

## The Use of Digital Literacy as a Learning Innovation in Islamic Education Subjects

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**Abstract:** Learning in the 4.0 era has integrated technology into it; technology has become the main component in the implementation of learning. This study aims to explore and analyze the use of digital literacy as an innovation in Islamic Education. The research method used was qualitative with a field study approach, involving Islamic Religious Education teachers and the Technology Science Team at Muhammadiyah Al-Kautsar High School. Data collection techniques used in this study is interviews and documentation to strengthen arguments and the accuracy of data from observations. Besides that, researchers also conduct content analysis on the official website of Muhammadiyah Al-Kautsar High School. The findings of this study show that the application of digital literacy in learning can be a learning innovation, particularly in the focus of this study, namely on Islamic Education Subjects. This research focuses on understanding how digital literacy can be applied in the context of Islamic Education learning, as well as its impact on student participation and student understanding of Islamic teachings.

**Keywords:** Digital Literacy, Learning Innovation, Islamic Education

### INTRODUCTION

The era of the industrial revolution, or more often known as the era of 4.0 or the 21st century which is marked by technological developments, this refers to the combination of technology that results in the physical, biological, and digital dimensions. (A'yuni, 2015) Education has an important role in improving the quality of human resources, whether or not the quality depends on the education instilled in each individual. In this century, the competencies that must be possessed by a student are the ability to think critically, the ability to collaborative, the ability to be creative, and the ability to communicate. In addition to the four competencies above, what a student must have is also media skills, medical literacy, information literacy, digital literacy, and social and cross-cultural skills. (Redhana, 2019) In this day and age, digital literacy is a necessity in the teaching and learning process, because with the digital literacy, the ability and knowledge will be more honed.

Digital literacy is something that has often been heard and is familiar to everyone today, especially in the world of Education. Digital literacy according to Paul Gilster in his book entitled

Digital Literacy, digital literacy is the ability to understand and use various information in various forms of very broad sources accessed through computers. (Gilster, 1997) According to Pratama, digital literacy is also a 21st century skill needed for students, but students' digital literacy skills are scored with low theoretical scores. (Pratama, W. A., Hartini.s., & Misbah. M., 2019) Conditions similar to what Spiers and Barlett argue, that although today's learners are digital natives, they do not have complete knowledge of digital literast. They are not so aware of how the actual use of technology has affected their learning. As a result, they sometimes ignore ethics in using social media. According to Supratman and Wahyudin, finding that the lack of digital literacy education causes many Indonesian students who do not know how to use social media wisely and responsibly. (Indra, 2022) Based on the explanation above, it is clear that digital literacy is one of the important things for everyone in this digital era, especially for those who are pursuing primary to secondary education.

Digital literacy does not simply refer to technical skills using digital software and hardware. Moreover, digital literacy includes the ability to understand, evaluate, and use information critically in the digital age. Digital literacy encourages the teaching and learning process to be more dynamic and responsive to the demands of the times, therefore efforts to improve digital literacy among students and educators need to be encouraged so that education is able to provide provisions that are relevant to modern society. (Wendratamat, 2017)

In the context of Islamic Religious Education, digital literacy opens up new opportunities to bring students closer to religious teachings through more active and comprehensive learning methods, which in the 21st century is indeed the role of digital literacy has become the main tool in the learning process. (Waruwu, 2019) Islamic religious education is essentially the understanding of Tafaqquh Fi Al-Din in schools and madrasas, which means: earnest efforts in understanding, deepening knowledge of Islam and being able to practice it in everyday life, in aspects of Islamic teachings in the form of the Qur'an Hadith, Aqidah, Akhlaq, Fiqh, History of Islamic Buddhism, and other knowledge in an effort to support the understanding of Islam. (Qomaruzzaman, 2022) Along with the times, the learning of Islamic Religious Education is certainly not left behind from technological sophistication, In order to maximize learning, especially in learning Islamic Religious Education, of course, also apply various digital innovations that improve the quality of learning in it so that students are able to learn Islam without feeling outdated in the current era.

This is in line with research conducted by Trilling and Fadel which states that in abas 21 education must always move in line with the progress of the times. (Trilling, 2009) Through an in-depth study of digital literacy in Islamic Religious Education learning, this research aims to contribute to the understanding of how technology integration can shape innovative learning and respond to the

demands of the times. Therefore, this encourages researchers to conduct research on digitalization of learning, especially in educational institutions of SMP Muhammadiyah PK Al-Kautsar, with the title "Digital Literacy as Learning Innovation in Islamic Religious Education Subjects".

