptom (Sugiyono 2018). Thus, the qualitative research to be studied is a condition that describes a natural phenomenon that occurs without any data manipulation. The study's aims are to examine the teacher's strategy for improving students' digital literacy in Islamic religious lessons at State Islamic Senior High School Rejang Lebong. The techniques and data use observation and interview techniques. So that after all the data is obtained, then it is presented in the research results and then analyzed in the discussion and conclusions.

FINDINGS AND DISCUSSION

Research data was obtained in the form of interviews and observation data. The research subjects are Islamic religious teachers, which include Qur'an Hadith, Fiqh, Ushul Fiqh, Aqeedah, Kalam Science, Interpretation Science, Hadith Science, and Islamic Cultural History by ten teachers. The sampling technique in this study is purposive sampling, meaning that the sample is selected and determined based on criteria that can improve digital literacy in learning. So, the subject has to interview with similar and close to the same questions and the research is complete if the answers are almost the same.

The following are the result of several components of digital literacy in Islamic religious lessons and teaching strategies for improving students' digital literacy in Islamic lessons at State Islamic Senior High School Rejang Lebong. The digital literacy component according to (Bawden 2008) are digital and non-digital formats, digital information creation and communication, information evaluation,

knowledge assembly, information, and media literacy), and attitudes and perspectives. The digital literacy components create a new concept based on an old idea that does not have enough skills and competencies based on the moral framework associated with educated individuals. Of the various components of digital literacy, perhaps the most complicated to teach is the morals framework the most influential thing with digital literacy is its proximity to the term information contained in the internet.

The internet as a digital medium has provided various kinds of convenience along with the times. Students must have high individual competence compared to ordinary people. The proximity of students to digital media has brought about significant changes where they experience a process to make it easier for them to gain access to information that already exists. So it has a positive and negative impact on students because the information presented on the internet or digital media is not necessarily. Sometimes we also have to be good at filtering information that comes from the internet or digital media. In responding to students' dependency on digital media, especially on the internet, it is necessary to introduce digital media literacy skills.

Digital literacy plays a role in effective and communicative learning activities. So students can access accurate and valid information. This discussion is in line with McLaughlin's explanation that digital literacy is related to skills in utilizing digital resources that are rich in learning resources and of high quality. (Irhandayaningsih 2020)

The transformation of education in science needs to be done in various ways and with effective teaching strategies. In the pre-internet era, the education system was conventional with a lecture model. Then the internet era grew rapid in both media and technology, so educational strategies were running by utilizing technology as a means of learning media.

So in the 2017 Ministry of Education and Culture, digital literacy is defined as the ability to understand how to use information from various sources, which can later access on a computer. Kemendikbud, Materi Pendukung Literasi Digital, ed. Kemendikbud (Jakarta, 2017). And wise digital media users use it with specific alternatives by being associated with an increasing internet

connection, searching, and getting information. Literacy is not only to protect students from harmful information but also to help students become critical, and educated in all forms of media. Because of that, students can control what they hear and see (Salehudin 2020).

1. Digital Literacy Competence

In digital literacy, knowledge and the ability to use digital media or networks to access, select, understand, analyze, and evaluate wisely, intelligently, and appropriately. Therefore, this is a response to technological developments. And everyone needs to understand digital literacy because it becomes something urgent. Digital literacy is as crucial as writing, counting, and reading. Because this generation grows by accessing unlimited sophisticated technology, they have a different mindset from the previous generation. Mastering digital literacy means being able to process different information, understand information both messages, and communicate effectively with others. As well as collaborating, communicating, and working according to ethics and understanding when and how technology used to be effective in achieving the mission, including awareness in critical thinking about various positive and negative impacts.

Several competencies use to measure digital literacy competence in State Islamic Senior High School by using digital media. *Jepelidi's* digital competency indicators are as follows:

Table 1. *Jepelidi's* digital literacy competencies

No	Competency	Definition
1	Access	The competence to get information by operating digital media
2	Selecting	Choosing a variety of information from various access sources that are considered useful for users
3	Understand	Understanding pre-selected information
4	Analyze	Analyze by checking the advantages and disadvantages of previously understood information
5	Evaluate	Information considering the methods and media used

Source: *Jepelidi's* documentation (digital literacy activist network 2018).

