

Madrasah Strategy In Strengthening Digital Literacy Abilities For Mtsn 1 Pidie Jaya Students

Nurlina¹, Dhiauddin², Saifuddin³

Universitas Islam Aceh, Indonesia^{1,2,3}

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Abstract

The main problem faced in literacy among students is low interest in reading, which is triggered by limited access to interesting books, distractions from social media, and less motivating teaching methods. In addition, writing and speaking skills are also obstacles, because many students have difficulty in developing these skills due to lack of practice, minimal understanding of grammar, and limited support. This study aims to explore the strategies implemented by MTsN 1 Pidie Jaya in supporting digital literacy, including the integration of digital literacy into the curriculum and digital literacy development programs for students. The research method used is qualitative with data collection techniques through observation, interviews, and document analysis. The results of the study show that MTsN 1 Pidie Jaya has succeeded in improving students' digital literacy through a strategy of integrating technology into the curriculum, providing access to devices, and teacher training that focuses on cybersecurity, digital ethics, and practical skills. This school is committed to continuing to improve students' digital literacy through interactive training programs and learning innovations, while addressing infrastructure and access challenges through effective collaboration. In addition, MTsN 1 Pidie Jaya also implements various effective programs to improve students' digital literacy, including special training, project-based learning approaches, gamification, and continuous evaluation

Keywords: Madrasah Strategy, Strengthening, Skills, Digital Literacy, Students.

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✉ Corresponding author

Email Address : nurlinanurlin2@gmail.com

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Introduction

Digital literacy is the ability of individuals to use digital technology wisely and efficiently. In the era of rapid digital transformation, digital literacy is a very crucial competency to maximize the use of information and communication technology. The ability to understand, assess, and use information obtained online is very important to prevent the spread of incorrect information, as well as to protect yourself from various frauds that are rampant in cyberspace. Digital literacy allows individuals to be more critical and intelligent in using technology, with the aim of using it positively for personal and educational interests (Munir, 2009).

Strengthening digital literacy in State Junior High Schools (MTsN) has a significant role, especially in facing the ever-growing digital challenges. The learning process in MTsN is expected to not only focus on mastering technology, but also prepare students to actively



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contribute to a society that is increasingly digitally connected. Strengthening digital literacy in MTsN is not just a response to technological advances, but also a strategy to prepare the young generation of Indonesia to face increasingly complex global challenges.

The importance of digital literacy for students at MTsN cannot be separated from the values contained in religious teachings, especially in the Qur'an. Surah Al-Alaq (Surah 96) has a close relationship with the concept of literacy and education. The first revelation received by the Prophet Muhammad SAW, "Iqra" which means "Read", contains a deep meaning related to literacy. This command to read does not only apply in a traditional context, but also includes the ability to read and understand information in various forms, including in the ever-growing digital world. With digital literacy, MTsN students not only learn to read physical texts, but also to filter and analyze information presented through digital media.

Surah Al-Alaq also emphasized the importance of knowledge and the responsibility to continue seeking knowledge. In the context of digital literacy, this shows that MTsN students need to continue to improve their ability to use digital technology wisely, and ensure that the knowledge they have remains relevant to current developments. Meaningful learning that is in accordance with current digital needs is very important for the progress of student literacy at MTsN (Khusaini & Rofi'ah, 2022)

Although digital literacy is increasingly important, MTsN students face various challenges. One of the main problems is the low interest in reading among students, which may be caused by lack of access to interesting books, distractions from social media, or uninteresting teaching methods. In addition, limitations in writing skills are also a problem, where many students have difficulty in developing good writing skills, as well as lack of speaking and listening skills that affect their literacy development (Hasanah & Sukri, 2023).

Lots of students also have difficulty understanding complex texts or information due to limited vocabulary and lack of effective reading strategies. Digital literacy is an important concern in this era, where some students are not yet familiar with or are less skilled in using digital technology effectively, sorting accurate information, and understanding aspects of digital ethics. Inequality in access to education is also a challenge, especially for students from low-income backgrounds or those living in remote areas who have difficulty accessing adequate literacy resources.

It is important to note that the home and school environment have a significant influence on students' literacy development. Lack of support from parents, limited access to books, and ineffective teaching methods at school can hinder students' literacy progress. Therefore, strengthening digital literacy at Madrasah Tsanawiyah Negeri 1 Pidie Jaya must be a primary focus to ensure that students have equal access to relevant knowledge and skills in today's digital era.

