

## **Empowering Students with Digital Religious Literacy: The Contribution of Islamic Education Teachers**

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**Abstract:** The digital ability to change the system and face of education has a very big influence. The education system is required to maneuver in keep up with its progress. Likewise, it is also inseparable from the competence of its teachers who must be prepared, especially Islamic Religious Education teachers. The purpose of this study is to examine the role of Islamic Religious Education (PAI) Teachers in improving the digital literacy skills of students at SMAN 1 Glagah, Banyumas Regency. In the current digital era, digital literacy skills are one of the main competencies that must be possessed by every individual, including in the context of religious education. This study uses a qualitative approach with a case study research type. Data collection techniques include in-depth interviews with PAI teachers, students, principals, and parents of students, direct observation in the classroom and school environment, and analysis of documentation such as curriculum, lesson plans, and digital teaching materials. Data analysis techniques are carried out through data triangulation, which aims to ensure the validity and reliability of the findings by comparing data from various sources to obtain a comprehensive picture. The results of the study indicate that Islamic Religious Education teachers at SMAN 1 Glagah, Banyumas Regency play an important role in improving students' religious digital literacy through various strategies, such as providing relevant materials, utilizing technology in the learning process, developing an inclusive curriculum, and providing adequate sources and references. Islamic Religious Education teachers also face several challenges, including limited resources and the need to continuously update their technological skills. This paper is expected to provide in-depth insights into the best practices and challenges faced by Islamic Religious Education teachers in the digital era.

**Kata Kunci:** literacy; digitalization; islamic religious education

**Abstrak:** Kemampuan digital untuk mengubah sistem dan wajah pendidikan memiliki pengaruh yang sangat besar. Sistem pendidikan dituntut untuk bermanuver mengikuti kemajuannya. Demikian pula juga tidak terlepas dari kompetensi gurunya yang harus dipersiapkan khususnya guru Pendidikan Agama Islam. Tujuan penelitian ini adalah untuk mengkaji peran Guru Pendidikan Agama Islam (PAI) dalam meningkatkan kemampuan literasi digital siswa di SMAN 1 Glagah, Kabupaten Banyumas. Di era digital saat ini, keterampilan literasi digital merupakan salah satu kompetensi utama yang harus dimiliki oleh setiap individu, termasuk dalam konteks pendidikan agama. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data meliputi wawancara mendalam dengan guru, siswa, kepala sekolah, dan orang tua siswa PAI, observasi langsung di lingkungan kelas dan sekolah, dan analisis dokumentasi seperti kurikulum, rencana pelajaran, dan bahan ajar digital. Teknik analisis data dilakukan melalui triangulasi data, yang bertujuan untuk memastikan validitas dan keandalan temuan dengan membandingkan data dari berbagai sumber untuk mendapatkan gambaran yang komprehensif. Hasil penelitian menunjukkan bahwa guru Pendidikan Agama Islam di SMAN 1 Glagah, Kabupaten Banyumas berperan penting dalam meningkatkan literasi digital keagamaan siswa melalui berbagai strategi, seperti penyediaan materi yang relevan, pemanfaatan teknologi dalam proses pembelajaran, mengembangkan kurikulum yang inklusif, serta memberikan sumber dan referensi yang memadai. Guru Pendidikan Agama Islam juga menghadapi beberapa tantangan, termasuk sumber daya yang terbatas dan kebutuhan untuk terus memperbarui keterampilan teknologi

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mereka. Tulisan ini diharapkan dapat memberikan wawasan mendalam tentang praktik terbaik dan tantangan yang dihadapi oleh guru Pendidikan Agama Islam di era digital.