So that in the documentation from Jepelidi's the researchers only took some that needed to be studied at State Islamic Senior High School Rejang Lebong, including the competence to access, select, understand, analyze, and evaluate. In this case, it is necessary to explain that applying digital literacy wisely and intelligently in accessing something must be selected and understood. Then it is analyzed to see the advantages and disadvantages of understood information and evaluated so reconsidered in managing the information obtained.

a. Access

Access competence means having the ability to access using existing digital devices using searches such as Google, yahoo and being able to find information on the internet through various applications (Raharjo and Winarko 2021). So it becomes an ability to use the internet and carry out different activities. This competency includes several components; the ability to search for information on the internet using a Google search, as well as search for material in it (Sukmadinata and Syaodih 2012).

In line with what was stated by Mr. Azhari as a Qur'an Hadith teacher at State Islamic Senior High School Rejang Lebong, he stated that accessing the internet was adjusted to the materials contained in the learning and following the events that occurred at this time. Implement the strategy by dividing the material into groups or individuals. Furthermore, discuss according to what is searched on the internet and then adapt to the Al-Qur'an Hadith.

And as explained by Mr. Hernandes, a teacher of Interpretation and Qur'an Hadith teachers who teach in grade 3, accessing the internet by providing material on the Qur'an and Hadith should try to explain wherever you get information (Hernandes, Interview). Then its accesses the web that is accurate and valid following the materials in it, lessons both surahs and verses are then developed while taking literacy into account (Azhari, Interview).

So accessing information in the lesson must be adapted to the materials studied by considering the information accessed with the valid web.

b. Selecting

Competence in selecting each material studied means choosing information that suits your needs, being able to ignore information that doesn't match your needs and removing information that doesn't fit your needs. As explained by Mrs. Iim a teacher of Ushul fiqh and Fiqh subjects in learning materials, after accessing, the student selects the material to distinguish the material to present (Iim, Interview). So selecting each of these materials in more detail, this information must be following the needs of the study so that the material is appropriate and effective more importantly on the aspect of accessing information in digital literacy, students must be taught to cite relevant references. Finding sources of information and be able to compare the contents of several articles found which will later be understood and selected.

c. Understanding

In this competency, understand written information according to the language used. Mrs. Iim's stated that in understanding the material students are made to group work and present the material in front of the class. The teacher will appoint a representative from the group so that they will automatically be prepared -ready to understand the material first (Iim, Interview). So understanding each material by allowing them to present and discuss in class.

d. Analyze

Analyzing means finding information following the objectives of the learning material because each material must be adapted to the material taught by the teacher. Determine the suitability of information messages with applications on the media and can disseminate information following the material to be searched. The ability to analyze information found on the internet is the awareness to explore further the references of information makers (Raharjo and Winarko 2021).

e. Evaluate

Evaluating this means being able to compare information from various sources received, identify incorrect information received, and be able to decide the truth of the information received.

This competence includes several things, including user opinions in understanding information.

2. Teacher Strategies in Improving Digital Literacy in Islamic Religious Lessons

The teacher's strategy in improving digital literacy in schools requires teachers as facilitators to not only utilize existing learning references at school but are required to study various references or learning resources such as the internet and digital media. It is important to implement so that students can learn according to the Islamic religious learning (Mulyasa 2009).

In line with Mrs. Iim's statement that the assignment strategy is given once a week, then the next week is discussed, and presented by students so this is following the material to be taught (Iim, Interview). This strategy is effective because the learning that will be given by the students of State Islamic Senior High School Rejang Lebong needs to always be directed and controlled, with the material presented before the assignment is given. An explanation of the material discusses first so that every week alternately, both groups and individuals continue to discuss the findings that have been accessed and made by students it can be discussed and given an evaluation to students.

Likewise, the explanation from Mr. Hernandez in this strategy is in introducing students to students who already understand digital. But this strategy along with the development of students' abilities in the classroom can be applied by providing guidance through mutual discussion and sharing regarding the meeting points of the material being studied. So the classroom atmosphere remains effective and these students develop as much as possible in terms of being insightful and knowledgeable. (Hernandes, Interview).

