

Strengthening Teachers' Digital Literacy Strategies in Islamic Religious and Character Education

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Abstract

The development of digital technology has brought significant changes to the world of education, including in Islamic Religious Education and Character Education. Integrating digital literacy into learning is a necessity to improve the quality of the learning process, expand access to learning resources, and foster students' critical thinking skills. However, the implementation of digital literacy in Islamic Religious Education learning still faces various challenges, both from student factors, educators, and learning support facilities. This study aims to analyze teachers' digital literacy development strategies in Islamic Religious Education and Character Education learning in high schools and identify various obstacles faced in its implementation. This study uses a qualitative approach with a case study research type. Data were collected through observation, semi-structured interviews, and documentation. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions, while data validity was tested using source triangulation. The results show that Islamic Religious Education teachers have developed digital literacy through the use of various digital media and platforms, such as PowerPoint, learning videos, Google Forms, Kahoot, and digital puzzles in learning and evaluation activities. The use of digital media has been proven to increase student motivation to learn, active participation, and understanding of learning materials. However, the implementation of digital literacy still faces several obstacles, including limited internet access, uneven distribution of school Wi-Fi networks, limited devices and internet quotas among students, and differences in students' digital interests and abilities. This study recommends the need to improve technological facilities and infrastructure, strengthen the digital competencies of teachers and students, and support school policies to realize more effective, innovative, and adaptive Islamic Religious Education learning to adapt to digital technology developments.

Article Information:

Received April 19, 2026

Revised May 29, 2026

Accepted June 30, 2026

Keywords: *Digital literacy, Islamic religious education teachers, character education, digital learning*

How to cite:

Apriyani, W., Sesmiarni, Z. (2026). Strengthening Teachers' Digital Literacy Strategies in Islamic Religious and Character Education. *El-Rusyd*, 11(1), 430-440.

E-ISSN:

2580-0256

Published by:

The Institute for Research and Community Service

INTRODUCTION

Education is a lifelong process and plays a strategic role in shaping the quality of human resources. In today's digital era, education is no longer solely oriented toward transferring knowledge but also directed toward developing 21st-century competencies, such as critical thinking, creativity, communication, collaboration, and digital literacy. Developments in information and communication technology have transformed the way students acquire, access, and process information. Therefore, educational institutions are required to adapt to these developments to ensure the learning process remains relevant to current needs. This shift also positions digital literacy as an essential competency for both teachers and students to support effective and meaningful learning (Hizam et al., 2021).

Digital literacy is not only defined as the ability to use technological devices, but also encompasses the ability to access, understand, evaluate, produce, and utilize digital information critically, ethically, and responsibly. In the context of education, digital literacy is a crucial foundation for creating a more interactive, innovative, and student-centered learning process. Teachers, as the primary actors in learning, have a responsibility to integrate digital technology into the learning process so that students are not only able to use technology but also utilize it wisely and productively (Galán, 2015).

In Islamic Religious Education and character education, the use of digital literacy is becoming increasingly urgent. Islamic Religious Education is not only oriented towards mastering cognitive aspects, but also aims to shape students' character, religious attitudes, and morals. The presence of digital technology provides opportunities for teachers to present learning materials in a more engaging manner through the use of various digital media, such as learning videos, interactive applications, online learning platforms, and internet-based learning resources. The use of this technology can increase learning motivation, expand access to Islamic resources, and encourage students to be more active in the learning process (Aryasutha et al., 2025; Kurniawan et al., 2024; Oktavia et al., 2020; Thuwaiba & Salaeh, 2025).

However, the implementation of digital literacy in Islamic Religious Education learning still faces various challenges. Several studies have shown that limited facilities and infrastructure, low digital competency, disparities in technology access, and differences in student characteristics are factors that influence the success of technology integration in learning. Furthermore, teachers are also required to be able to select, develop, and utilize digital media that align with the characteristics of Islamic Religious Education materials so that Islamic values can still be optimally transmitted amidst increasingly rapid technological developments (Pratiwi et al., 2024).

