

Integration of Strengthening Islamic Education in Digital Literacy-Based Learning for Junior High School Students

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ARTICLE INFO

Article History:

Submitted 11 June 2026
Received 17 June 2026
Published 20 June 2026

Keywords:

Digital Literacy;
Islamic Religious Education;
Learning; Islamic Values;
Teacher Strategies.

Kata Kunci:

Literasi digital,
pendidikan agama Islam,
pembelajaran,
nilai-nilai Islam,
strategi guru.

ABSTRACT

This study aims to describe the integration of Islamic Religious Education (IRE) reinforcement in digital literacy-based learning among junior high school students. This study uses a qualitative approach with a descriptive research type. The research subjects are Islamic Religious Education teachers as the main informants, with school principals and students as supporting informants. Data collection techniques include in-depth interviews, observation, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing, while data validity was maintained through source and technique triangulation. The results show that the integration of digital literacy in PAI learning is carried out through the use of digital media, online learning platforms, and interactive Islamic content. This integration has a positive impact on increasing learning motivation, understanding Islamic values, and shaping students' religious attitudes and digital ethics. Despite challenges such as limited facilities and digital literacy skills, teachers' efforts to develop adaptive learning strategies make digital literacy an effective means of strengthening Islamic values in the digital age.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan integrasi penguatan Pendidikan Agama Islam (PAI) dalam pembelajaran berbasis literasi digital pada siswa sekolah menengah pertama. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian meliputi guru PAI sebagai informan utama serta kepala sekolah dan siswa sebagai informan pendukung. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa integrasi literasi digital dalam pembelajaran PAI dilakukan melalui penggunaan

media digital, platform pembelajaran daring, dan konten Islami interaktif. Implementasi tersebut memberikan dampak positif terhadap peningkatan motivasi belajar, pemahaman nilai-nilai keislaman, serta pembentukan sikap religius dan etika digital siswa. Meskipun masih terdapat kendala berupa keterbatasan fasilitas dan rendahnya kemampuan literasi digital, strategi pembelajaran yang adaptif dan inovatif yang diterapkan guru mampu mendukung penguatan nilai-nilai Islam di era digital. Dengan demikian, literasi digital menjadi salah satu sarana efektif dalam meningkatkan kualitas pembelajaran PAI yang relevan dengan perkembangan teknologi.

INTRODUCTION

The rapid development of information and communication technology has driven digitalization in the field of education. Learning processes that were previously teacher-centered have gradually shifted toward more interactive, collaborative, and technology-based approaches (Nasution et al., 2025). The utilization of digital devices and online learning platforms requires the education sector to continuously adapt in order to ensure that learning remains relevant and effective in the digital era (Zainuddin, 2025).

One of the essential competencies that students must possess in the digital era is digital literacy (Aziz & Habibah, 2025). Digital literacy is not merely defined as the ability to use technological devices, but also includes the ability to access, understand, evaluate, and utilize digital information critically and responsibly (Azizah & Astutik, 2025). In the educational context, digital literacy plays a crucial role in supporting learning success, enhancing learner autonomy, and developing students' critical thinking skills (Endi et al., 2025).

Junior High School (JHS) students are in the early adolescent phase, characterized by rapid cognitive, emotional, and social development (Abas, 2025). At this stage, students tend to have a high level of curiosity and a strong interest in using digital technology (Jannah et al., 2025). However, the intensity of technology use is not always accompanied by adequate digital literacy skills, which may expose students to negative content, invalid information, and behaviors that are inconsistent with moral and religious values (Sodikin et al., 2025).

In this context, Islamic Religious Education (Pendidikan Agama Islam/PAI) plays a strategic role in shaping students' character, morality, and spirituality (Rohman & Waskito, 2025). PAI functions not only as a means of transferring religious knowledge but also as a medium for internalizing Islamic values in daily life. Through PAI, students are expected to develop religious attitudes, noble character, and the ability to distinguish between good and bad behavior (Tahir et al., 2024).

Nevertheless, PAI learning in schools is still predominantly conventional and oriented toward the delivery of theoretical material (Hasanuddin et al., 2025). The limited use of technology makes PAI learning less engaging, which in turn affects students' participation and reduces the effectiveness of understanding and practicing Islamic values (Anisa, 2025). Meanwhile, the characteristics of students who are closely familiar with technology demand innovation in PAI learning approaches (Arifin et al., 2024).

On the other hand, the development of digital technology presents challenges to strengthening students' Islamic values (Alimi et al., 2025). Uncontrolled access to digital content can influence students' mindsets, attitudes, and behaviors (Annisa et al., 2025). Without proper guidance and reinforcement of religious values, students may experience a decline in religiosity and the erosion of moral values in accordance with Islamic teachings (Safiqo & Ghofur, 2025).