**Kata kunci:** literasi; digitalisasi; pendidikan agama islam

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## INTRODUCTION

Empowering students with digital religious literacy involves equipping them with the skills and knowledge to utilize digital resources for their religious education effectively (Anurogo et al., 2023; Hefniy et al., 2023; Pariama, 2024; Peace, 2021). Islamic Religious Education teachers play an important role in such empowerment by integrating digital tools and resources into the student learning curriculum (Bahri, 2023; Hulkin & Santosa, 2023; Moslimany et al., 2024; Ramli, 2023). By utilizing online platforms, educational apps, and digital libraries, these teachers provide students with access to a wide range of Islamic knowledge and practices (Muhdi et al., 2024; Muhith et al., 2023). Teachers also guide students in understanding credible sources of religious information and encourage the ethical use of digital media by Islamic values (Rozi et al., 2023; Sanjani et al., 2024; Susilawati et al., 2021). Such an approach not only enhances students' understanding of their faith but also prepares them to engage with the digital world responsibly and wisely, thus fostering a digitally literate and religiously informed generation.

In this digital era, digital literacy skills are one of the main competencies that must be possessed by every individual (Abdullah et al., 2024; Abidin, 2023; Bravo et al., 2021; Tinmaz et al., 2023; Umiarso et al., 2022). Islamic Religious Education (PAI) teachers at SMAN 1 Glagah Banyuwangi play an important role in equipping students with digital literacy skills, so that they can access, evaluate, and utilize religious information from various digital sources wisely and effectively. The amount of religious information available online makes students vulnerable to misinformation and inaccurate content (Faiz et al., 2023; Henry, 2021; Purwanto & Wafa, 2023). PAI teachers help students to filter and critique the information they find, ensuring that the sources used are credible and by the true religious teachings.

The process of religious digital literacy, in which PAI teachers teach students to think critically (Ahmad et al., 2024; Panjaitan et al., 2024; Sujanto et al., 2023; Ubaidillah & Mundiri, 2023). This includes the ability to analyze, evaluate, and make decisions

based on the information they have access to. This critical thinking skill is important in forming a deep and independent religious understanding (Arifin & Zaini, 2024; Ismail et al., 2022; Shidiq et al., 2023). PAI teachers at SMAN 1 Glagah Banyuwangi integrate technology in the religious learning process. This includes the use of apps, e-learning platforms, and social media to deliver teaching materials and interact with students. The integration of this technology makes learning more interesting and relevant to students' daily lives. In addition to technical skills, religious digital literacy also includes ethical aspects (Masrum et al., 2023; Nugraha et al., 2024; Sanjani et al., 2023). PAI teachers instill moral and ethical values in the use of digital technology. Students are taught to use the internet and social media responsibly, respect the privacy of others, and avoid unethical behavior (Baharun et al., 2023; Maulidia, 2023).

A lot of research on digital literacy has been carried out, one of which is by (Nduru & Genua, 2022) about facing education in the 21st century (industrial revolution 4.0) today, every educational institution/school should apply the habit of digital literacy (Digital-Literacy) in learning in classrooms/schools to build the character of students. Furthermore, Research (Dewi et al., 2021) in line with research (Aulia et al., 2023) that in fostering students' character in the 21st century, digital literacy plays a very important role because children tend to be more interested in things that smell of technology, youtube, and other social media can be used by teachers or educators as a forum to channel the development of character values. Meanwhile, Stated that the implementation of digital literacy activities was carried out on Friday before teaching and learning activities began (Hendaryan et al., 2022; Saleha & Utami, 2022). The activity went through three stages of implementation, including habituation; development; and learning. The difference between digital literacy activities and literacy literacy is the reading source used. Meanwhile, another version (Arfadila et al., 2022) says that the implementation of e-learning has a good impact on improving students' digital literacy. Moreover, currently, the application of e-learning cannot be applied comprehensively in Indonesia (Bali et al., 2021), so this is an innovation that needs to be encouraged in all schools in each educational unit. Another version (Sunarni & Karyono, 2023) added that schools are a place to instill the use of technology in all subjects in both the primary and secondary school curriculum. Through this literacy, there is a strengthening of character

education in independence, commitment, honesty, and also responsibility in students doing various things, especially in implementing digital literacy.