Based on initial observations conducted at a high school in Indonesia, it was found that Islamic Religious Education teachers have utilized various digital media in the learning process. However, several problems were still encountered in its implementation, such as students' lack of interest in digital-based learning, limited internet quota, and the tendency of some students to use mobile phones for activities outside of learning. Furthermore, there were also differences in students' abilities in operating digital technology, which impacted learning effectiveness. These conditions indicate that developing digital literacy in Islamic Religious Education learning requires appropriate strategies to ensure optimal technology utilization.

Several previous studies have examined digital literacy in Islamic Religious Education, including studies highlighting the improvement of digital literacy in the implementation of the Independent Curriculum (*Curriculum Merdeka*), strengthening religious literacy based on digital technology, and the use of various digital platforms in Islamic Religious Education learning. These studies indicate that the use of digital

technology can improve the quality of learning and students' religious literacy. However, most studies have focused on the implementation of digital media or the influence of technology on learning outcomes, while studies on teacher strategies for developing digital literacy in Islamic Religious Education and Character Education learning at the high school level are relatively limited.

Based on this description, this research is important to conduct an in-depth analysis of the strategies used by teachers in developing digital literacy in Islamic Religious Education and Character Building learning in junior high schools in Indonesia, while also identifying various obstacles encountered during the implementation process. The research results are expected to provide theoretical contributions to the development of digital literacy studies in Islamic education and serve as a consideration for teachers, schools, and policymakers in improving the quality of digital-based Islamic Religious Education learning.

METHODS

This research uses a qualitative approach with the type of case study. A qualitative approach was chosen because this study aims to understand and describe in depth the digital literacy development strategies implemented by teachers in Islamic Religious Education and Character Education, as well as to identify various obstacles encountered during the implementation process. Field research allows researchers to obtain data directly from data sources in a natural context so that the phenomena studied can be understood comprehensively (Abishev et al., 2025; Engkizar, Jaafar, Hamzah, et al., 2025; Engkizar, Jaafar, Hamzah, Syafril, Oktavia, et al., 2026; Febriani et al., 2023; Oktavia et al., 2023; Putri et al., 2025).

The research was conducted at State Senior High School 3 Payakumbuh. The research location was selected based on the consideration that the school has implemented the use of digital technology in the learning process, particularly in Islamic Religious Education and Character Building subjects. The research subjects consisted of Islamic Religious Education and Character Building teachers as primary informants, while supporting informants included students and school officials deemed to have relevant information regarding the implementation of digital literacy in learning.

Data collection techniques included observation, semi-structured interviews, and documentation. Observations were conducted to obtain a direct overview of the implementation of digital literacy-based Islamic Religious Education in the classroom. Semi-structured interviews were used to gather in-depth information about the strategies employed by teachers, their experiences during the learning process, and any challenges encountered. Documentation was used to supplement and strengthen the research data, including photos of activities, learning tools, digital learning media, and other documents relevant to the research focus.

The data obtained were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which includes three stages, namely data reduction (data reduction), data presentation (data display), and drawing conclusions and verification (conclusion drawing and verification) (Adel et al., 2025; Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2025; 2026; Htay et al., 2025). In the data reduction stage, researchers select, focus, and simplify data obtained from the field. Next, the data is presented in narrative form to facilitate interpretation. The final stage involves drawing conclusions based on patterns, themes, and relationships between data discovered during the research.

To ensure data validity, this study employed source triangulation techniques. Triangulation was conducted by comparing data obtained from various sources, including teachers, students, and supporting documents, ensuring the resulting data had a high level of credibility. Furthermore, the researchers double-checked the

results of interviews and observations to ensure the data matched actual conditions in the field.

RESULT AND DISCUSSION

Islamic Religious Education Teachers' Strategies in Developing Digital Literacy

In today's technologically advanced era, high schools in Indonesia are constantly striving to leverage the sophistication of digital technology in all educational activities. This technology-based vocational high school places great emphasis on the digital literacy skills of both teachers and students. Based on interviews and observations, data show that State High School 3 Payakumbuh has implemented capacity building.