Based on the explanation above, this research question is as follows: How can the application of digital literacy be used as an innovation in learning Islamic Religious Education?, and To what extent is the effectiveness of the application of digitalization in learning Islamic Religious Education?

## **RESEARCH METHODS**

In this study, the author uses field research methods with a qualitative approach which in his research produces descriptive data in the form of written or spoken words of people and observable behavior, Therefore, the data collected is data in the form of words or sentences or arguments and accuracy of the data from the observations. (Sukmadinata, 2019) The form of interview used in this case is a semi-structured interview, this interview starts from the issues covered in the interview guidelines, In this form, interview guidelines are not something that should be followed exactly the same, so every question is not the same for every informant, depending on the interview process and each individual's answers. (Trislianto, 2020)

The author uses the research method above to obtain accurate information and data related to learning innovations in Islamic Religious Education Subjects using digital literacy at SMP Muhammadiyah Al-Kautsar Special Program

## **RESULT AND DISCUSSION**

### **1. Digital Literacy Innovation in Learning Islamic Education**

Digital literacy is a combination of several forms of literacy such as: information, computer, visual, and communication. (A, 2008) Gilster explained that the concept of literacy is not only about the ability to read, but reading with meaning and understanding. (Gilster, 1997) Digital literacy involves mastering ideas, so Gilster places more emphasis on critical thinking when dealing with digital media than technical competence as a core skill in digital literacy. According to Martin, digital literacy is the ability of individuals to use digital tools appropriately so that they are facilitated to access, manage, integrate, evaluate, analyze digital resources in order to build new knowledge, creating media of expression, communicating with others in certain life situations. (A, 2008)

The current Islamic Religious Education learning at SMP Muhammadiyah Al-Kautsar Special Program has implemented digitalization in every learning which is one of the advantages of SMP AL – Kautsar in the Field of Technology. Digital implementation in Islamic Religious Education learning depends on the creativity of each teacher because indeed each teacher has different digital

skills so that it cannot be hit flat on the use of the same digital media in every Islamic Religious Education Learning learning.

Based on the results of the researcher's interview with Informant A as a teacher of Islamic Religious Education Subjects, stated the following expression:

"The innovation of implementing digitalization is different, depending on each teacher because each teacher has different skills and creativity as well, if I do, there is still Google Classroom, so when I want to share the lesson but I can't attend, well I can upload it in Classroom, Then also to save time too instead of children writing I give assignments in e-modules by associating google form links, There are also others that we apply daily tests using existing applications, let the child also enjoy learning and so that the child is not bored when staring at the laptop depending on each teacher so that it cannot be beaten flat, Because, every teacher does not have their own skills. So the point is that from me, I can use e-modules, google classroom, quizez, kahoot, etc.."

The same thing was also conveyed by informant B as Public Relations of SMP Muhammadiyah Al-Kautsar:

"We teachers are actually not pegged to just one media, mbak, But we also use other help media such as classroom, quizez, kahoot, etc.."

From the results of the interview above, it can be seen that, the process of implementing digital literacy is different, it cannot be generalized by every teacher because it returns to teacher creativity and adjusts the subject of the subject taught. Based on informants, it can be concluded that several digital implementations in SMP Muhammadiyah Al-Kautsar are as follows:

#### A. E – Module

The use of e-modules in Islamic Religious Education learning is one of the digital implementations in SMP Muhammadiyah Special Program Al-Kautsar, Where the school curriculum has required all learning to apply digitalization. The learning concept of Islamic Education at SMP Al-Kaustar refers to the ISMUBA curriculum (Islam, Kemuhammadiyah, and Arabic) and has not followed the independent learning curriculum, so to optimize Islamic Religious Education learning teachers align it with school digitalization. so that it has its own Science and Technology team in charge of coordinating everything related to digitalization including the creation of learning e-books, In making this e-book, of course, it has its own manufacturing standards so that it does not fully pour the entire contents of the physical book into the e-module, but the teacher must summarize, sort, and add content that if the physical book has not been

included, Apart from everything in the e-book, teachers are also strongly emphasized to pay attention to and meet the eligibility criteria of the e-module. (Aisyah, 2021) In addition, in making e-books, of course, teachers must include various aspects of assessment to measure the achievement of learning objectives like physical books in general, Therefore, it is also mandatory that teachers must provide evaluations in it variously, for example with the command to practice prayer, ablution, discussion, and so on depending on the creativity of each teacher. The eligibility criteria for e-modules that have been submitted by informants can be summarized as follows:

