The Role of Digital Literacy in Islamic Religious Education Learning in the Technology Era at MAN 3 Banyuwangi

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Abstract. Islamic education is an important aspect of the MAN 3 Banyuwangi curriculum, which is now faced with challenges and opportunities with the development digital technology. In this era, digital literacy is becoming a crucial factor in facilitating the Islamic religious learning process in schools. Study This aim is to deepen the role deep digital literacy context learning Islamic religious education at MAN 3 Banyuwangi. With a qualitative approach, research This utilizes interviews, observations, and analysis content to explore how digital literacy influences and is implemented in Islamic religious learning in schools. Findings from the study This discloses that digital literacy plays an important role in increasing the quality of Islamic religious learning at MAN 3 Banyuwangi. Teachers use various digital resources, such as learning videos and Islamic religious websites, to enrich their experience. Study, student. Students are also actively using technology to look for information and discussion about the Islamic religion. However, there are also challenges related to accessibility, technology, and the development of digital literacy skills among students. This study also highlights the importance of integrating technology into the curriculum of Islamic religious education at MAN 3 Banyuwangi. By utilizing digital literacy effectively, schools can increase understanding and experience. Study students related to the Islamic religion. Study This contributes to our understanding of how technology can be used to enrich Islamic religious learning at MAN 3 Banyuwangi, as well as the associated challenges and strategies with the integration deep digital literacy in Islamic education.

Keywords: Digital Literacy, Islamic Religious Education, MAN 3 Banyuwangi, Technology Era.

I. INTRODUCTION

Digital literacy is the concept, understanding, skills, and attitudes required to operate in a way effective in a digital environment. Digital literacy theory emphasizes the importance of not only technical ability to use digital devices and applications but also critical capabilities to evaluate, understand, and create digital content (Paul Gilster, 1997).

According to theory, individuals who have good digital literacy are capable of accessing, evaluating, integrating, and creating information using various digital technologies. Digital literacy is not only about technical ability but also about the ability to think critically, identify authentic information, and participate in a productive way in a digital society (Buckingham, D. 2007).

In context education theory, digital literacy highlights the importance of integrating digital technology into the learning process to increase skills literacy among students. By utilizing digital technology effectively, teachers can create more interesting learning experiences, facilitate collaboration between students, and expand access to source-powered education (UNESCO 2013).

The facts show that many big schools around the world have adopted digital technology in the learning process. This is reflected in the enhancement of digital devices, such as laptops, tablets, and

smartphones, as well as the as the implementation of online learning platforms, such as Google Classroom and Moodle. However, although digital technology has become an integral part of modern education, there is still a still a challenge in ensuring that students have adequate digital literacy. Although students are often skilled in using social media and consumers digital content, their capabilities to critically evaluate their information found online are often lacking.

In addition, the digital divide between students has also become important in the context digital literacy. Although a number of students may have abundant access to digital technology at home, anything is possible if they are not lucky enough to own the same access. This matter can cause inequality in skills and digital literacy among students (International Society for Technology in Education (ISTE) 2020).

Importance Digital literacy in the world of education is also strengthened by the fact that a lot of institutions, organizations, and organizations internationally have acknowledged the importance of digital literacy in the curriculum of schools. For example, UNESCO has pushed the development of media and information literacy programs to increase skills in digital literacy among students and teachers (UNESCO 2011).

In the context of MAN 3, Banyuwangi has access to infrastructure technology, like a stable internet connection and devices with adequate loudness (e.g., computers or tablets). This matter can influence the ability of schools to integrate digital technology into learning (Warschauer, M. 2006).

Students at MAN 3 Banyuwangi have diverse access to digital technology at home. A number of students may have access to digital devices and the internet, while others may face difficulty accessing them. Gaps in access This can influence ability student for develop their digital literacy beyond environment school. Temporary that, teacher at MAN 3 Banyuwangi Possible own level diverse skills in use digital technology for objective education. Some teachers maybe has carry out training sufficient digital literacy, while others may need more Lots support in matter this. Teacher skill level in digital literacy can influence the extent of technology used in learning (Al-Busaidi, SS 2016).

MAN 3 Banyuwangi has integrated digital literacy into the curriculum and approach to learning. This is possible through the use of online learning platforms, projects based on learning-based technology, or teaching directly about digital literacy skills (Abdullah, NA, & Ayub, AFM 2013).

However, implementation of this possibility varies between eye teachers lessons. So from That's MAN 3, Banyuwangi has taken steps to increase digital literacy among its students and staff. This includes training digital literacy for teachers, providing more access to devices and the internet at school, or collaborating with an external an external organization or institution to support initiatives for digital literacy (Warschauer, M. 2006).