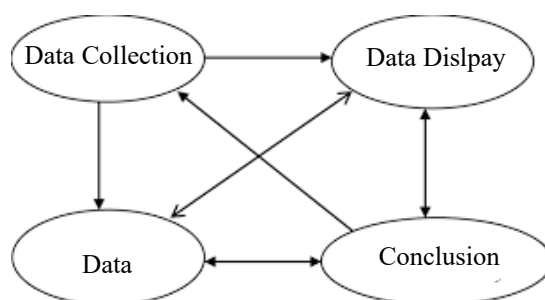
Departing from some of the research above, it can be understood that digital literacy has a very important role, especially in learning Islamic religious education. Research has novelty in the aspect of combining two fields that are often separate, namely digital literacy and religious education. Focusing on how digital literacy can be applied in religious learning is a new approach that has not been explored much before. Furthermore, this research adopts a holistic approach that not only focuses on the technical aspects of digital literacy but also on ethical and moral values. It emphasizes the importance of character education in the digital era, which is a new approach to religious digital literacy. The purpose of this research is to examine the role of Islamic Religious Education Teachers (PAI) in improving the religious digital literacy skills of students at SMAN 1 Glagah Banyuwangi. This research will explore various strategies used by PAI teachers in equipping students with the ability to access, evaluate, and utilize religious information from digital sources wisely and effectively. The main focus of this research includes the provision of relevant materials, the use of technology in the learning process, the development of an inclusive curriculum, and the provision of adequate resources and references. By understanding the crucial role of PAI teachers in the context of religious digital literacy, it is hoped that this research can make a significant contribution to the development of educational practices that are more adaptive and responsive to the demands of the digital era.

## **METHODS**

This research will use a qualitative approach with the type of case study research (Assyakurrohim et al., 2023). The qualitative approach was chosen because it allows researchers to deeply understand how Islamic Religious Education Teachers (PAI) at SMAN 1 Glagah Banyuwangi play a role in improving students' religious digital literacy skills. This approach is suitable for exploring complex and dynamic phenomena in the context of education, where individual social interactions, perceptions, and experiences play an important role. The type of case study research was chosen to provide an in-depth focus on the specific context of SMAN 1 Glagah Banyuwangi. The case study allows researchers to explore in detail various aspects that affect the role of PAI teachers in developing students' religious digital literacy. By collecting data through observation, in-

depth interviews, and document analysis, this study is expected to provide comprehensive insights into the practices, challenges, and successes in the context studied. The results of this research are expected to make a valuable contribution to the development of more effective and inclusive learning strategies in religious education in the digital era.

The data collection techniques that will be used include in-depth interviews, observations, and documentation (Rusli, 2021). In-depth interviews will be conducted with Islamic Religious Education (PAI) teachers, students, principals, and parents to gain an in-depth understanding of their experiences, perceptions, and views on the role of PAI teachers in improving religious digital literacy skills. Direct observation in the classroom and school environment will be conducted to see how PAI teachers implement teaching strategies that support religious digital literacy, including the use of technology and interaction with students. In addition, data collection through documentation will include analysis of the curriculum, lesson plans, teaching materials, as well as digital materials used in learning, as well as meeting notes and relevant activity reports. The combination of this data collection technique is expected to provide a comprehensive and in-depth picture of the role of PAI teachers at SMAN 1 Glagah Banyuwangi.



**Figure 1.** Data Analysis Process

The data analysis technique in this study will use data triangulation to ensure the validity and reliability of the findings. Data triangulation involves using multiple data sources to examine the same phenomenon, allowing researchers to view issues from different perspectives and ensure consistency of research results (Fadli, 2021). The analysis process begins with data collection from in-depth interviews, observations, and documentation at SMAN 1 Glagah. The data is then transcribed and read repeatedly to gain a deeper understanding. After that, the data is coded to identify emerging themes. Each code is further analyzed to identify larger relationships and patterns. Data from different sources are compared to each other to ensure consistency and identify

differences or similarities. Thematic analysis is used to integrate data from interviews, observations, and documentation, providing context and depth to the findings. Data validation through triangulation ensures that the research results provide a comprehensive and accurate picture of the role of Islamic Religious Education Teachers in improving students' digital religious literacy skills at SMAN 1 Glagah Banyuwangi Regency.