One effort that can be undertaken to address this issue is integrating the strengthening of Islamic Religious Education into digital literacy-based learning (Waroh & Putri, 2025). This integration makes PAI learning more contextual, engaging, and relevant through the use of digital media such as instructional videos, online platforms, and interactive Islamic-based content (Syafirna et al., 2024). Furthermore, this integration trains students to use technology wisely, ethically, and responsibly in accordance with Islamic teachings (Sa'adah & Mufidah, 2025).

The integration of strengthening PAI into digital literacy-based learning is particularly urgent at the junior high school level. During early adolescence, students require learning experiences that not only focus on cognitive aspects but also address affective development and character formation. Through this integration, PAI learning is expected to be more effective in fostering students' moral development while also serving as a solution to the challenges of the digital era by utilizing technology as a medium for instilling Islamic values.

Based on the above discussion, research on the integration of strengthening Islamic Religious Education into digital literacy-based learning for junior high school students is important to conduct. This study is expected to provide insights into how the integration process is implemented and its contribution to strengthening Islamic values among students.

METHODS

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of social phenomena occurring in the field (Achjar et al., 2023). This approach enables researchers to obtain natural, contextual, and meaningful data through direct observation of learning practices carried out in the school environment.

The subjects of this study were Islamic Religious Education teachers, who served as the primary informants due to their role in designing and implementing digital literacy-based PAI learning. Supporting informants included the school principal and several students selected

purposively, namely students considered capable of providing relevant information based on their experiences participating in the learning process.

The data sources consisted of primary and secondary data. Primary data were obtained through in-depth interviews, observations, and documentation related to the implementation of digital literacy-based PAI learning. Secondary data were collected from lesson plans, records of school religious activities, policies on technology use, and relevant literature related to Islamic Religious Education and digital literacy.

Data collection techniques included interviews, observations, and documentation. In-depth interviews were conducted to explore information regarding the planning, implementation, and challenges of integrating digital literacy-based PAI strengthening. Observations were used to examine the learning process, teacher-student interactions, and the utilization of digital media, while documentation served to complement the data in the form of notes and relevant instructional documents.

Data analysis was conducted interactively using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation to maintain data credibility. Therefore, this study is expected to provide a comprehensive description of the integration of strengthening Islamic Religious Education into digital literacy-based learning at the junior high school level.

RESULTS AND DISCUSSION

A. Strategies of Islamic Religious Education Teachers in Digital Literacy-Based Learning

Based on the results of interviews with Islamic Religious Education teachers, it was found that the implementation of digital literacy-based learning was carried out as an adaptation to the characteristics of students who are familiar with digital technology. Teachers perceive that the use of digital media in PAI learning can increase students' interest and facilitate the delivery of religious materials that are abstract in nature. Therefore, teachers seek to integrate digital technology as a supporting tool in learning without diminishing the substance of Islamic values, which remain the primary objective of PAI instruction.

The strategies applied by PAI teachers in digital literacy-based learning are manifested through the utilization of various digital media and platforms, such as Islamic educational videos, interactive presentations, and online learning platforms. These media are used to present PAI materials in a more contextual and engaging manner, enabling students to better understand the content and relate it to their daily lives. The use of digital media also allows students to learn independently and actively seek information relevant to the learning material.

In addition to serving as learning media, digital literacy is also utilized by PAI teachers as a means of instilling Islamic values, particularly those related to ethics and responsibility in the use of technology. Teachers guide students to be critical of religious information obtained from the internet and emphasize the importance of verifying the credibility and accuracy of information sources. This approach aligns with the objectives of digital literacy, which emphasize

not only technical skills but also critical and ethical thinking in the use of digital media.

During the learning process, PAI teachers apply dialogical and participatory approaches by involving students in discussions, reflections, and simple project-based activities that utilize digital technology. This approach encourages students to actively express their opinions and reflect on the Islamic values contained in the learning materials. Consequently, PAI learning does not focus solely on cognitive aspects but also addresses affective dimensions and character development among students.

The findings of the study indicate that the strategies employed by PAI teachers in digital literacy based learning have a positive impact on the learning process. Students appear more enthusiastic and active and demonstrate a better understanding of PAI materials. Furthermore, the integration of digital literacy helps students use technology more wisely and responsibly in accordance with Islamic values. These findings suggest that digital literacy based PAI learning strategies constitute a relevant and effective approach to addressing educational challenges in the digital era.