**Table 1.** Criteria E-Modules

No	Component	Information
1	Cover of E-Modele	Contains illustrative images, subject matter, class descriptions, and e-module publishing teachers
2	Introduction	Contains Basic Competencies, Core Competencies, Competency Achievement Indicators, and Learning Objectives
2	Table of Contents	Contains page descriptions of everything contained in the book, so that when clicked on a certain subchapter it immediately leads to the related page.
3	Content	Contains core learning material which is also inserted illustrations, conversations, youtube video link links, etc. so that participants do not feel bored when opening the e-module
4	Student Worksheets	Contains tasks to evaluate learners' learning like a physical book, in this e-module Student Worksheets can be inserted google form or <i>links to quizez, kahoot, and so on.</i>
5	Bibliography	Contains information on learning material sources in the e-module



Picture 1. E-Modul Cover Page

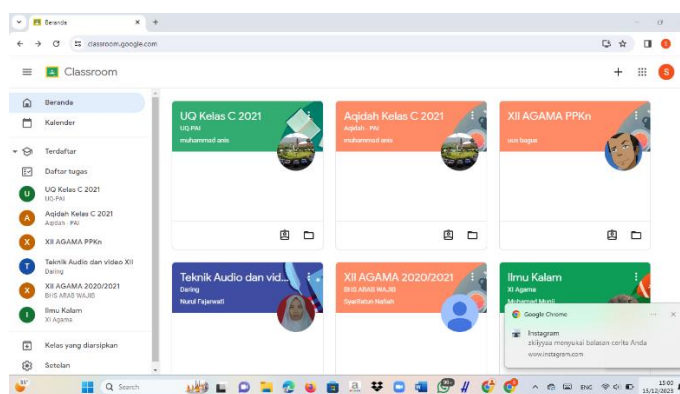
## B. Google Classroom

Google classroom is an application that allows the creation of virtual world classrooms. In addition, Google Classroom can also be a means of distributing assignments, submitting assignments, and even assessing collected assignments. (Julis, 2019) Features in Google Classroom such as reuse, post, create question, create assignment, create announcement can be used by students to re-upload several files, provide discussion space, give announcements, distribute assignments, so that teachers can see who has submitted assignments. (Salamah, 2020) Besides that The uploaded file is not limited in format, but can be in the form of word, powerpoint, PDF, video, or link. (Nopriadi, 2016)

Google Classroom-based learning has several mechanisms which include a description of Google Classroom, a mechanism for creating a Google Classroom, logging in, learning mechanisms, and depositing assignments. Google Classroom learning is basically effective. In line with the opinion, (Riyanto, 2017) Google Classroom is actually designed to simultaneously facilitate teacher and student interaction in cyberspace. This can be seen from the assignment and assignment collection for one semester which is neatly and in detail. (Yahya, 2023) Through the Google Classroom application, it is assumed that learning objectives will be easier to realize. Teachers can take advantage of various features such as assignment, grading, communication, time out, course archiver, mobile application, and privacy.

The use of the Google Classroom platform facilitates communication and interaction between lecturers and students showing effective categories, students can directly ask

questions through the comment column, Therefore, teachers can easily and quickly provide feedback to students so that two-way communication can occur. Thus it can be seen that the use of the Google Classroom platform is very effective to be used as a learning medium that combines material and practice, with this platform.



**Picture 2.** Classroom

### C. Quizizz

Quizizz is a web tool for creating interactive quiz toys, (Nurfadhillah, 2021) This software was developed by Ankit Gupta & Depta Joy Cheenath from Bengaluru, India. (Rajagukguk, 2020) One of the advantages of using this software can provide an interesting learning experience, reduce boredom in learning and be flexible in its use. (Amri, 2020)

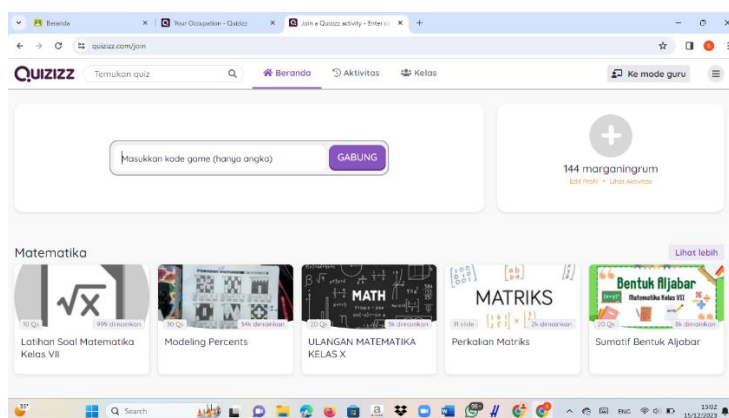
One of the learning media as well as e-learning-based evaluation is with Quizizz, this application provides data and statistics related to student performance, and can even download performance statistics through the form of excel spreads. Teachers can track the extent of student understanding, besides that the use of Quizizz helps students make evaluations without being limited to space, as well as an attractive display and set time settings guide student concentration. (Purba, 2019)