## **RESULTS AND DISCUSSION**

### **Provision of Relevant Materials**

The material in the concept of digital literacy presented must be contextual and directly related to their daily lives so that it can increase engagement and understanding (Muhklis et al., 2023; Revola, 2023). The relevance of this material is also related to efforts to integrate religious values with the development of digital technology, allowing students to utilize digital resources to deepen their understanding of religion. Thus, religious digital literacy not only enriches students' knowledge but also teaches them how to access, assess, and use digital information wisely and responsibly. This approach is expected to create a generation that is not only digitally literate but also has a strong moral and spiritual foundation in facing the challenges of modern times.

Based on the results of an interview by the principal of SMAN 1 Glagah Banyuwangi, Abdullah, who stated that the relevance of material in digital literacy is very important. This is related to the religious moral message conveyed through literacy will give an impression on the learning process at school.

*"The relevance of learning materials is very important to ensure that what is taught in school can be applied by students in real life. Relevant materials help learners understand concepts better, motivate them to learn, and prepare them for future challenges, both in the world of work and in everyday life." (WR-KS, 19/06)*

What the informant conveyed above shows that the relevance of learning materials is very important in the current educational context. Relevant material helps learners understand concepts better and motivates them to learn. It also prepares them to face challenges in the future, both in the world of work and in daily life.

Another version in the interview with the vice principal of the school, Mr. Suhariyanto, also stated the same thing, that the relevance of the material has a crucial role in conveying the message of digital literacy. This will give an inherent impression on students' memories to be implemented in daily life.

The informant's observations underscore the importance of relevance in learning materials in the contemporary educational landscape. Relevant materials not only

facilitate better conceptual understanding but also significantly enhance learners' motivation, preparing them to face future challenges both professionally and personally. The argument emphasizes that the relevance of educational content plays a vital role in instilling digital literacy. According to the teacher, relevant materials leave a lasting impression on students, enabling them to effectively integrate digital literacy skills into their daily lives. Thus, strategic alignment of learning materials with real-world applications is critical to driving meaningful and lasting educational outcomes.

*"The relevance of learning materials is very crucial in education today. By providing relevant material, students can more easily understand and relate what they learn to their daily lives and future. It also increases their motivation to learn and helps them prepare for challenges in the world of work and life." (WR-WKS, 19/06)*

From the results of the interview with Suhariyanto, as Deputy Principal of SMAN 1 Glagah, it was concluded that the relevance of learning materials is very important in education. Relevant material helps learners understand concepts better and relate them to real life. It also increases their motivation to learn and prepares them to face challenges in the world of work and daily life.

The relevance of this relevance was revealed that the relevance of learning materials in digital literacy is very important. These two education leaders emphasized that relevant material not only helps learners understand concepts better but also motivates them to learn. This relevance provides a deep impression that allows learners to relate lessons to their real lives, as well as prepare them for future challenges, both in the world of work and in everyday life. Religious moral messages conveyed through digital literacy, if relevant, will be easier for students to internalize, making the learning process more effective and meaningful.

The provision of Relevant Materials on the subject of Islamic Religious Education (PAI) highlights the importance of delivering material that is by the context of students' lives. Relevant materials in PAI must be able to integrate religious teachings with contemporary situations and challenges faced by students. This approach not only increases student engagement and understanding, but also builds critical digital literacy skills (Chiu, 2023; Knight et al., 2023; Zuhdi et al., 2024). By linking Islamic values to the development of technology and digital media, students can learn how to access, evaluate, and use information wisely and ethically. This is important to create a generation that is not only digitally literate but also has a strong moral foundation, able to face and navigate the digital world with responsibility and integrity.

*"The relevance of material in PAI learning is very important, especially in this digital era. Relevant material helps students understand Islamic teachings in a context that is appropriate to their current lives. It also helps them apply religious values in their daily lives." (WR-GPAI, 19/06)*

The results of the interview with Siti Rohmatin Nazillah strengthened the opinion that the relevance of learning materials in Islamic Religious Education (PAI) is very important in this digital era. Relevant materials not only help students understand Islamic teachings better but also motivate them to apply religious values in their daily lives. The relevance of the material allows students to relate the lessons to the real situations they face, improve understanding, and reinforce the religious values in them.