It can be analyzed in the interviews that the strategies possessed by each teacher are certainly different because it is following the material they teach. In State Islamic Senior High

School itself, this learning is once a week with a teaching time of approximately 2 hours, therefore it is not surprising that in the learning each first meeting discusses the material then assigns assignments then the next week again for presentations as well as discussions about the material the students meet.

So this strategy must be adapted to the development of students' abilities through presentations and discussions of the results of their search for lessons through digital literacy because nowadays digital users must use them intelligently, and wisely, and be able to manage accurate truth. And students need to improve their skills and creativity in the digital literacy teaching process and need to provide internet access in schools which is one of the important strategies in the development of science in this digital era because the learning resources needed can be obtained using the internet access very quickly and also appropriate.

CONCLUSION

Based on the results and the discussion above, it concluded that digital literacy competence in accessing information in lessons must be adapted to the materials studied by considering information accessed with a valid web. Moreover, selecting each of these materials in more detail, this information follows the needs studied so the material is appropriate and effective. Understanding each material by allowing them to present and discuss in class. Analyzing by spreading information according to the target of learning materials, determining the suitability of information messages with applications on the media, and evaluating the meaning of being able to compare information from various sources of information, identify errors in the information received, and decide the truth of the information received.

Meanwhile the teacher's strategy for improving students' digital literacy in Islamic religious lessons at State Islamic Senior High School Rejang Lebong is that this strategy must be adapted to the development of student's abilities by presenting and discussing the results of their search for lessons through digital literacy because nowadays digital users must use them intelligently, wise, and able to manage accurate truth.

REFERENCES

- Anwar, Sholihul. 2021. "Islamic Studies Learning in Digital Literacy in the Disruptive Era." *Scientific Journal of Pedagogy* 16 (1): 163.
- Hairul, Mohammad. 2017. "IT-Based Productive Literacy." In *National Seminar*.
- Irhandayaningsih, Ana. 2020. "Measurement of Digital Literacy in Online Learning Participants During the Covid-19 Pandemic." *ANUVA* 4(2):233.
- Kemendikbud, G. 2017. *Digital Literacy Supporting Materials*. Edited by Kemendikbud. Jakarta.
- Kenedi, Agus, and Suci Hartati. 2022. "Moderation of Islamic Education through the Digital Literacy Movement in Madrasahs." *Journal of Mubtadiin* 8 (1): 132. <https://journal.an-nur.ac.id/index.php/mubtadiin>.
- Mulyasa. 2009. *Becoming a Professional Teacher: Creating Creative And Fun Learning*.
- Munir. 2017. *Digital Learning*. Bandung: Alfabeta Publisher.
- Raharjo, Novianto Puji, and Bagus Winarko. 2021. "Analysis of the Digital Literacy Level of the Surabaya City Millennial Generation in Overcoming the Spread of Hoaxes." *Journal of Communication: Journal of Communication, Media and Informatics* 10 (1): 37.
- Salehudin. 2020. "Youtube Early Childhood Social Media Digital Literacy." *Scientific Journal of Potential* 5 (2): 107.
- Sudarsono, and Blasius. 2007. *Information Literacy (Information Literacy: An Introduction to School Libraries)*. Jakarta: National Library.
- Sugiyono. 2018. *Qualitative Research Methods*. Bandung: Alfabeta.
- Sukmadinata, Nana Syodih, and Erliana Syaodih. 2012. *Curriculum & Competency Learning*.
- Sulianta, Feri. 2020. *Digital Literacy, Research, Its Development and Social Studies Perspective*. Bandung: Sulianta Ferry.
- Ulfa, Triana. nd "Strengthening Student Character Through the Digital Literacy Movement in Junior High Schools." In *National Seminar on Education, FKIP UNMA*, 727. S URAKARTA.
- Wicagsono, Muhammad Arif. 2022. "Strategies for Improving Digital Literacy Skills for Teachers in the Industrial Revolution Era 4.0 at SMP Muhammadiyah Surakarta." *Journal of EXPERT Education* 20 (2): 62.
- Yamin, Moh., Supiana, and Qiqi Yuliati Zaqiyah. 2022. "Use of Digital Literacy in State Madrasah Aliyah." *Educational: Journal of Educational Sciences* 4 (4): 6369.
- Yusuf, Muri. 2017. *Quantitative, Qualitative & Combined Research*

Methods .