

The Urgency of Islamic Education Literacy in The Digital Era 4.0

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ARTICLE INFO	ABSTRAK
Volume: 4 ISSN: 2963-5489 KEYWORDS Islamic Education Literacy, Digital Era 4.0	The rapid pace of digital transformation demands that educational systems adapt in order to remain relevant to the changing times. The internet, social media, and various technology-based learning platforms have significantly transformed the ways in which learners acquire information and understand religious concepts. The method used in this study is library research, as the data sources are derived from books and other written documents. For this purpose, the author employed several library references and sought to collect data relevant to the analytical framework by using a descriptive-analytical method. Islamic education in the digital era 4.0 also offers unlimited opportunities to expand accessibility, develop innovative learning methods, and strengthen religious understanding. However, the lack of digital literacy among students poses a major obstacle in filtering valid information and often leads to misinterpretations of Islamic teachings. Furthermore, the digital era presents challenges related to students’ discipline and learning focus. The cultivation of digital literacy understanding through Islamic religious education in the era of cyberculture is essential, as Islamic education not only encompasses the relationship between humans and God but also the relationships among human beings. The implementation of digital literacy in Islamic education can be achieved by instilling an understanding of digital literacy among students, monitoring their use of social media, and providing motivation and encouragement for them to seek information from various credible reference sources.

1. Introduction

The rapid pace of digital transformation compels the educational system to adapt in order to remain relevant to the evolving times. The Internet, social media, and various technology-based learning platforms have transformed the ways in which students acquire information and comprehend religious concepts (Irna Prayetno, 2025). Islamic education in the digital era also offers boundless opportunities to expand accessibility, develop innovative learning methods, and strengthen religious understanding.

The use of digital technology can serve as a powerful tool to bridge educational gaps and enhance religious understanding within an increasingly interconnected global society. However, in the present time, Islamic Religious Education (PAI) in several schools is still conducted conventionally, without taking advantage of the immense potential offered by digital technology. In addition, the lack of digital literacy among students remains an obstacle in filtering valid information and avoiding misconceptions about Islamic teachings.

Moreover, the digital era brings challenges concerning students’ discipline and concentration in learning. The presence of gadgets and social media often becomes a major source of distraction, reducing students’ focus on understanding Islamic

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Religious Education materials. Many students are more interested in spending their time playing online games, watching entertainment content, or engaging in social media activities rather than reading the Qur'an or deepening their religious knowledge. This challenge is further exacerbated by the lack of parental and educator attention in guiding the wise and constructive use of technology (Muhammad Fatkhul Harji, 2023).

2. Literature Review

The term *digital literacy* was first introduced by Paul Gilster (1997), who defined it as the ability to use technology to search for, access, and select information from various digital sources efficiently (Kurnianingsih et al., 2017: 62). The implementation of digital literacy in learning activities is expected to enhance students' motivation and facilitate their efforts in finding a wide range of reference materials.

Islamic religious education, as a medium for character formation, must aim to cultivate a generation that wisely utilizes digital media, ensuring that they are not easily influenced or divided by misleading information disseminated through digital platforms. Therefore, developing human resources who are proficient in technology, information, and communication through education has become a crucial necessity (Wayong, 2017: 232).

3. Methodology

The method employed in this study is library research, as the data sources are derived from books and other written documents. For this purpose, the author utilized several library references and sought to collect data relevant to the analytical framework by applying a descriptive-analytical method.

4. Results and Discussion

Scholars have defined the meaning of *digital literacy* in various ways. In his classic work, Gilster (1997) defined digital literacy as the ability to understand and use information in multiple formats from a wide range of sources presented through computers. Over time, this term has undergone specification and expansion of meaning. A more contemporary definition was proposed by Hobbs (2017), who described digital literacy as a constellation of knowledge, skills, and competencies required to thrive in a technology-dominated culture.

In light of current developments, digital information in the 4.0 era has facilitated personal, social, and professional relationships. Consequently, everyone needs the ability to access, analyze, create, reflect, and act using various digital tools, expressive forms, and communication strategies. In other words, all individuals must possess digital literacy skills—including within the context of Islamic Religious Education.

Islamic Religious Education, which carries a mission of religiosity, also plays a significant role in digital literacy by fostering faith, piety, knowledge, and balanced skills to prepare students to face the challenges of the digital literacy era. As previously mentioned, in the era of *cyberculture* or the internet culture, we are presented with abundant information that can be accessed and retrieved instantly and conveniently as part of the broader information circuit within cyberculture ('Uyun, 2020: 69).

The cultivation of digital literacy understanding through Islamic Religious Education in the era of 4.0 is essential, as Islamic education not only encompasses teachings about the relationship between humans and God but also includes the relationship among human beings. The implementation of digital literacy in Islamic Religious Education involves instilling digital literacy awareness among students, monitoring their use of social media, as well as motivating and encouraging them to seek information from a variety of reliable reference sources.

5. Conclusion

In today's era, the development of digital information has significantly facilitated personal, social, and professional relationships. Therefore, every individual must possess the ability to access, analyze, create, reflect, and act using a variety of digital tools, diverse forms of expression, and communication strategies. In other words, digital literacy has become an essential skill for everyone—not only in general education but also within the scope of Islamic Religious Education.

The cultivation of digital literacy understanding through Islamic Religious Education in the era of 4.0 is imperative, as Islamic education not only encompasses teachings about the relationship between humans and God but also includes guidance on human relationships and social ethics. The implementation of digital literacy in Islamic Religious Education involves instilling an understanding of digital literacy among students, monitoring their use of social media, and providing motivation and encouragement for them to seek information from a variety of credible reference sources.

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