Teachers who apply the Quizizz application are usually used as evaluations after completing several sub-chapters like daily tests, as informant A expressed in an interview by the researcher : "Students sometimes also feel bored with laptops, so sometimes we switch to quizez at the end of the subchapter to restore their saturated mood." The use of Quizizz in Islamic Religious Education Learning can be an effective tool to measure students' understanding of learning materials and stimulate their involvement in the teaching-learning process.

The author concludes some facts related to the advantages and disadvantages of the Quizizz application:

**Table 2.** The Advantages and The Weakness of the Quizizz application

No	Advantage	Weaknesses
1	Flexible workmanship	If the internet is unstable, then time will be wasted as time goes on
2	Answer correction will appear by itself	Students can open a new tab to search online for answers
3	Can see the score after completion of the work	Students can listen to music or something else because tabs can be paired with other applications



**Picture 3.** Quizizz

## 2. The Effectiveness of Using Digital Literacy

The effectiveness of using digital literacy has been examined by researchers through interviews with 2 informants of SMP Muhammadiyah Al-Kautsar, here are informant A's expressions regarding the effectiveness of using digital literacy:

“The use of digitalization here has actually been since before the pandemic, but it has not been maximized, In the past, in a week, maybe students only brought laptops once or twice, so it depends on the teacher to order or not, Increasingly, we changed the curriculum so that this school became a digital school. So far for 6 years running, of course, we can feel how effective this digitalization is, in my opinion, while here being a digital school, learning is running very



effectively, Because students can still interact directly with classmates, and teachers directly face-to-face learning in class while still being able to access learning materials easily and with a wide range, the ability to learn independently, the development of children's technological skills, and can simulate virtual learning”

Based on the results of interviews with informant A, researchers concluded several things related to the effectiveness of its use in learning Islamic Religious Education That the use of digital literacy in learning can significantly increase the effectiveness of the learning process, there are even differences between students who apply digitalization in learning and students who still use conventional methods in their schools, the difference is prominent in the ability in the field of technology. Students who usually operate digital tools such as laptops, computers, and so on are certainly superior in this regard because digitalization has become a necessity in schools so that students are very accustomed to it. Conversely, students whose educational institutions have not implemented digitalization are very likely to still have difficulties in operating it, Except for students who are often monitored at home by their parents to operate laptops and computers, because indeed everything goes back to habit or student habits. This is concluded from the interview results of informant B:

"Of course, it's different, right, we have implemented digitalization here, right the intention from the beginning is this, this is an era that is changing, technology is growing, Then from the superiors themselves take a step ahead of other schools by taking advantage of the digitalization moment by implementing digital learning, for example the e-module earlier, so in essence students are superior in Science Technology and more modern schools."

The following is a more detailed description of the results of the researcher's interview with informants related to the effectiveness of learning by applying digitalization:

a. Wider Access to Information

Digital literacy allows students to access information about learning materials from various sources under the supervision of the teacher.

b. Multimedia Learning Media

Digital literacy allows the use of multimedia-based learning media such as videos, animations, and so on.

c. Ease of Access to Learning Media

Students will be able to more easily access Islamic Religious Education learning materials through online, whether its material through online platforms provided by teachers or trusted reference sources.

d. Self-Study Ability

Digital literacy helps develop independent learning skills in students. They can further explore the topics of Islamic education independently through online sources and remain under the supervision of teachers.

### **The Advantages of Using Digital Literacy as a Learning Innovation**

Learning that is collaborated with technology and quality learning media can certainly facilitate and make it easy for students to acquire knowledge and competencies relevant to a learning objective. (Mahbuddin, 2020) In line with research. (Zabidi, 2019), The results obtained from the use of technology integration in learning through digitalization include learning more innovative, fun, more conducive, and more concentrated on students. (Waruwu, 2019) The theories above provide a point of view that the application of digitalization has advantages that are advantages over its application in learning. The following are the results of the researcher's interview regarding the advantages of applying digital literacy in learning Islamic Religious Education:

"Of course, there are advantages to using this digitalization in our school, because if there is no advantage, we will not take this digital school path as our permanent learning system, First and foremost, yes, our students are superior in the field of Science Technology compared to other friends who may not have implemented digitalization in their schools or have never operated laptops, Continue to be realistic, so students don't bother to teach books or arrange lessons at home and it's simpler, Notebooks are also at most one is enough, Then this is from the realm of learning, yes, students will feel the ease, because with its use students will find it easier to obtain information that may not be listed in our module."