For that study done Because digital literacy is becoming more and more important in context education, including Islamic religious learning. In the era of continuous technology development, using digital technology in the learning process can not only enrich the experience of study students but also raise challenges that must be understood (Barzilai-Nahon, K. 2008).

The study was done not only to identify challenges but also to identify opportunities and related strategies with the use technology in Islamic religious learning. Other than that, research done with hope can contribute to the literature about deep digital literacy in the in the context Islamic religious education (Zainuddin, Z., Habibi, A., Muluk, A., & Keumala, CM 2019).

II. METHOD

. In terms of this researcher using method study qualitative as method research, methods This tends toward flexible and adaptive design. Study qualitative is an approach purposeful research to understand phenomena in a way that is deep from the natural, deep perspective context in which the place happens. Different from study quantitative, which emphasizes the measurement and analysis of numerical data, research qualitative focuses more on understanding context, interpretation meaning, and social construction of the phenomenon under study (Creswell, JW 2013).

In qualitative research, researchers try to get rich and deep insight about how people experience and understand the world around them. Approach: This is often used to explore complex and diverse research questions, especially in field knowledge of social and behavioral humans (Merriam, SB, & Tisdell, EJ 2015).

In terms of this, a qualitative researcher For a deep understanding of how students and teachers at MAN 3 Banyuwangi interact with digital technology in the context Islamic religious learning, Through in-depth interviews, direct observation, and analysis documents, researchers can explore experience, perception, and practice-related digital literacy in schools (Patton, MQ 2014).

Then, a review is done of documents in school, like plan learning, existing digital literacy programs, or policy school-related use of technology, to get an understanding of how digital literacy is integrated into context education at MAN 3 Banyuwangi.

Interview done with Islamic religious education teachers, identification about how teachers use technology in teaching Islamic religious education, responses to the role deep digital literacy in increasing understanding of Islamic religious material, and then challenges faced in integrating deep digital literacy into Islamic religious learning. Interviews were done in depth with students and staff at the at the school to understand perceptions, knowledge, and experiences related to digital literacy. The questions range from the use technology in learning to the challenges faced in developing digital literacy (Denzin, NK, & Lincoln, YS (Eds.) 2018).

Do observation activities with students using digital technology in schools, such as using devices for soft learning, social media, or online learning platforms, to evaluate their level of skills and understanding of digital literacy (Kabilan, MK, Ahmad, N., & Abidin, MJZ 2010).

III. RESULTS AND DISCUSSION

Enhancement of Effectiveness in Learning

Research results show that effective integration of digital literacy has increased the effectiveness of Islamic religious learning at MAN 3 Banyuwangi. Use digital technology, such as application learning, interactive multimedia, and online platforms, to make learning more interesting and dynamic for students. This matter is reflected in its high level of involvement among students and their improved understanding of Islamic religious concepts.

With various source information and tools available interactively, such as Moodle or Google Classroom, students can access material, assignments, and quizzes whenever and from anywhere, as well as facilitate interaction between students and teachers through discussion forums and online chats. (Pringle, P. 2018).

Then, the teacher can make module learning interactive that utilizes various digital media, such as video, images, and audio. this module can customized with needs and levels understanding students , as well give chance for student For Study in a way independent .

In addition, teachers can organize collaborative projects with students using online media. For example, students can do the same in a presentation or video about certain topics in Islamic religious education, which is later presented online in class (Bucketingham, D. 2007).

And again, schools provide technical support for teachers and students to use technology in learning. This can form technical session training, guide use of online learning platforms, or access easy-to-help technical If there is a problem, it is technical.

Strengthening Identity in Islam

Apart from improving effectiveness learning, digital literacy also helps in strengthen identity Islam student. Although involved in the use modern technology, students can still maintain the values Islam they. Use technology in the context Islamic religious learning to help students understand and apply internal religious values to their lives every day, so they can guard their wholeness, identity, and Islam while still actively participating in the digital world (Rauf, A. 2017).

Then, integrate teachings of Islam into various aspects of learning at school, not only in an eye lesson in Islamic education. For example, internal teachers eye other lessons that can be learned by hooking material learning with the values Islam and giving examples practical about how teachings of Islam can be applied in life daily.

Then there is also mentoring and spiritual formation
in small or intermediate mentoring programs for senior and junior students to support each other in strengthening their identity in Islam. This program covers discussions about the values Islam, worship practices, and support for religious life.

Next, develop religious skills with a stage course or training in religious skills such as tajwid, tahsin, or memorizing the Koran. It delivers a chance for students to increase their religious skills and feel more connected with the teachings Islam (Merriam, SB, & Tisdell, EJ 2015).