For example, the implementation of digital literacy strengthening strategies at MTsN 1 Pidie Jaya can be used as a useful reference for other madrasahs. Strengthening digital literacy not only aims to improve students' technological skills, but also to form individuals who have high moral, ethical, and social responsibility values. Thus, character education implemented through digital literacy can produce a competent and responsible young generation in utilizing digital technology for positive and productive purposes (Sugiarto & Farid, 2023). The development of comprehensive digital literacy at MTsN 1 Pidie Jaya contributes to the formation of student character who are able to compete in the global era, while maintaining religious and cultural values in the use of technology.

Previous studies have emphasized the significance of digital literacy strategies in Islamic educational institutions to improve technological skills among students. Some researchers who have studied digital literacy strategies in Islamic educational institutions include: Sugiarto and Ahmad Farid, Sukma Alifatul Faizah, Eny Supriati, Vina Ayu Lestari, and Shobah Shofariyani Iryanti, Aas Siti Sholichah, and Siti Nurjannah. All of these studies show various efforts to improve digital literacy in Islamic education, albeit with varying approaches, and make significant contributions to the development of appropriate strategies to improve students' digital literacy in madrasahs.

Methodology

This study aims to analyze the madrasah's strategy in improving students' digital literacy at MTsN 1 Pidie Jaya using a qualitative approach (Bagoes, 2019). The subjects involved in this study include parties related to digital literacy strategies, namely the Principal of the Madrasah, Teachers, and Students.

Through in-depth interview methods, participant observation, and documentation studies, this study explores the experiences of Madrasah Principals, teachers, and students in implementing digital literacy. Data collection was carried out using triangulation techniques to ensure the validity of the information, while data analysis followed the Miles and Huberman model which includes: Data Reduction, which is the process of selecting, summarizing, and filtering data that is relevant to the focus of the research; Data Presentation, which presents information in narrative form to provide a more structured understanding; and Conclusion Drawing, which aims to identify patterns and main findings based on the data analysis that has been carried out (Prastowo, 2012).

Result and Discussion

1. Definition of Strategy

The term "strategy" comes from the ancient Greek word "strategos", which consists of two words, namely "stratos" which means army and "ago" which means to lead. In the ancient Greek context, a strategos acts as a military leader or general who is responsible for planning and implementing military operations. According to the Great Dictionary of the Indonesian Language (KBBI), strategy is defined as the science and art of utilizing all the nation's resources to implement certain policies, both in war and peace situations. This includes aspects of planning, organizing, managing, and allocating resources to achieve desired results in a predetermined context. In general, strategy involves deep thinking to formulate the right steps in achieving long-term goals, both in the military and non-military fields such as business, politics, education, or other organizations (Fatah, 2004).

Kuncoro explains that strategy is a series of decisions and actions designed to achieve certain goals. In this case, strategy utilizes the resources owned by the organization and responds to various opportunities and challenges that exist within the institution. Thus, strategy is a policy formulated by a leader to achieve the desired results. The strategy formulation process requires careful consideration of human resources, organizational structure, and environmental conditions. The goal is to adjust the steps taken to be in line with the final goals that have been set (Kuncoro, 2006).

2. Strategy in Education

Strategy in the field of education can be interpreted as a plan, method, or series of activities designed to achieve certain educational goals. The purpose of educational strategy is to develop systematic and organized steps to achieve the expected learning outcomes. The process of developing an educational strategy involves several important elements, including the selection of teaching methods that are appropriate to the needs of students and the material being taught. In addition, this strategy also includes the efficient use of educational resources, such as technology, textbooks, or other learning facilities.

Creating a supportive learning environment is also a crucial aspect of educational strategy, with the aim of creating optimal conditions for the learning process. By implementing appropriate educational strategies, educators and educational policy makers can direct and improve the effectiveness of the overall educational process. This allows the achievement of predetermined educational goals, both in terms of improving students' understanding of the material, developing skills, and creating an inclusive and meaningful learning environment for all learners.

3. Strategies in Digital Literacy

The discussion of digital literacy in the context of strategy can be divided into three main phases. The first phase involves formulating activities related to achieving the desired educational goals. This process begins with careful planning, including setting clear goals and selecting appropriate methods and approaches to achieve those goals. This strategy formulation phase is crucial because it forms the basis for the implementation and control steps that will be taken later.

Once the strategy is well formulated, the next step is to implement the strategy according to the plan that has been prepared. Implementing the strategy requires the implementation of carefully planned activities, including the allocation of necessary resources and effective coordination between the various parties involved in the educational process. The purpose of this phase is to transform the strategic plan into real actions that support the achievement of educational goals efficiently.

The last in the education strategy cycle is control or evaluation. This evaluation process is very important to assess the extent to which the implemented strategy has succeeded in achieving the goals that have been set. Evaluation is carried out periodically to ensure that the education strategy is running effectively and efficiently. If during the evaluation any discrepancies or problems are found, corrective and adjustment steps can be taken so that the strategy can improve its performance in the future.

