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Madrasah Strategy in Strengthening Digital Literacy Skills for Students of MTSN 1 Pidie Jaya

Nurlina¹, Dhiauddin², Saifuddin³

¹ Mahasiswa Universitas Islam Aceh, Indonesia

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

Email: nurlinanurlin2@gmail.com *

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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.

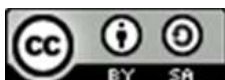
INTRODUCTION

Digital literacy is the ability of individuals to use digital technology wisely and efficiently. In this era of rapid digital transformation, digital literacy has become a crucial competency for maximizing the use of information and communication technology. The ability to understand, evaluate, and utilize online information is essential to prevent the spread of misinformation and to protect oneself from various online scams. Digital literacy enables individuals to be more critical and intelligent in using technology, aiming to use it positively for personal and educational benefits.¹

Strengthening digital literacy in Madrasah Tsanawiyah Negeri (MTsN) plays a significant role, especially in addressing the ever-evolving digital challenges. The learning process at MTsN is expected to focus not only on mastering technology but also on preparing students to actively contribute to a society that is increasingly connected digitally. Strengthening digital literacy at MTsN is not merely a response to technological advancement but also a strategy to prepare Indonesia's young generation to face increasingly complex global challenges.²

¹Munir, *Pembelajaran Jarak Jauh berbasis Teknologi Informasi dan Komunikasi*, (Bandung: Alfabeta, 2009), hlm. 1.

²Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.



The importance of digital literacy for MTsN students cannot be separated from the values contained in religious teachings, especially in the Qur'an. Surah Al-Alaq (Chapter 96) has a close connection with the concept of literacy and education. The first revelation received by Prophet Muhammad SAW, "*Iqra*" which means "*Read*," contains profound meaning related to literacy. This command to read applies not only in the traditional context but also includes the ability to read and understand information in various forms, including in the ever-evolving digital world. With digital literacy, MTsN students learn not only to read physical texts but also to filter and analyze information presented through digital media.³

Surah Al-Alaq also emphasizes the importance of knowledge and the responsibility to continually seek knowledge. In the context of digital literacy, this indicates that MTsN students must continuously improve their ability to use digital technology wisely and ensure their knowledge remains relevant to current developments. Meaningful learning that aligns with today's digital needs is essential for advancing students' literacy at MTsN.⁴

Despite its increasing importance, MTsN students face various challenges in digital literacy. One major issue is the low reading interest among students, which may be caused by limited access to interesting books, distractions from social media, or unengaging teaching methods. Furthermore, limitations in writing skills are also a concern, as many students struggle to develop good writing abilities, as well as speaking and listening skills that affect their overall literacy development.⁵

Many students also struggle to comprehend complex texts or information due to limited vocabulary and a lack of effective reading strategies. Digital literacy has become a key concern in this era, where some students are still unfamiliar with or lack skills in using digital technology effectively, discerning accurate information, and understanding digital ethics. Educational access inequality also poses a challenge, especially for students from low-income backgrounds or those living in remote areas with limited access to adequate literacy resources.⁶

It is important to note that the home and school environment significantly influences students' literacy development. A lack of parental support, limited access to books, and ineffective teaching methods in schools can hinder students' literacy progress. Therefore, strengthening digital literacy at Madrasah Tsanawiyah Negeri 1 Pidie Jaya must be a primary focus to ensure students gain equal access to knowledge and relevant skills in today's digital era.⁷

As an example, the implementation of digital literacy strengthening strategies at MTsN 1 Pidie Jaya can serve as a valuable reference for other madrasahs. The aim of digital literacy enhancement is not only to improve students' technological skills but also to shape individuals with strong moral values, ethics, and social responsibility. Thus, character education carried out through digital literacy can produce a generation that is competent and responsible in using digital technology for positive and productive

³[pwmu.co](https://pwmu.co/160981/10/04/surat-al-alaq-1-5-wahyu-pertama-tentang-pentingnya-literasi/), 4 oktober 2020, Surat Al-Alaq 1-5: Wahyu Pertama tentang Pentingnya Literasi, <https://pwmu.co/160981/10/04/surat-al-alaq-1-5-wahyu-pertama-tentang-pentingnya-literasi/>, diakses 4 Maret 2024.