Preparation for the Challenges of the Modern World
The integration of digital literacy also helps prepare students to face the challenges of the modern world. With the development of technological and critical-analytical skills, students become more ready to adapt to change in technology and dynamics as society becomes more complex. The ability to understand and use technology while being wise also helps students become productive and relevant individuals in the technological era of continuous information development (Kurniawan, MI, & Suherman, A. 2020).

One of them is to develop skills for strong digital literacy. Where students utilize technology, information, and communication in a way that is effective in learning and communicating in the digital era. This includes the ability look for information online, evaluate the authenticity source information, and collaborate online.

Then, integrate learning-based Skills like solution problem, critical thinking, communication effective, and cooperative team. This matter helps students become more ready to face complex and diverse challenges in life (Livingstone, S. 2004).

Next, do it for development ability. Language foreigners are pushing students to control at least one foreign language, like English, as preparation to interact and compete at the global level. Ability language foreign also opens opportunity access to information and opportunities study abroad (Koltay, T. 2011).

Other than that's it, it is culture-based learning that is sustainable, where students continuously develop relevant knowledge, skills, and attitudes with the development of the modern world. It's involving practice, learning independence, reflection, and exploration in new fields. This is one proof that students have prepared themselves to face the inherent challenges of the modern world going digital (Jenkins, H., Clinton, K., Purushotma, R., Robison, A.J., & Weigel, M. 2006).

Application: Effective Digital Literacy
Integration of digital literacy at MAN 3 Banyuwangi is reflected in the application effective digital technology in learning Islamic education. Islamic religious teachers use various digital tools and platforms, such as application learning, Islamic websites, and interactive multimedia, to deliver material lessons. They not only convey information in a passive way but also exploit interactive features to facilitate discussions, online quizzes, and collaborative activities between students.

Apart from that, teachers also use social media to expand the range outside of class, like spreading material addition, holding online discussions, or inviting a source person to share knowledge (Martin, A. 2006).

Application of effective digital literacy This creates an environment of dynamic and interesting learning for students. They not only become passive consumers of information but also actively involved in the learning process with the use various digital technologies. This matter helps students

become more involved in learning, improve their skills in technology, and prepare them to face the demands of an increasingly digital world (Suharso, P. 2021).

Next, there is parental involvement in supporting the application of digital literacy at MAN 3 Banyuwangi. School organizes session training for parents about digital literacy and how they can support learning children while they are at home.

And then, there is evaluation of the application of digital literacy periodically and updates in accordance with needs and development technology. This ensures that the digital literacy program at MAN 3 Banyuwangi is still relevant and effective in supporting Islamic religious learning in the technological era (UNESCO 2013).

Increased Access to Information and Diversification of Materials

The integration of digital literacy has brought about significant changes in access for students to information related to the Islamic religion. Previously, students were limited to sources of information available in the library or book lessons provided by the teacher. However, with the existence of digital literacy, students now have more access to spacious and easy access to various sources of information about the Islamic religion on the Internet.

With digital literacy, students can access various websites, articles, videos, and other relevant digital resources related to their topic. This matter No only expand scope material presented in Islamic religious learning, but also possible student for get more perspective diverse and deep about the Islamic religion from corner different view.

Apart from that, digital literacy is also a possible diversification of material learning. Islamic religion teachers can integrate various types of material, from traditional text to video, images, and audio. This is possible for students with various styles of study to be more involved in learning and understanding Islamic religious concepts.

Enhancement of access to information and diversification of material This helps create an environment more dynamic and inclusive at MAN 3 Banyuwangi. Students have a lot of chances to explore interesting topics that interest them and deepen their understanding of the Islamic religion in an appropriate way with style. Study them individually (Boling, E., Hough, M., Krinsky, H., Saleem, H., & Stevens, M. 2012).

Development Skills: Critical and Analytical

The integration of digital literacy also plays an important role in the development of critical and analytical skills in students to understand the Islamic religion. Through the use digital technology, students not only consume information in a passive way but are also taught to critically evaluate and analyze their information online.

Islamic religious teachers at MAN 3 Banyuwangi use an encouraging approach with students for questioning, comparing, and judging various sources of information found online. They taught to identify truth and validity of information, recognize bias or corners that look certain, and understand the social and cultural context behind information (Maag, 2006).

Thus, using digital literacy not only increases access to information but also helps students develop the ability to think critically and analytically. They taught how to filter information, consider various angles, and make decisions based on rational and informed thinking.

Development of critical and analytical skills is very important in helping students become critical and independent individuals who understand Islamic religious teachings. They not only accept information but also learn to question, analyze, and reflect on the on the meaning and implications of information (Soysal, İ. 2017).