B. Forms of Digital Literacy Integration in Islamic Religious Education Learning

Based on the results of interviews and observations, the integration of digital literacy in Islamic Religious Education learning is manifested through the utilization of digital media as an integral part of the classroom learning process. PAI teachers employ digital technology to support the delivery of learning materials so that they can be more easily understood by students. This integration is carried out as an effort to align learning methods with technological developments and the characteristics of students who are accustomed to using digital devices in their daily lives. The forms of digital literacy integration implemented by PAI teachers are evident in the use of various digital learning resources, such as Islamic educational videos, religious materials from trusted websites, and online learning applications. These media serve as supplementary resources to enrich students' understanding of PAI content. Through the use of digital learning resources, students not only receive information from teachers but are also trained to independently search for and access relevant information.

Digital literacy integration is also reflected in the application of digital media ethics linked to Islamic values. PAI teachers instill attitudes of responsibility, politeness, and wisdom in the use of social media and other digital platforms. Learning activities are directed toward helping students understand that the use of technology should be aligned with Islamic moral values, such as guarding one's speech, respecting others, and avoiding negative or harmful content.

The findings indicate that the integration of digital literacy in PAI learning makes a positive contribution to the student learning process. Students become more active, critical, and responsible in utilizing digital technology. In addition to enhancing students' understanding of PAI materials, this integration also plays a role in shaping students' religious character that is adaptive to technological developments. Therefore, digital literacy-based PAI learning can serve as an effective approach to addressing educational challenges in the digital era.

C. Islamic Values Strengthened through Digital Literacy

Islam places knowledge as a fundamental foundation in the formation of human faith and morality. The strengthening of digital literacy in Islamic Religious Education learning is in line with Islamic teachings that encourage believers to read, understand, and process information responsibly. This principle is reflected in the Word of Allah SWT in Surah Al-'Alaq verse 1:

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: "Read in the name of your Lord who created."

This verse emphasizes that literacy activities, including digital literacy, should be grounded in divine values and directed toward the pursuit of beneficial knowledge.

In addition to emphasizing the importance of knowledge, Islam also teaches honesty and caution in receiving and conveying information. This value is highly relevant to digital literacy-based learning, which requires students to be critical of information encountered in digital media. Allah SWT states in Surah Al-Hujurat verse 6:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا

Meaning: "O you who believe, if a wicked person comes to you with any news, verify it."

This verse teaches students not to easily believe or disseminate information without first verifying its accuracy.

The strengthening of Islamic values through digital literacy is also directed toward the formation of noble character (*akhlaq al-karimah*) and a sense of responsibility in digital media use. The Prophet Muhammad ﷺ said:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

Meaning: "Indeed, I was sent only to perfect noble character." (HR. Ahmad)

This hadith affirms that the primary objective of Islamic education, including digital literacy-based PAI learning, is the development of students' moral character, both in real life and in the digital environment.

In Islam, learning is not solely aimed at increasing knowledge but also at internalizing Islamic values within learners. Through the integration of digital literacy into PAI learning, Islamic values such as faith (*iman*), piety (*taqwa*), and noble character can be instilled in a more contextual manner. Students are guided to realize that the use of technology is a trust (*amanah*) from Allah SWT that must be utilized for purposes that bring benefit and goodness.

Based on the implementation of digital literacy-based PAI learning, the Islamic values strengthened include honesty, responsibility, discipline, and proper etiquette in communication. Students are guided to use digital media politely, avoid hate speech, and respect differing opinions. These values reflect Islamic teachings that emphasize the importance of guarding one's speech and behavior in all circumstances.

The integration of digital literacy in PAI learning also contributes to enhancing students' religious attitudes. Through the use of Islamic-oriented digital content, such as instructional videos, interactive materials, and online Islamic resources, students find it easier to understand

Islamic teachings contextually. This supports students in practicing Islamic values not only in school settings but also in their daily lives.

Other values reinforced through this integration include moderation (*wasatiyyah*), tolerance (*tasāmuḥ*), and mutual respect. Through online discussions and the use of digital media, students learn to appreciate differences of opinion, avoid extreme attitudes, and maintain ethical communication. The cultivation of these values is essential in shaping students who are not only digitally competent but also possess courteous and well-mannered Islamic personalities.

Therefore, the strengthening of Islamic values through digital literacy is not merely oriented toward technological proficiency but also toward the formation of students' Islamic character. Digital literacy serves as a strategic means for instilling faith, noble character, and social responsibility in the digital era. This indicates that digital literacy-based PAI learning can serve as an effective solution to addressing the moral and spiritual challenges faced by students amid rapid technological advancement.