⁴Ahmad Khusaini, Siti Rofi'ah, Efektivitas Program Literasi 30 Hari Berbasis Digital Terhadap Minat Baca Siswa Di MI Islamiyah, *Al-Adawat: Jurnal Pendidikan Madrasah Ibtidaiyah*, Vol. 01, No. 01, Februari 2022, hlm. 32.
<http://ejournal.unhasy.ac.id/index.php/aladawat>.

⁵Uswatun Hasanah, Muhammad Sukri, Implementasi Literasi Digital Dalam Pendidikan Islam: Tantangan dan Solusi, *Equilibrium: Jurnal Pendidikan Islam*, Vol. 11, No. 2023, hlm. 177-186.

⁶[Republika.co.id](https://republika.co.id), 26 Maret 2022, Pakar Beberkan Alasan Rendahnya Literasi Digital Masyarakat Indonesia.

⁷[Republika.co.id](https://republika.co.id), 17 Agustus 2015, Akses Pendidikan Belum Merata, 1,9 Juta Anak tak Melanjutkan Pendidikan.

purposes. Comprehensive digital literacy development at MTsN 1 Pidie Jaya contributes to shaping students' character that is competitive in the global era, while upholding 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. Researchers who have studied digital literacy strategies in Islamic educational institutions include Sugiarto and Ahmad Farid⁸, Sukma Alifatul Faizah⁹, Eny Supriati¹⁰, Vina Ayu Lestari, as well as Shobah Shofariyani Iryanti¹¹, Aas Siti Sholichah¹², and Siti Nurjannah¹³. All of these studies highlight various efforts to enhance digital literacy in Islamic education, albeit through different approaches, and significantly contribute to developing appropriate strategies for improving students' digital literacy in madrasahs.

METHODS

This study aims to analyze the strategies implemented by the madrasah to enhance students' digital literacy at MTsN 1 Pidie Jaya using a qualitative approach.¹⁴ The subjects involved in this research include parties related to digital literacy strategies, namely the head of the madrasah, teachers, and students.

Through in-depth interviews, participatory observation, and document studies, this research explores the experiences of the head of the madrasah, teachers, and students in implementing digital literacy. Data collection was conducted using triangulation techniques to ensure the validity of the information, while data analysis followed the Miles and Huberman model, which includes: **Data Reduction**, which involves selecting, summarizing, and filtering data relevant to the research focus; **Data**

⁸Sugiarto dan Ahmad Farid, Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0, *Cetta: Jurnal Ilmu Pendidikan*, Vol. 6, No. 3, 2023. DOI:

<https://doi.org/10.37329/cetta.v6i3.2603>.

⁹ Sukma Alifatul Faizah, Risa Susanti, Machmudah, Lusya Mumtahana, Strategi Peningkatan Literasi Digital Di Lembaga Madrasah Ibtidaiyah, *Al-Mada: Jurnal Agama, Sosial, dan Budaya*, Vol. 5, No. 4, 2022. DOI: <https://doi.org/10.31538/almada.v5i4.2671>.

¹⁰Eny Supriati, Manajemen Perpustakaan dalam Mendukung Gerakan Literasi Digital Di Madrasah Aliyah Negeri 2 Kota Madiun, *Jurnal Kajian Informasi & Perpustakaan*, Vol. 9, No. 2, 2021. DOI : <https://doi.org/10.24198/jkip.v9i2.30867>.

¹¹Vina Ayu Lestari dan Shobah Shofariyani Iryanti, Abad 21: Strategi Guru dalam Meningkatkan Kemampuan Berpikir Kritis Siswa pada Pembelajaran PAI melalui Literasi Digital, *Jurnal Pendidikan Tambusai Fakultas Ilmu Pendidikan Universitas Pahlawan*, Vol. 8, No. 1, 2024. DOI: <https://doi.org/10.31004/jptam.v8i1.13336>.

¹²Aas Siti Sholichah, Solihin, Baeti Rahman, Wildan Awi, Ade Muqit, Penguatan Profesionalisme Guru dalam Mengembangkan Literasi Digital Kegamaan (Studi di SMP Islamic School al-Bayan Jakarta), *Edukasi Islami: Jurnal Pendidikan Islam*, Vol. 11, No. 1, 2022. DOI: <https://doi.org/10.30868/ei.v11i01.2267>.

¹³ Siti Nurjannah, *Strategi Mewujudkan Madrasah Digital Di MTs Negeri 3 Pamekasan*, Masters thesis, 2012, IAIN Madura. <http://etheses.iaimadura.ac.id/1100/>.