Thus, the stages of formulating, implementing, and controlling strategies form a continuous cycle in ensuring that the quality of education is achieved and continuously improved according to the needs and changes of the times. In the context of this study, understanding educational strategies is very important in developing digital literacy in the madrasah environment. With the right strategy, madrasahs can strengthen students' digital literacy through effective learning methods.

Discussion

MTsN 1 Pidie Jaya's Strategy in Improving Students' Digital Literacy

In order to support the improvement of digital literacy among students, the researcher conducted an interview with the Principal of MTsN 1 Pidie Jaya, Mr. Zainal Abidin, S.Pd.I., M.Pd. This interview aims to explore the strategies and policies implemented in the madrasah. In the discussion, he emphasized the importance of integrating technology into the curriculum as well as the concrete steps that have been taken to ensure students have the access and skills needed in today's digital era.

Mr. Zainal Abidin stated that madrasahs are now increasingly aware of the importance of digital literacy for students. Therefore, they have designed various initiatives, such as teaching how to use digital devices effectively and responsibly, providing an understanding of cybersecurity, and equipping students with the skills to critically evaluate information. In addition, madrasahs also ensure that the use of technology is not only limited to technical aspects, but also includes ethical aspects in interacting in the digital world.

Dear Mrs. Srimulyani, an educator at MTsN 1 Pidie Jaya, emphasized the importance of mastering technological skills for students so that they are ready to face the increasingly digital world of work. He also highlighted the need for a more interactive and engaging learning approach to improve students' abilities in the field of technology.

In further interviews, Mr. Zainal Abidin explained the various strategies that have been implemented in the madrasah to improve students' digital literacy. These strategies include integrating technology into the curriculum, providing access to devices and the internet, and training in the use of digital tools effectively and safely. In addition, the madrasah also actively organizes training and workshops for teachers to improve their technological skills, so that they can be applied in the learning process.

Observations made by researchers at this madrasah show that the existing facilities are quite adequate, such as computer rooms equipped with devices that function properly. However, there are obstacles in internet access that are not evenly distributed throughout the madrasah area. During the learning process, the use of technological devices such as laptops, projectors, and infocuses is seen to be quite actively used by teachers and students. Researchers also noted that there is regular training for teachers, which aims to improve the use of technology in learning.

Based on the findings of this study, digital literacy at MTsN 1 Pidie Jaya is very relevant to the concept put forward by Paul Gilster, who defines digital literacy as the ability to understand and utilize information from various sources through digital devices. Madrasahs do not only focus on technical aspects, but also instill critical thinking skills in students in accessing and assessing information wisely.

Integration of Digital Literacy in Madrasah Curriculum

In an effort to improve students' abilities in the field of Information and Communication Technology (ICT), the Principal of MTsN 1 Pidie Jaya, Mr. Zainal Abidin, S.Pd.I., M.Pd., emphasized the importance of technology integration in the curriculum with a balanced approach between cognitive, affective, and psychomotor aspects. This approach not only focuses on improving digital literacy academically, but also on forming students' character so that they can use technology ethically and responsibly in the digital era.

In an interview, Mr. Zainal Abidin explained that the madrasah strives to create an interactive learning environment by utilizing various digital tools. The role of teachers is very important in optimizing the use of technology in the daily learning process. Thus, students are not only helped in understanding the subject matter, but are also taught how to use technology wisely and responsibly.

Mrs. SriMulyani, S.Pd.I., one of the teachers at MTsN 1 Pidie Jaya, stated that in implementing digital literacy in madrasahs, a strategy is needed that includes providing access to digital devices, limiting usage time, and monitoring the content accessed by students. She also emphasized the importance of teaching how to search for, evaluate, and use information from various sources critically. With this strategy, students not only have technical skills, but also a deeper understanding of responsible digital literacy.

From a student perspective, Nurfadhilah, a student at MTsN 1 Pidie Jaya, stated that the integration of digital literacy is very useful for them in accessing various learning resources. She highlighted that platforms such as Google Classroom allow students to obtain more diverse learning materials, thus improving their ability to utilize information and communication technology. In addition, she also added that the digital reinforcement program at the madrasah has increased students' confidence in using technology and provided a deeper understanding of digital security and privacy.

Based on data analysis, the implementation of digital literacy integration at MTsN 1 Pidie Jaya has been successfully implemented by referring to the digital literacy theory developed by Bawden in Haickal. The implementation of digital literacy in this madrasah includes several important aspects, such as collecting and presenting information, understanding non-sequential materials, awareness of conventional media, and utilizing networks to support the learning process. In addition, supervision of information access and increased comfort in digital communication are indicators of the success of this digital literacy program.

