

The Role of Digital Literacy in Teaching the Islamic Education

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Abstract

This study aims to describe efforts to determine the role of digital literacy in learning Islamic Religious Education in MAN 2 Surakarta. This research method uses a qualitative approach, which is sourced from primary data. The primary data source was obtained from an interview with one of the teachers of PAI MAN 2 Surakarta subjects related to digital literacy in the learning process of Islamic Religious Education at MAN 2 Surakarta. The results of this interview show that MAN 2surakarta students utilize CBT E-Learning y through which can be accessed via YouTube, Digital literacy as a learning tool that invites students to explore and develop learning materials using website-based learning media. From the results of interviews regarding digital competency frameworks. The framework consists of a set of skills that teachers and students have when using and utilizing digital-based learning tools.

Keyword: The Role, Digital Literacy, Teaching the Islamic Education

Introduction

Digital literacy can be interpreted as the ability to operate a computer to read and write in digital format. Digital literacy has a very important role in achieving learning goals and is able to increase learning motivation, digital literacy is able to enrich students' digital insights because it encourages students to seek information through various reference sources, but in finding reference sources, students must be under teacher supervision to avoid misunderstandings and destructive indications such as copy and paste files.

The term digital literacy was first proposed by Paul Gilster (1997) as the ability to understand and use information from various digital sources. He stated that "digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts, such as academics, careers, and everyday life". Kurnianingsih et al., (2017: 62) stated by Herlina (2014: 5) stated that "digital literacy consists of a series of communication competencies including the ability to access, analyze, evaluate, and communicate information in various forms of printed and non-printed messages".

Digital Literacy in the context of Education also has a role or impact on the development of knowledge, curiosity and creativity for students. Digital literacy can also integrate learning outcomes into learning. So that digital literacy plays an important role in education in the era of globalization, so that a student can develop himself from the digital literacy learning process. The importance of school institutions is that teachers provide information and learning materials based on digital literacy, one of which is to make access to information and knowledge. In Indonesia, several schools have begun to develop Digital Literacy, one of which is a school whose teachers are equipped with a digital realm to be competent by combining the national and faith-based curriculum.

The role in the development of digital literacy is interesting for us to make research. In Indonesia, the use of the internet (smartphone) has a high percentage, therefore the use of digital literacy is very important and we are more *up to date*. The presence of digital media can certainly create many changes in the teaching and learning process such as the availability of opportunities to access digital library learning resources, *electronic journals*, *electronic books*, and *others*. A teacher in developing Digital-based learning media makes every educator improve his ability in digital literacy. Through literacy activities, students will have extensive knowledge and can help facilitate the teaching and learning process and the development of accountable information sources.

In the context of education, digital literacy plays a very important role in the development of knowledge and can encourage discovery for students. Digital Literacy is also applied by Islamic Religious Education teachers, one of which is

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applied to subjects, namely PAI. The development of Islamic Religious Education subjects would be nice not only explained through the theories read, but can be done by showing videos or digital-based. The existence of digital literacy in the learning process can have a significant impact on the achievement of learning goals and motivation to increase the creativity of students and their ability to find, act, produce and connect information.

Method

This research method uses a qualitative approach, which is sourced from primary data. The primary data source was obtained from an interview with one of the teachers of PAI subjects related to digital literacy in the learning process. in MAN 2 Surakarta. In testing the validity of the data, the author uses the triangulation method, namely by comparing and adjusting phenomena that the author can take in the form of notes during the interview. In this study the authors used theory to test the validity of the data.

Theoretical Framework

Digital literacy has an important role in learning, because it aims to help students to achieve learning goals, namely increasing the knowledge and skills needed in using digital literacy media effectively, understanding the dimensions of social media in modern times, facing the demands of modern times and fostering a positive attitude.

Digital Literacy is also applied in learning Islamic Religious Education, one of which is applied to subjects, namely Islamic Religious Education. The development of Islamic Religious Education subjects is usually through theories that are read, but Islamic Religious Education subjects can be done by showing videos or others that are still digital-based. The existence of digital literacy in the learning process can have a significant impact on the achievement of learning goals and motivation to increase the creativity of students and their ability to find, act, produce and connect information.

Results And Discussion

Based on the results of interviews regarding digital literacy efforts in learning at MAN 2 Surakarta in *fiqh* learning carried out in several stages as follows:

Digital Literacy as a CBT E-Learning

CBT E-learning is used as a means of communication between teachers and students. Learning content is packaged in the form of e-modules that can be accessed through a flipbook-based website, which is shared by teachers through the platform. WhatsApp groups to exchange learning material information. In this case, students can access learning material content through flipbooks and YouTube. Students can also collaborate and participate in by contributing their ideas and ideas in the learning process.

Digital Literacy as a learning tool

Learning materials (learning media) are all media or materials that teachers can use as learning aids, both in physical and non-physical forms, to deliver learning materials to students effectively and efficiently Mastofikon (2015). In learning activities, especially Islamic religious education subjects, teachers teach and guide students to develop learning materials using website-based learning media. From the results of interviews regarding digital competency frameworks. The framework consists of a set of skills that teachers and students have when using and utilizing digital-based learning tools.

Learners are wise in using inappropriate information. This can motivate learners in developing curiosity in understanding the material. By accessing valid information either from smartphones, laptops or other devices to find reference sources.

Conclusion

Based on the discussion, the role of digital literacy in learning Islamic religious education can be concluded as follows: Features that facilitate learning activities that have been designed by teachers and can make it easier for students to access learning content through CBT E-Learning. *Digital literacy as a learning tool*, one of the digital programs coupled with CBT E-Learning so that it can make it easier for students to explore information. And through CBT E-Learning in addition to being able to explore information, it also provides facilities for collecting assignments, besides that teachers also use the *WhatsApp Group platform*.

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