¹⁴Ida Bagoes Mantra, *Filsafat Penelitian & Metode Penelitian Sosial*, Edisi II, Cet. 1, (Yogyakarta: Pustaka Pelajar), hlm. 29.

Display, which presents information in narrative form to provide a more structured understanding; and **Conclusion Drawing**, which aims to identify patterns and key findings based on the data analysis conducted.¹⁵

RESULTS AND DISCUSSION

1. Defenition of Strategy

The term “strategy” originates from the ancient Greek word *strategos*, which is composed of two words: *stratos* meaning army, and *ago* meaning to lead. In the context of ancient Greece, a *strategos* referred to a military leader or general responsible for planning and executing military operations. According to the Kamus Besar Bahasa Indonesia (KBBI), strategy is defined as the science and art of utilizing all national resources to implement certain policies, whether in times of war or peace. It encompasses aspects of planning, organizing, managing, and allocating resources to achieve desired outcomes within a predetermined context. In general, strategy involves thoughtful consideration in formulating appropriate steps to achieve long-term goals, whether in military or non-military fields such as business, politics, education, or other organizations.¹⁶

Kuncoro explains that strategy is a series of decisions and actions designed to achieve specific goals. In this context, strategy utilizes the resources owned by the organization and responds to various opportunities and challenges within the institution. Thus, strategy is a policy formulated by a leader to attain the desired outcomes. The process of developing strategy requires careful consideration of human resources, organizational structure, and the surrounding environment. The goal is to align the actions taken with the final objectives that have been set.¹⁷

2. Strategy in Education

Strategy in the field of education can be interpreted as a plan, method, or a series of activities designed to achieve specific educational goals. The objective of an educational strategy is to formulate systematic and organized steps to attain the desired learning outcomes. The development process of an educational strategy involves several key

¹⁵ Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Yogyakarta: Ar-Ruzz Media, 2012), hlm. 207.

¹⁶ Nanang Fatah, *Manajemen Berbasis Sekolah (MBS) & Dewan Sekolah*, (Bandung: Bani Quraisy, 2004), hlm. 31.

¹⁷ Mudrajat Kuncoro, *Strategi Bagaimana Meraih Keunggulan Kompetitif*, (Jakarta: Erlangga, 2006), 12.

elements, including selecting appropriate teaching methods that align with the needs of students and the material being taught.¹⁸

In addition, this strategy also includes the efficient utilization of educational resources such as technology, textbooks, or other learning facilities. Creating a supportive learning environment is also a crucial aspect of educational strategy, aiming to establish optimal conditions for the learning process. By implementing appropriate educational strategies, educators and educational policymakers can guide and enhance the overall effectiveness of the education process. This allows for the achievement of the intended educational objectives, including improving students' understanding of the material, developing skills, and creating an inclusive and meaningful learning environment for all learners.¹⁹

3. Strategi dalam Literasi Digital

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 objectives and choosing the appropriate methods and approaches to achieve them. This strategic formulation phase is crucial, as it serves as the foundation for subsequent implementation and control steps.²⁰

Once the strategy has been well-formulated, the next step is to implement the strategy according to the established plan. The implementation of the strategy requires the execution of carefully planned activities, including the allocation of necessary resources and effective coordination among the various parties involved in the educational process. The goal of this phase is to transform strategic plans into tangible actions that effectively support the achievement of educational goals.

The final phase in the educational strategy cycle is control or evaluation. This evaluation process is essential to assess the extent to which the implemented strategy has succeeded in achieving the set goals. Evaluations are carried out periodically to ensure that the educational strategy is running effectively and efficiently. If any inconsistencies or issues

¹⁸Nurtan, dkk, Strategi Kepala Sekolah..., 19.

¹⁹Nurtan, dkk, Strategi Kepala Sekolah..., 19.