Challenges and Overcoming Efforts

Although integration of digital literacy brings lots of benefits to research, this also identifies a number of necessary challenges faced, as well as efforts and possible countermeasures to overcome them.

One of the main challenges faced is the potency social media addiction and other digital distractions that can hinder focus and productivity in learning. Apart from that, there are risks of accepting invalid information or inaccurate information from the internet, which also raises concerns (Fraenkel, JR, Wallen, NE, & Hyun, HH 2012).

To overcome the challenge social media addiction, a holistic approach involving cooperation between schools, teachers, parents, and students is necessary. The school can provide coaching and socialization about wise and healthy use of social media, while teachers can implement governing policies regarding the use of devices during the learning process. Parents have an important role in supervising and guiding children when they use technology at home.

Additionally, to overcome risk and accept invalid information, it is important for Islamic religious teachers to teach skills evaluation information to students. They need to be given an understanding of how to inspect the authenticity and truth of their information in a way online, as well as how to differentiate between source information available that is trusted and those that isn't.. With a coordinated and sustainable approach, the challenges faced in using digital literacy can be overcome in an effective way, so the maximum the maximum benefit from integration technology in Islamic religious learning at MAN 3 Banyuwangi can be achieved (Anderson, JA, & Rainie, L. 2018).

IV.   CONCLUSION

Through the results of this study, it was concluded that the integration deep digital literacy learning in Islamic religious education at MAN 3 Banyuwangi has a significant impact on increasing effectiveness in learning and preparing students to face the challenges of the technological era. From the analysis carried out, several important points appeared, like how integration of digital literacy has brought positive change in the process of learning Islamic religion. With the use of digital technology, learning becomes more interesting, dynamic, and relevant for students. Application learning, interactive multimedia, and online platforms have given various sources of information and tools supportive of interactive learning and deep learning.

Additionally, integration with digital literacy helps prepare students to face the challenges of the modern world. With the development of technological and critical-analytical skills, students become more ready to adapt to change in technology and dynamics as society becomes more complex. The ability to understand and use technology while being wise also helps students become productive and relevant individuals in the technological era where continuous information development occurs.

In all, the results of the of the study This shows that digital literacy has an important role in increasing the quality of Islamic religious learning and preparing students to face the challenges of an increasingly digital era. With understanding this, the effort to keep going, develop integration, deep digital literacy context, and Islamic religious learning at MAN 3 Banyuwangi becomes more important for supporting development students in an ever-changing and diverse world.

Then, in deep context, digital literacy for the future, researchers recommend for understand aspect ethical in use technology about learning Islamic education. Like privacy students, security information, and the impact social from using technology in religious contexts. Next, do it to develop creativity and innovation, with the hope that students will get a new look and understand the materials studied. Like one for example is create content interesting and effective educational. With consideration of additional suggestions This is expected future research can give more contribution big in understand and improve role deep digital literacy context more education wide.

Following are some suggestions or recommendations based on the results of the study about enhancement effectiveness learning, reinforcement identity Islam, preparation for the challenges of the modern world, application effective digital literacy, improvement access to information and diversification material, and development. Skills critical and analytical, as well as challenges and efforts countermeasures:

1. Integrate Digital Literacy in Curriculum: Schools need to integrate deep digital literacy curriculum in a way that is comprehensive, not only in the Islamic religious education lesson but also in the other lessons. This can be done through the use digital technology in service learning materials-based projects and the development of critical-analytical skills through the evaluation online information.

2. Training and Support for Teachers: School need provide training and support technical for internal teachers use technology in learning. Training: This can cover the use of online learning platforms, creation module learning interactive, and management virtual classes. Support is technically a must and is available. For help teachers cope problem technical.

3. Collaboration with Parents: Involving Parents in the Support Application Digital literacy at home and at school is very important. The school can organize sessions of training for parents about digital literacy and how they can support their children while they are at home.

4. Mentoring and Spiritual Formation: Essential provides mentoring and spiritual formation programs for students to strengthen their identity in Islam. This program can cover discussions about Islamic values, worship practices, and support for religious life.

5. Development Skills: Critical and Analytical: Teachers need to teach skills evaluation information to students, including how to inspect the authenticity and truth of their information online. This will help students develop the ability to think critically and analytically, understand Islamic religious teachings, and face invalid information.

6. Challenges and Overcoming Efforts: The school must take steps to overcome related challenges with the use digital literacy, such as potency, social media addiction, and the risks of accepting invalid information. This can be done through a holistic approach involving cooperation between schools, teachers, parents, and students.

With the implementation of these suggestions, it is hoped that MAN 3 Banyuwangi can increase effectiveness in learning, strengthen the identity of Islam students, prepare them to face the challenges of the modern world, and ensure effective digital literacy in the context Islamic religious learning.

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