From the results of the interview above, it can be concluded that the advantages of using digital literacy as an Islamic education learning innovation are:

1. Easy to Use

Not only teachers who feel the ease of use, but also students who operate it, can learn how to learn without feeling the backwardness of this increasingly advanced era.

2. Make easier for students to get information.

Sometimes, in its implementation, students are welcome to find answers or information when the e-module is not exposed in detail. Usually, teacher's link videos or YouTube videos containing educational content related to the material that day, for example, how to practice prayer and ablution correctly.

### 3. Ease the Budget

Muhammadiyah Al-Kautsar High School in Islamic Education Learning follows the ISMUBA curriculum, which consists of 5 subjects, and each book is pegged at a price of 50.000,00–65.000,00. If each student needs 5 books, then suppose  $65.000,00 \times 50.000,00 = 3.250.000/\text{year}$ . This nominal is not small, so this is one of the concrete and strong reasons for Muhammadiyah Al-Kautsar High School to make its school curriculum digital-based.

### **Barriers to the Use of Digital Literacy as Learning Innovation**

This view of digital literacy cannot be separated from two points of view, namely computer literacy and information literacy. Computer literacy is a technical skill that is generally owned by a person in order to operate digital devices, both computers and mobile devices, from smartphones to tablets. While information literacy means the ability that someone has in accessing, finding, packaging, using, to evaluate and disseminate digital information properly and wisely. (Safitri, 2018) Everything that is done has obstacles and challenges, including the application of digital literacy in learning in educational units. Obstacles to the application of digital literacy in learning at SMP Muhammadiyah Al-Kautsar were conveyed in an interview by informant A:

“So if there are obstacles for it, because it was our decision at the beginning of the term to be one step ahead in the field of technology, so yes we are also ready to accept the risks and obstacles, we believe how come all problems have solutions, there is a way out. For our obstacles, first, not all children can operate the e-module correctly, let alone the e-module, just turning on the laptop can't, just holding a mouse can't, That's usually grade 7 students who have just come from elementary school who may not have implemented digital or may never hold a laptop at home. Then sometimes children feel bored and bored every day staring at the laptop screen, yes it's just like us if every day open a cellphone is saturated, Until sometimes it's like that in the eyes, besides that we are less able to monitor students because sometimes there are students who are learning time but instead open another tab on the laptop, or see YouTube.”

In addition, there are also solutions that have been carried out by educators at SMP Muhammadiyah Al-Kaustar:

“But besides these obstacles, we thank God we have found an mba solution, if for those who are still having difficulty making a laptop, it's grade 7, Especially for grade 7 we hold our own tutors,

then for students who feel bored, I usually invite them to study in the library, mosque, or courtyard, Then the last one was that we teachers usually move during KBM (Teaching and Learning Activities) so we don't just sit like that.”

Following are the conclusions drawn regarding the challenges faced by Muhammadiyah Al-Kautsar High School and the current solutions:

No	Obstacles	Solution
1	Difficulty operating Digital Media	The teacher held a special class on laptop use tutorials for grade 7
2	Student burnout	Teachers divert learning in the classroom or by ice breaking
3	Student negligence in operating a laptop	Teachers move during Teaching and Learning Activities

## CONCLUSION

This research highlights the implementation of digital literacy as an innovation in learning Islamic education Subjects. The application of digital literacy to learning Islamic education subjects opens up new opportunities to improve the understanding of Islamic teachings as a whole. The integration of technology allows students to engage in independent exploration and learning while stimulating their interest in religious learning materials. The implications of this research include the need for curriculum development that includes digital literacy as a major component of learning. Therefore, SMP Muhammadiyah Al-Kautsar strives for this by applying digital literacy to learning Islamic education subjects, even making the school curriculum into a digital school where not only Islamic education but all subjects in this school are taught.

Overall, this research shows that digital literacy is not just a tool but also an innovation that can change the learning paradigm of Islamic education towards a more dynamic and relevant approach. By understanding the obstacles and advantages that exist, it can also optimize the potential of digital literacy in supporting the goals of Islamic education and equipping the younger generation with holistic and relevant knowledge.

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