D. Impact of Digital Literacy-Based Islamic Religious Education Integration on Students

Based on interviews with Islamic Religious Education (Pendidikan Agama Islam/PAI) teachers, the integration of digital literacy into PAI learning has a positive impact on students' attitudes and behaviors. Teachers reported that the use of digital media such as Islamic instructional videos, interactive presentations, and online platforms makes students more interested and actively engaged in the learning process. This indicates that digital literacy can enhance students' learning motivation while also facilitating a more contextual understanding of PAI materials.

Another observed impact is the improvement in students' understanding of Islamic values. Through access to a variety of digital learning resources, students are able to study Islamic teachings not only from textbooks but also from educational content that is relevant to their daily lives. Learning becomes more meaningful as students are able to relate PAI materials to the social and digital realities they encounter, enabling Islamic values to be more easily understood and internalized.

The integration of digital literacy-based PAI learning also contributes to the development of students' critical and selective attitudes in using technology. Students are trained to filter information in accordance with Islamic teachings, avoid negative content, and use digital media responsibly. This attitude reflects the development of digital ethical awareness that aligns with Islamic values, such as honesty, responsibility, and maintaining proper etiquette in digital interactions.

In addition to cognitive and attitudinal aspects, the impact of digital literacy integration is also evident in the development of students' character and spirituality. The habituation of accessing Islamic digital content, engaging in reflection through digital media, and participating in discussions on moral values encourages students to become more aware of their behavior and emotions. Students tend to become calmer, better able to exercise self-control, and demonstrate

positive changes in religious and social attitudes within the school environment.

Overall, the integration of digital literacy-based Islamic Religious Education has a comprehensive impact on students, encompassing increased learning motivation, enhanced understanding of Islamic values, improved digital literacy skills, and the formation of Islamic character. These findings indicate that digital literacy functions not only as a learning tool but also as a strategic medium for strengthening Islamic values and shaping students who are faithful, morally upright, and wise in utilizing technology.

E. Challenges and Solutions in the Integration of Digital Literacy-Based Islamic Religious Education

Based on interviews with Islamic Religious Education teachers, the integration of digital literacy-based PAI learning still faces various challenges in practice. The primary challenge identified by teachers is the limited availability of supporting facilities and infrastructure, such as unstable internet access, limited digital devices, and differences in students' technological skills. These conditions hinder the optimal and equitable implementation of digital literacy integration in every PAI learning activity.

Another challenge relates to the low level of digital literacy among some students, particularly in terms of filtering and utilizing information wisely. Teachers reported that some students still use digital media for non-educational purposes during learning activities. In addition, the widespread availability of digital content that is inconsistent with Islamic values poses a significant challenge in fostering students' morality and religious attitudes, thereby necessitating continuous supervision and guidance.

On the other hand, Islamic Religious Education teachers also face challenges in enhancing their technology-based pedagogical competencies. Not all teachers demonstrate the same level of readiness in utilizing digital media as a tool for PAI learning. Therefore, one of the solutions implemented by schools is encouraging teachers to participate in digital literacy training programs, share best practices among colleagues, and develop simple yet relevant learning media tailored to students' needs. These efforts aim to ensure that digital literacy integration remains effective without compromising the essence of Islamic values.

Another solution applied by teachers is the internalization of ethical conduct (*adab*) and digital ethics through an Islamic approach. Teachers guide students to use digital media responsibly, honestly, and without misusing technology. This approach aligns with the hadith of the Prophet Muhammad ﷺ:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

Meaning: "Whoever believes in Allah and the Last Day should speak good or remain silent."
(Narrated by al-Bukhari and Muslim)

This hadith serves as a moral foundation for teaching communication ethics, including in digital spaces, encouraging students to maintain appropriate speech and behavior on social media and other digital platforms.

Overall, the challenges in integrating digital literacy-based PAI learning can be addressed through collaboration among teachers, schools, and students. Strengthening infrastructure, improving teachers' competencies, providing continuous guidance on technology use, and internalizing Islamic values constitute strategic solutions to overcome these challenges. With a balanced approach between the utilization of technology and the reinforcement of Islamic values, the integration of digital literacy-based Islamic Religious Education is expected to be implemented effectively and sustainably.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the integration of Islamic Religious Education based on digital literacy at the junior high school level plays an important role in improving the quality of PAI learning while strengthening the Islamic values of students. Through the use of digital media and platforms, Islamic Religious Education learning becomes more interesting, contextual, and relevant to the characteristics of students in the digital era. This integration not only contributes to improving cognitive religious understanding but also has a positive impact on the formation of religious attitudes, media ethics, and responsible behavior. Despite facing various challenges, such as limited resources and digital literacy skills, teachers' efforts to develop adaptive learning strategies based on Islamic values show that digital literacy can be a strategic tool in instilling Islamic teachings effectively and sustainably.

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