The research results show that Islamic Religious Education and Character Education teachers at State Senior High School 3 Payakumbuh have implemented various strategies to develop students' digital literacy. These strategies are realized through the use of digital learning media, interactive evaluation platforms, and optimization of available technological resources at the school. These findings demonstrate that teachers act not only as transmitters of material but also as facilitators, guiding students to utilize technology productively in learning activities.

One of the strategies applied by teachers is the use of digital-based visual media, such as PowerPoint, Canva, and learning videos (Rahma et al., 2025). Teachers utilize the infocus available in each class to present the material in a more interesting and interactive way (Ainah et al., 2026). Observation results show that teachers do not simply present the material in the form of text, but reprocess it with a more communicative visual design so that it is able to attract the attention of students from the beginning of learning. In the tajwid material, for example, teachers use certain coloring techniques on the letters of the Quran to help students understand the reading rules more easily. This visual strategy has been proven to help students remember concepts and improve their understanding of the material being studied.

Interviews revealed that teachers employ a special coloring technique for the letters of the Quran displayed on presentation slides. This strategy is used to help students identify the rules of recitation more quickly. Interviewees emphasized that this color visualization is far more effective than conventional lecture methods, as students tend to remember the color patterns more easily when practicing Quran recitation directly. Research evidence suggests that the use of this platform gamification as a daily evaluation instrument. Teachers use the Kahoot platform, digital crossword puzzles, and games. puzzles to test students' understanding.

These findings align with the notion that digital media can create more engaging, interactive, and student-centered learning. The use of visual media in Islamic Religious Education can increase learning motivation, facilitate understanding of religious concepts, and encourage active student involvement throughout the learning process. Therefore, the integration of digital technology in ISE learning serves not only as a medium for delivering material but also as a means to enhance the quality of students' learning experiences.

In addition to using visual media, teachers also implement digital-based evaluation strategies through gamification platforms such as Kahoot, digital crossword puzzles, and puzzle games (Damanik, 2025). Research results show that the use of these platforms can create a more enjoyable and competitive learning environment. Students appear enthusiastic about participating in the evaluation because they can compete to achieve the best scores. Teachers also benefit from the immediate availability of evaluation results (real-time), making it easier to identify the level of students' understanding of the material that has been studied.

The use of gamification in learning aligns with constructivist learning theory, which positions students as active subjects in constructing their own knowledge

(Ababil et al., 2025). Through game-based activities, students not only gain enjoyable learning experiences but are also encouraged to think critically, collaborate, and improve their problem-solving skills (Kutbaniyah et al., 2025). Therefore, utilizing interactive digital platforms can be an effective alternative strategy for improving the quality of Islamic Religious Education learning (Nur et al., 2026).

Research findings also indicate that schools support the development of digital literacy by providing various technological facilities, such as infocus, computer laboratories, and school internet access. These facilities provide opportunities for teachers and students to utilize technology more optimally in the learning process. Support for facilities and infrastructure is a crucial factor in the successful implementation of digital literacy because it enables more flexible, innovative, and adaptive learning to adapt to changing times.

Furthermore, the findings of this study indicate that the development of digital literacy in high schools is not only focused on mastering technical skills in using digital devices, but also directed at establishing a learning culture that is adaptive to technological developments. Teachers strive to instill in students the habit of utilizing technology as a learning tool, seeking information sources, and completing various academic assignments. This condition indicates that digital literacy is understood as a set of competencies that include the ability to access, analyze, evaluate, and utilize information effectively and responsibly. Thus, students are not only technology users (technology users), but also become individuals who are able to use technology critically and productively.

This finding is in line with the concept of digital literacy put forward by Muhammadiyah and Sight, which emphasizes that digital literacy is not only related to the operational ability to use digital devices, but also involves critical thinking skills in filtering, evaluating, and communicating information obtained from various digital sources. In the context of Islamic Religious Education learning, these skills are crucial given that students currently live amidst a rapid flow of religious information in the digital space, the accuracy of which cannot all be guaranteed.