²⁰Nurtan, dkk, Strategi Kepala Sekolah..., 19.

are identified during the evaluation, corrective and adaptive measures can be taken to improve the performance of the strategy in the future.²¹

Thus, the stages of formulating, implementing, and controlling strategies form a continuous cycle to ensure and improve the quality of education in accordance with evolving needs and changes over time. In the context of this study, understanding educational strategy is crucial in developing digital literacy within the madrasah environment. With the right strategies, madrasahs can enhance students' digital literacy through effective learning methods.²²

DISCUSSION

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

To support the enhancement of digital literacy among students, the researcher conducted an interview with the Head of MTsN 1 Pidie Jaya, Mr. Zainal Abidin, S.Pd.I., M.Pd. The interview aimed to explore the strategies and policies implemented in the madrasah. During the discussion, he emphasized the importance of integrating technology into the curriculum and the concrete steps taken to ensure students have the necessary access and skills in today's digital era.²³

Mr. Zainal Abidin stated that the madrasah is becoming increasingly aware of the importance of digital literacy for students. Therefore, they have designed various initiatives, such as teaching students how to use digital devices effectively and responsibly, providing an understanding of cybersecurity, and equipping students with critical information evaluation skills. Furthermore, the madrasah ensures that the use of technology is not limited to technical aspects, but also includes ethical considerations in digital interactions.²⁴ Mrs. Srimulyani, an educator at MTsN 1 Pidie Jaya, emphasized the importance of students mastering technological skills to prepare for an increasingly digital workforce. She also highlighted the need for more interactive and engaging learning approaches to improve students' capabilities in technology.²⁵

In a further interview, Mr. Zainal Abidin explained various strategies that have been implemented at the madrasah to enhance students' digital literacy. These strategies

²¹www.muradmaulana.com, Murad Maulana, Definisi, Manfaat..., hlm. 3.

²²Haickal Attallah Naufal, Literasi Digital..., hlm. 198.

²³Wawancara dengan Kepala MTsN 1 Pidie Jaya Bapak Zainal Abidin, S.Pd.I., M.Pd., Senin, 30 September 2024.

²⁴Wawancara dengan Kepala MTsN 1 Pidie Jaya Bapak Zainal Abidin, S.Pd.I., M.Pd., Senin, 30 September 2024.

²⁵Wawancara dengan Ibu Sri Mulyani, S.Pd.I., guru di MTsN 1 Pidie Jaya, Sabtu 28 September 2024.

include the integration of technology into the curriculum, providing access to digital devices and internet connectivity, and training on the effective and safe use of digital tools. Additionally, the madrasah actively organizes training and workshops for teachers to improve their technological skills, so these can be applied in teaching and learning processes.²⁶

Observations conducted by the researcher at the madrasah showed that the existing facilities are fairly adequate, such as a computer lab equipped with functioning devices. However, there were issues with uneven internet access across the school area. During the learning process, the use of technological tools such as laptops, projectors, and infocus devices was actively observed among teachers and students. The researcher also noted regular training sessions for teachers aimed at enhancing the use of technology in learning.²⁷

Based on the findings of this study, digital literacy at MTsN 1 Pidie Jaya is highly aligned with the concept proposed by Paul Gilster, who defines digital literacy as the ability to understand and utilize information from various sources through digital devices. The madrasah does not only focus on the technical aspects but also instills critical thinking skills in students to access and evaluate information wisely.

Integration of Digital Literacy into the Madrasah Curriculum

In an effort to improve students' skills in Information and Communication Technology (ICT), the Head of MTsN 1 Pidie Jaya, Mr. Zainal Abidin, S.Pd.I., M.Pd., emphasized the importance of integrating technology into the curriculum through a balanced approach covering cognitive, affective, and psychomotor aspects. This approach not only focuses on improving academic digital literacy but also on character building, so that students can use technology ethically and responsibly in the digital era.²⁸

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 crucial in optimizing the use of technology in daily learning activities. Thus, students are not only supported in understanding the subject matter but are also taught how to use

²⁶Wawancara dengan Kepala MTsN 1 Pidie Jaya Bapak Zainal Abidin, S.Pd.I., M.Pd., Senin, 30 September 2024.

²⁷ Data observasi di MTsN 1 Pidie Jaya, Jumat 27 September 2024.

²⁸Wawancara dengan Kepala MTsN 1 Pidie Jaya Bapak Zainal Abidin, S.Pd.I., M.Pd., Senin, 30 September 2024.

technology wisely and responsibly.²⁹ Mrs. Sri Mulyani, S.Pd.I., a teacher at MTsN 1 Pidie Jaya, stated that in implementing digital literacy in the madrasah, strategies must include providing access to digital devices, limiting usage time, and supervising the content accessed by students. She also stressed the importance of teaching how to search, evaluate, and utilize information from various sources critically. With such strategies, students do not only gain technical skills but also develop a deeper understanding of responsible digital literacy.³⁰