Analysis of the concept of Providing Relevant Materials in religious digital literacy, especially in the subject of Islamic Religious Education (PAI), shows that the relevance of materials is vital in increasing the effectiveness of learning. By delivering material that is in the context of students' daily lives, the learning process becomes more interesting and meaningful (Ardiyanti et al., 2024; Elbes & Oktaviani, 2022). The integration of religious values with the development of digital technology allows students to utilize digital resources in deepening religious understanding, accessing, assessing, and using information wisely and responsibly. Relevant materials not only help students understand the teachings of Islam better, but also motivate them to internalize and apply religious values in their daily lives. This is important in building a generation that is not only digitally literate but also has a strong moral and spiritual foundation, ready to face challenges in the world of work and future life with integrity and responsibility.

### **Use of Technology in the Learning Process**

The use of technology in the learning process has changed the way education is delivered and received, making it more dynamic, interactive, and accessible. Technology enables multimedia delivery of material, which combines text, images, videos, and animations to make learning more engaging and easy to understand (Lisnawati, 2021; Suryanti et al., 2021). Online learning platforms and educational apps facilitate access to a wide range of learning resources anytime and anywhere, allowing for flexible and self-paced learning. In addition, technology supports collaboration between students through digital communication tools such as discussion forums, video conferences, and social media. With data analytics, teachers can monitor student learning progress in real time and provide more targeted feedback. Technology also encourages active student engagement by using gamification, simulation, and virtual reality, which increases



motivation and understanding of complex concepts. Overall, the integration of technology in education has great potential to improve the quality and effectiveness of the learning process.

The use of technology in the learning process at SMAN 1 Glagah has brought significant changes in the way education is delivered and received by students. The school has integrated various digital tools and online learning platforms to support the teaching and learning process. The use of technology allows teachers to deliver subject matter more interactively through multimedia, such as learning videos, animated presentations, and simulations. Students can access learning materials anytime and anywhere through the e-learning platform provided by the school, allowing for more flexible and independent learning. In addition, SMAN 1 Glagah also utilizes technology to support collaboration between students and teachers, using digital communication applications such as discussion forums and video conferences. With the help of data analytics, teachers can monitor student learning progress in *real time* and provide more personalized and targeted feedback. The use of gamification and virtual reality in some subjects has also increased students' motivation and understanding of the concepts taught. Overall, the integration of technology in SMAN 1 Glagah has succeeded in improving the quality and effectiveness of the learning process, making the learning experience more interesting and relevant for students.

Technology has an important role in education both in teaching and administration aspects. The results of observations and interview data of the principal of SMAN 1 Glagah said the same thing that in the modern world, technology is a strong ammunition in supporting the educational process in the academic sphere and the learning environment in the community.

*"I strongly believe that technology has a very important role in modern education. The use of technology not only increases student engagement in learning but also allows for wider access to information and educational resources. This helps schools in creating a more dynamic and adaptive learning environment." (WR-KS, 19/06)*

Based on an interview with Abdullah, , the Principal of SMAN 1 Glagah, it was concluded that the use of technology in the learning process has an important role in improving the quality of education in the school. Technology provides a variety of conveniences and opportunities in teaching and learning, including increasing student

engagement, expanding access to learning resources, and facilitating more interactive and personalized learning.

The use of technology allows the presentation of learning materials to be more interesting and interactive for students. With technology, subject matter can be delivered through multimedia such as videos, animations, and interactive presentations which make learning more dynamic and fun. This not only attracts students' attention but also improves their understanding of the material being taught. In the context of Islamic teachings, technology can be used to deepen students' understanding through various digital sources such as Quranic applications, video lectures, and interactive simulations about Islamic history. This helps students to be more engaged and internalize religious values in a relevant and contextual way.