On the other hand, research results also show that Islamic Religious Education teachers play a strategic role as facilitators and mentors in shaping students' digital media ethics. During the learning process, teachers not only guide students in using digital media as a learning resource but also reinforce the importance of being selective, wise, and responsible in using technology. This role is becoming increasingly important amid the increasing use of social media and various digital platforms, which have the potential to influence students' thinking and behavior.

This finding strengthens the view that Islamic Religious Education teachers in the digital era no longer only function as knowledge transmitter, but also as digital mentors tasked with guiding students in developing ethical awareness when interacting in digital spaces. From an Islamic educational perspective, the use of technology must always be directed towards creating public welfare and strengthening Islamic values. Therefore, the integration of digital literacy into Islamic Religious Education learning cannot be separated from efforts to shape students' religious character.

Furthermore, this study found that the use of digital media can improve interactions between teachers and students during the learning process. Students appeared more active in asking questions, providing responses, and engaging in various learning activities conducted through digital media. These activities demonstrate that the use of digital technology can create a more participatory and collaborative learning environment. This aligns with the characteristics of 21st-century learning, which places students at the center of learning (student-centered learning).

The increase in student participation also indicates that the use of digital technology can be a solution to overcome the learning boredom that often occurs in conventional learning. The variety of media, visualization of materials, and the

presence of interactive elements in learning enhance student motivation to participate in the learning process. Thus, the use of digital technology not only impacts cognitive aspects but also contributes to increased motivation, learning interest, and emotional engagement in Islamic Religious Education learning.

Based on the overall findings, it can be understood that the digital literacy development strategy implemented by Islamic Religious Education teachers in high schools has demonstrated a transformation in learning toward more innovative, collaborative, and contextual learning. This success is influenced not only by teachers' competence in utilizing technology, but also by the availability of facilities and infrastructure, school policy support, and students' readiness to adapt to digital technology developments. These findings also confirm that digital literacy development in Islamic Religious Education learning is a multidimensional process, involving pedagogical, technological, social, and spiritual aspects in an integrated manner.

Obstacles to Developing Digital Literacy in Islamic Religious Education Learning

Although the implementation of digital literacy at State Senior High School 3 Payakumbuh has been successful, this study identified several challenges. The first obstacle relates to limited internet access and the uneven distribution of Wi-Fi networks within the school environment. These conditions prevent the digital-based learning process from being implemented optimally across all learning activities. Furthermore, some students also experience limited internet quotas, making it difficult to access online learning resources.

Another obstacle is the differences in students' interests and abilities in utilizing digital technology. Research shows that not all students share the same level of enthusiasm for digital-based learning. Some students prefer conventional learning methods, such as lectures or direct note-taking. Furthermore, some students still experience difficulties operating digital learning applications and therefore require more intensive guidance from teachers.

Other findings indicate that the use of mobile phones in learning also has the potential to lead to misuse. Some students use digital devices for activities outside of learning, such as browsing social media or accessing content unrelated to the subject matter. This situation demonstrates that developing digital literacy is not only related to technical skills in using technology, but also involves developing critical, ethical, and responsible attitudes in utilizing digital media. Therefore, teachers need to provide ongoing supervision, mentoring, and coaching to ensure that technology use remains aligned with educational goals.

Findings regarding limited internet access indicate that technological infrastructure remains a major challenge in implementing digital-based learning. Although schools have provided supporting facilities, unequal access to internet networks prevents optimal use of technology. This situation indicates that digital transformation in education depends not only on the readiness of teachers and students but is also significantly influenced by adequate infrastructure support. Without stable and equitable internet access, various digital learning innovations will be difficult to implement optimally. Therefore, strengthening technological infrastructure needs to be a priority in developing a digital learning ecosystem in schools.

These findings align with previous research that suggests limited facilities and infrastructure are a major obstacle to implementing digital literacy in educational settings. The availability of technological devices, internet access, and access to digital learning resources are essential prerequisites for effective and sustainable learning. Therefore, synergy between schools, the government, and other stakeholders is needed to provide facilities that support digital-based educational transformation.

In addition to infrastructure factors, differences in students' digital interests and skills also pose significant challenges. Research shows that students have diverse

backgrounds, experiences, and digital competencies. Some students are able to adapt quickly to technology, while others still experience difficulties operating learning applications. These differences indicate that students cannot be viewed as a homogeneous group in the context of digital literacy.