In line with the theory of digital character education, the approach applied at MTsN 1 Pidie Jaya does not only emphasize technical aspects, but also on the formation of student character in the use of technology. The principal emphasized that instilling digital ethics and responsibility is an inseparable part of the curriculum. Thus, the digital literacy applied not only produces students who are skilled in technology, but also forms individuals who have moral and social awareness in the use of technology in everyday life.

Problem and Solutions MTsN 1 Pidie Jaya in Supporting the Development of Students' Digital Literacy

In this section, the researcher identifies various challenges faced by MTsN 1 Pidie Jaya in implementing the digital literacy movement among students. It is undeniable that every step taken must face obstacles, both from within the madrasah (internal) and from broader external factors. These obstacles require innovative and sustainable solutions so that digital literacy can develop optimally.

1. Context of the Digital Literacy Program

Before discussing the problems faced and the steps to solve them, it is important to understand the context of the digital literacy program that has been implemented by MTsN 1 Pidie Jaya. This program not only aims to improve students' digital literacy skills, but also to shape their character and readiness in facing the digital era.

In Interview with the Head of Madrasah, Mr. Zainal Abidin, explained that the school has conducted various training and workshops for students. These programs include extracurricular activities such as technology and coding outside of school hours, as well as collaboration with non-profit organizations and educational institutions to support digital literacy. In addition, innovations in learning such as project-based approaches and gamification are also applied to increase student learning motivation.

2. Challenges in Implementing Digital Literacy

Although various efforts have been made, madrasahs still face a number of obstacles in supporting the development of digital literacy, including:

- 1) Infrastructure and Digital Access Limitations
 - Lack of hardware such as computers and laptops.
 - Uneven internet connection and frequent disruptions.
- 2) Lack of Training for Teachers
 - Some teachers have not received sufficient training in the use of digital technology.
 - Lack of support from educational institutions that provide special training for educators.
- 3) Barriers to Technology Integration into Learning
 - Not all teachers and students have adequate digital skills to maximize technology-based learning.
 - There is a gap in technology use between students who have digital access at home and those who do not.

3. Strategies and Solutions to Overcome Obstacles

To overcome these various challenges, MTsN 1 Pidie Jaya has taken the following steps:

- 1) Infrastructure Improvement
 - Collaborate with external parties to obtain support in providing better facilities and internet access.
 - Optimizing the use of computer laboratories and providing more complete digital learning tools.
- 2) Teacher Competency Training and Development
 - Conduct regular digital literacy training for educators.
 - Encourage collaboration between teachers through regular meetings and digital platforms.
- 3) Strengthening Digital Learning Methods
 - Implementing project-based learning and gamification to increase student engagement.
 - Using more adaptive evaluation methods, such as project-based assessments and digital portfolios.

Evaluation and Impact of Digital Literacy Program

Assessment and Impact of Digital Literacy Programs

Program evaluation is carried out using various approaches, including testing, quizzes, direct observation, and surveys involving students, teachers, and parents. The Head of Madrasah, Mr. Zainal Abidin, emphasized the importance of evaluation that does not only rely

on written tests, but also includes assessment of digital-based projects, such as application development, blogs, and educational videos.

Student Nurfadhilah revealed that the digital literacy program has a significant positive impact on daily life, both in academic and non-academic aspects. Increasing awareness of digital security and wise use of technology is one of the visible results of this program.

MTsN 1 Pidie Jaya shows high dedication in developing students' digital literacy through a strategic approach that includes training, innovation in learning, and continuous evaluation. Despite facing challenges such as limited infrastructure and lack of training for teachers, the madrasah continues to strive to overcome these obstacles with real and sustainable solutions.

Thus, MTsN 1 Pidie Jaya's efforts in supporting digital literacy not only improve students' technological skills, but also prepare them with critical and adaptive thinking skills in facing challenges in the digital era. The sustainability of this program is a key factor in creating a more inclusive and advanced education ecosystem in the future.

Conclusion

This study shows that MTsN 1 Pidie Jaya has demonstrated high dedication in improving students' digital literacy through various effective approaches. These include the integration of technology into the curriculum, training for students and teachers, and providing access to digital devices. The programs implemented include teaching about device usage, cybersecurity, and digital ethics, which not only provide students with technical skills but also instill responsible character values in the use of technology. In addition, the use of digital platforms such as Google Classroom as well as project-based learning methods and gamification have strengthened students' critical thinking skills in accessing, evaluating, and presenting information. Despite facing challenges such as limited infrastructure and uneven internet access, this madrasah has managed to overcome them through collaboration with various parties and organizing training and workshops for students and teachers. With continuous evaluation, MTsN 1 Pidie Jaya continues to adapt its digital literacy program to be more effective in preparing students for the ever-changing digital era

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