*"I see that technology has a very important role in supporting PAI learning in today's digital era. The use of technology allows us to present learning materials more engagingly and interactively to students. It also helps to increase their involvement in understanding and internalizing the teachings of Islam." (WR-GPAI, 19/06)*

The results of the interview with Muhammad Haris Setiawan discussed efforts to integrate technology wisely, SMAN 1 Glagah aims to create a dynamic and relevant learning environment, preparing students to become competent and meaningful individuals in modern society. The use of technology in the learning aspect provides various benefits that can be obtained, both its influence on students academically and their competence.

**Table 1.** Utilization of Technology in Learning

Learning Aspects	Technologies Used	Benefit
Material Delivery	Multimedia (video, animation, presentation)	Making learning more engaging and easy to understand
Access Materials	Platform e-learning	Allows for flexible and independent learning
Collaboration	Discussion forums, video conferencing	Support communication and cooperation between students and teachers
Progress Monitoring	Data Analytics	Monitor student progress in real-time, providing targeted feedback
Interaction	Interactive learning apps	Increase student engagement and participation
Gamification	Gamification app, interactive quizzes	Increase students' motivation and interest in learning
Simulation and Practicum	Computer simulation, virtual reality	Helps understand complex concepts through hands-on experience
Evaluation	Online tests, digital quizzes	Makes it easy to assess and give instant feedback

The use of technology in the learning process covers various aspects that significantly improve the quality of education. In the delivery of material, technologies such as multimedia, including videos, animations, and interactive presentations, make learning more engaging and easy for students to understand. Access to learning materials through e-learning platforms allows students to learn flexibly and independently, anytime and anywhere. Collaboration between students and teachers is strengthened through the use of discussion forums and video conferencing, which supports more effective communication and cooperation. Data analytics technology allows teachers to monitor student learning progress in real time, providing more personalized and targeted feedback. In addition, interactive learning and gamification apps increase student engagement and motivation in learning. The use of computer simulations and virtual reality helps students understand complex concepts through hands-on experience. Evaluation is also made easier with online tests and digital quizzes, which allow for instant assessment and feedback. Overall, the integration of technology in learning provides many benefits that make the educational process more effective, engaging, and relevant for students.

### **Inclusive Curriculum Development**

The development of an inclusive curriculum aims to create a fair and equitable learning environment for all students, regardless of their background, abilities, or special needs. An inclusive curriculum is designed to cater to diverse learning styles and ensure that every student has equal access to quality education (Knight et al., 2023; Suryadi, 2023). This includes adaptations of learning materials, teaching methods, and assessments that take into account the diversity of students, including those with special needs or disabilities. The development of an inclusive curriculum also involves the active participation of all stakeholders, including teachers, parents, and the community, to ensure that the education provided is relevant and responsive to the needs of students.

The inclusive curriculum in the context of religious digital literacy aims to create a friendly learning environment based on religious teachings. The learning materials in the curriculum concept can be conveyed through multimedia such as videos, animations, and interactive applications that make learning more interesting and easy to understand. With religious digital literacy, students can access digital resources such as the Quranic app, video lectures, and interactive simulations about religious history and teachings, which can be adapted to various learning styles. This adaptation allows students with special

needs to fully participate in learning. The active participation of all stakeholders, including teachers, parents, and the community, in developing this curriculum ensures that the education provided is relevant and responsive to the needs of students. Thus, an inclusive curriculum not only increases students' engagement and understanding of religious teachings, but also prepares them to become empowered, digitally literate, and contribute positively to society with a strong moral and spiritual foundation.

Each student has a different background, ability, and needs. An inclusive curriculum values this diversity and ensures that all students feel welcome and valued in the school environment. With this approach, schools can create a supportive atmosphere where every individual gets an equal opportunity to learn and develop according to their potential. In addition, the inclusive curriculum teaches students to understand and appreciate each other's differences, building social and emotional skills that are essential for life in a diverse society. Thus, an inclusive curriculum not only improves academic outcomes, but also shapes students into more empathetic and tolerant individuals. This is in line with the results of an interview with the deputy principal of SMA 1 Glagah.