The diversity of digital skills requires teachers to implement more adaptive and differentiated learning strategies (Jasiah et al., 2023). Teachers need to consider the characteristics, needs, and level of technology mastery of each student when designing learning (Pratiwi et al., 2024). The implementation of differentiated learning is one alternative that can be implemented to ensure all students have equal learning opportunities. Through this approach, teachers can provide more intensive support to students with low digital skills without hindering the development of students who already have better digital competencies (Aziz et al., 2025).

Furthermore, the low level of interest among some students in digital-based learning also indicates that the use of technology does not automatically guarantee improved learning quality (Pratiwi et al., 2024). The effectiveness of digital learning is greatly influenced by how teachers design engaging, interactive, and student-centered learning experiences. In other words, technology should not be positioned solely as a learning tool but should be integrated with appropriate pedagogical strategies to increase student motivation and engagement.

Findings regarding the potential misuse of mobile phones during learning are also a crucial issue that requires serious attention. Unlimited access to social media and various digital platforms can distract students from learning objectives. This phenomenon demonstrates that the challenges of digital literacy in the modern era are no longer solely related to the gap in access to technology (digital divide), but also related to students' ability to manage, filter, and use information responsibly.

From an Islamic educational perspective, the use of technology must always be based on the principle of utility (benefit) and moral responsibility (Alfiyansyah et al., 2025). Therefore, the development of digital literacy in Islamic Religious Education learning needs to be integrated with character education and strengthening digital ethics (digital ethics) (Hakim & Susilo, 2026). Islamic Religious Education teachers have a strategic role in guiding students to be able to apply Islamic values, such as honesty, responsibility, simplicity, and a positive attitude. *Tabayyun* in their digital activities. Thus, students not only possess technological skills but also moral awareness in using technology wisely (Ayu et al., 2026).

Furthermore, the results of this study indicate that successful implementation of digital literacy requires a holistic and collaborative approach. Developing digital literacy cannot be solely the responsibility of teachers, but requires support from the entire education ecosystem, including schools, families, and the community. Parental involvement, for example, is essential for monitoring the use of digital devices outside the school environment. Meanwhile, schools need to develop clear policies regarding the use of digital devices and provide ongoing digital competency strengthening programs for teachers and students.

Overall, the various obstacles identified in this study demonstrate that implementing digital literacy is a complex and multidimensional process. However, these obstacles do not hinder Islamic Religious Education teachers from continuing to innovate in their teaching. Instead, these challenges can serve as a reflection for all stakeholders to continue making improvements and developments so that digital-based Islamic Religious Education learning can be more effective, inclusive, and sustainable.

Overall, the results of this study indicate that the digital literacy development strategies implemented by Islamic Religious Education teachers in high schools have positively contributed to improving the quality of learning. However, successful implementation of digital literacy requires ongoing support, including infrastructure, improving teachers' digital competencies, and strengthening students' awareness of

using technology wisely, critically, and responsibly.

CONCLUSION

This study shows that Islamic Religious Education and Character Education teachers at State Senior High School 3 Payakumbuh have implemented various strategies to develop students' digital literacy through the use of digital learning media, the use of gamification-based evaluation platforms, and the optimization of available technological resources at the school. The use of visual media such as PowerPoint, Canva, learning videos, and interactive platforms such as Kahoot, digital crossword puzzles, and educational games has been proven to increase student motivation, participation, and engagement in the learning process. Furthermore, teachers act not only as learning facilitators but also as digital mentor which guides students in utilizing technology critically, ethically, and in accordance with Islamic values.

However, the implementation of digital literacy in Islamic Religious Education learning still faces several obstacles, including limited technological infrastructure, unequal internet access, differences in students' digital competency levels, low interest in digital learning among some students, and the potential for misuse of digital devices during learning. These findings indicate that the success of digital literacy development is not only determined by the availability of technology, but also influenced by teacher readiness, school policy support, student characteristics, and the involvement of families and the educational environment as a whole.

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