*"An inclusive curriculum is very important because each student has different needs and potentials. With an inclusive curriculum, we can ensure that all students receive an education that is relevant and tailored to their needs, without exception." (WR-WKS, 27/06)*

Based on the results of the interview by Suhariyanto that in the discussion, the importance of integrating the principle of inclusion in every aspect of the school curriculum was highlighted. Inclusion not only includes students with special needs, but it also accommodates diversity in students' learning styles, cultures, and backgrounds in general. The statement is also in line with the results of an interview with Muhammad Haris Setiawan as a PAI teacher who said the same thing that an inclusive curriculum has an important role because in its implementation it does not distinguish the background or background of each student.

*"In my opinion, the inclusive curriculum in PAI is very important because it allows all students, regardless of their background or condition, to access and understand Islamic teachings well. It also reflects the values of tolerance and justice in Islam that we teach." (WR-PGPAL, 27/06)*

The results of the above interviews can be concluded that PAI teachers emphasize the importance of an inclusive curriculum in the context of Islamic Religious Education (PAI). It is not only about ensuring that all students have equal access to PAI materials, but also about applying inclusive Islamic values and embracing diversity in learning. This

is implemented with the arrangement of needs analysis, input from policymakers, achievement of goals, and focus, which leads to the design of curriculum development.

The development of an inclusive curriculum at SMAN 1 Glagah based on religious digital literacy as shown in the chart begins by identifying the needs of students and the learning environment through the Assess Needs process. This involves an in-depth understanding of the diverse backgrounds, abilities, and special needs of students at the school. Furthermore, Stakeholder Input is gathered from a variety of stakeholders, including teachers, parents, and the community, to ensure that all perspectives and needs are taken into account. Based on the results of the assessment and input, the school sets Goals & Objectives that are inclusive and relevant, targeting fair and effective learning for all students. Curriculum Design is carried out by designing a curriculum that is by the needs and goals that have been set, integrating digital technology to convey religious values interestingly and interactively. This process ensures that the curriculum not only meets educational standards but is also responsive to the local context and the specific needs of students at SMAN 1 Glagah.

The development of an inclusive curriculum aims to create a fair and equitable learning environment for all students, regardless of their background, abilities, or special needs. This curriculum is designed to cater to diverse learning styles and ensure that every student has equal access to quality education (Abdullah et al., 2024; Abidin, 2023; Sanjani, 2024). By involving the active participation of all stakeholders, including teachers, parents, and the community, an inclusive curriculum can be adapted to cover a wide range of student needs, including those with disabilities. In the context of religious digital literacy, the inclusive curriculum uses multimedia such as videos, animations, and interactive applications to make learning more engaging and easy to understand (Abdullah et al., 2024). This allows students to access rich digital resources such as Quranic apps, video lectures, and interactive simulations of religious teachings, tailored to a variety of learning styles. This adaptation ensures the full participation of students with special needs, while the active participation of stakeholders ensures the relevance and responsiveness of education to the needs of students. An inclusive curriculum not only increases students' engagement and understanding of religious teachings, but also prepares them to become empowered, digitally literate, and contribute positively to society with a strong moral and spiritual foundation.

### Provision of Resources and References

Resources play a crucial role in empowering students with religious digital literacy, especially through the contribution of Islamic Religious Education (PAI) teachers. PAI teachers must have access to a variety of digital resources, including hardware such as computers and tablets, as well as software and applications that support interactive and engaging learning (Hasanbasri & Nurhayuni, 2023; Knight et al., 2023). In addition, training and professional development for teachers is essential so that they can effectively utilize this technology in teaching. Digital resources such as e-learning platforms, digital Al-Quran applications, video lectures, and interactive simulations of religious teachings allow students to learn in-depth and flexibly. Support from schools and communities in providing adequate technological infrastructure is also very important. By utilizing these resources, PAI teachers can create a more dynamic and relevant learning experience, helping students internalize religious values in a more modern and interactive way.

Digital references provide rich and diverse content, allowing students to learn in a more flexible and immersive way. The use of these various digital resources not only enriches learning materials but also provides flexibility for students to access information according to their own learning time and speed. The interpretation of the use of digital references shows that the integration of technology in religious learning can improve students' understanding of religious teachings through more interactive and interesting methods. The description of this implementation involves students using the Al-Quran application to read and listen to verses, watch video lectures to gain deeper insights into religious topics and take courses on e-learning platforms that offer real-time assessment and feedback. All of this creates a dynamic learning environment, motivates students to learn harder, and helps them internalize religious values in a relevant and engaging way.

The digital references used in the learning process at SMAN 1 Glagah are very helpful in making it easier for students to understand moral messages in religious education. This is in line with the results of the interview submitted by

*"Digital references are very helpful in enriching learning in my class. E-books provide students with easy access to a variety of religious literature that they can read at any time. The Al-Quran application makes it easier for students to not only read but also listen to the verses of the Qur'an with the correct tajwid. Video lectures are very useful because they can explain religious concepts visually and in-depth. In addition, the e-learning platform allows us to hold online classes, assign assignments, and conduct assessments more efficiently." (WR-GPAISRN, 29/06)*

The results of an interview with Siti Rohmatin Nazillah, revealed that digital references are very helpful in enriching religious learning in the classroom. According to him, e-books provide students with easy access to various religious literature that they can read at any time, thus facilitating the independent learning process. The Al-Quran application also facilitates students to read and listen to the verses of the Quran with the correct tajweed, improving the quality of their learning. Video lectures are considered very useful because they are able to explain religious concepts visually and in depth, which makes learning more interesting and easy to understand. In addition, e-learning platforms allow for more efficient implementation of online classes, assignments, and assessments, all of which contribute to improving the quality and effectiveness of religious learning in the classroom.

The use of digital media gives a positive response from students, the impression of learning can be received better and easier. Students at SMAN 1 Glagah are more enthusiastic in following the lessons in class, this is proven by the following interview results;

*"The reaction of the students was very positive. They are more interested and motivated to learn. The use of technology makes learning more interactive and fun. For example, they are very enthusiastic when using the Quran application to listen to the correct reading or when watching videos of lectures delivered by religious figures they admire. It also makes it easier for them to replay the material at home because all resources are available digitally." (WR-GPAIAW, 22/06)*

The results of the interview, which was conducted with Abdul Wafa, showed that the students' reaction to the use of digital references in religious learning was very positive. The students become more interested and motivated to learn because technology makes the learning process more interactive and fun. They show high enthusiasm when using the Quran application to listen to the correct reading or when watching video lectures delivered by religious figures they admire. In addition, the availability of digital resources makes it easier for students to repeat the material at home, so they can study at any time according to their needs.

An analysis of the concept of using digital references in religious learning shows that the integration of technology in religious education has a significant impact on improving the quality and effectiveness of learning. Digital references such as e-books, Quranic applications, video lectures, and e-learning platforms provide easy and flexible access for students to study religious literature anytime and anywhere (Elbes & Oktaviani, 2022; Hendaryan et al., 2022; Muhklis et al., 2023). This technology not only enriches

the learning material but also makes the learning process more interactive and engaging, which directly increases student motivation and engagement. Positive reactions from students, such as high enthusiasm when using the Al-Quran app and watching video lectures, show that this method can interest them and facilitate a visual and in-depth understanding of religious concepts. In addition, the ease of repeating material at home through digital resources allows students to learn independently and master the material better.

## CONCLUSION

Digital literacy skills are an important competency that every individual must have in today's digital era. Islamic Religious Education teachers at SMAN 1 Glagah, Banyuwangi Regency, play an important role in equipping students with these skills so that they can access, evaluate, and utilize religious information from various digital sources wisely and effectively. Providing relevant materials is the first step to ensure that students obtain information that is by technological developments and their needs. By integrating technology into the learning process, teachers can create a more interactive and engaging experience, so that students can better understand and master the material. In addition, developing an inclusive curriculum is very important in supporting digital literacy skills, so that all students without exception have the same opportunity to learn and develop. Providing adequate sources and references is also important to make it easier for students to access accurate and reliable information. Thus, the role of Islamic Religious Education teachers in fostering digital literacy is not only to help students utilize technology wisely but also to prepare them to become critical and responsible individuals in this digital era.

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