From a student's perspective, Nurfadhilah, a student at MTsN 1 Pidie Jaya, stated that the integration of digital literacy has been very beneficial for them in accessing various learning resources. She noted that platforms such as Google Classroom enable students to access more diverse learning materials, thereby enhancing their ability to utilize information and communication technology. She also added that the digital reinforcement programs at the madrasah have boosted students' confidence in using technology and provided a better understanding of digital security and privacy.³¹

Based on data analysis, the implementation of digital literacy integration at MTsN 1 Pidie Jaya has been successfully carried out by referring to the digital literacy theory developed by Bawden in Haickal. The implementation includes several key aspects, such as gathering and presenting information, understanding non-sequential material, awareness of traditional media, and the use of networks to support the learning process. Additionally, monitoring access to information and increasing comfort in digital communication are indicators of the success of the 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 focuses on character development in the use of technology. The head of the madrasah emphasized that instilling ethics and digital responsibility is an inseparable part of the curriculum. Thus, the digital literacy applied does not only produce students who are skilled in technology but also shapes individuals with moral and social awareness in their daily use of technology.

Problems and Solutions at 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 inevitably encounters obstacles, both from internal factors within the school

²⁹Wawancara dengan Kepala MTsN 1 Pidie Jaya Bapak Zainal Abidin, S.Pd.I., M.Pd., Senin, 30 September 2024.

³⁰Wawancara dengan Ibu Sri Mulyani, S.Pd.I., guru di MTsN 1 Pidie Jaya, Sabtu 28 September 2024.

³¹Wawancara dengan Nurfadhilah siswi di MTsN 1 Pidie Jaya, Sabtu 28 September 2024.

and from broader external influences. These challenges require innovative and sustainable solutions to ensure optimal development of digital literacy.

1. Context of the Digital Literacy Program

Before discussing the problems encountered and the steps taken to resolve them, it is important to understand the context of the digital literacy program implemented by MTsN 1 Pidie Jaya. This program aims not only to improve students' digital literacy skills but also to shape their character and prepare them for the digital era.

In an interview with the Head of the School, Mr. Zainal Abidin, it was explained that the school has conducted various training sessions and workshops for students. These programs include extracurricular activities such as technology and coding outside school hours, as well as collaborations with non-profit organizations and educational institutions to support digital literacy. Furthermore, innovations in teaching methods such as project-based learning and gamification have also been applied to enhance student learning motivation.

2. Challenges in Implementing Digital Literacy

Despite various efforts made, the school continues to face several barriers in supporting the development of digital literacy, including:

1) Limited Infrastructure and Digital Access

- Lack of hardware such as computers and laptops
- Uneven internet connectivity and frequent disruptions

2) Lack of Teacher Training

- Some teachers have not received sufficient training in the use of digital technology
- Limited support from educational institutions that provide specialized training for educators

3) Obstacles in Integrating Technology 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 access to digital tools at home and those who do not

3. Strategies and Solutions to Overcome the Challenges

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

1) Improving Infrastructure

- Collaborating with external parties to obtain support for better facilities and internet access
- Optimizing the use of computer labs and providing more complete digital learning devices

2) Training and Developing Teacher Competence

- Regularly conducting digital literacy training for teachers
- Encouraging collaboration among 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 assessment methods, such as project-based evaluations and digital portfolios

Evaluation and Impact of the Digital Literacy Program

The program evaluation process is conducted through various approaches, including tests, quizzes, direct observation, and surveys involving students, teachers, and parents. The Head of the School, Mr. Zainal Abidin, emphasized the importance of evaluation that does not rely solely on written tests but also includes project-based assessments, such as the development of applications, blogs, and educational videos.

A student named Nurfadhilah expressed that the digital literacy program has had a significant positive impact on her daily life, both academically and non-academically. An increased awareness of digital safety and the wise use of technology are among the notable outcomes of the program.

MTsN 1 Pidie Jaya has demonstrated strong dedication to developing students' digital literacy through strategic approaches, including training, innovative learning, and ongoing evaluation. Although faced with challenges such as limited infrastructure and lack of teacher training, the school continues to strive to overcome these barriers with real and sustainable solutions. Thus, MTsN 1 Pidie Jaya's efforts in supporting digital literacy not only enhance students' technological skills but also prepare them with critical and adaptive thinking abilities to face the challenges of the digital era. The continuity of this program is a key factor in creating a more inclusive and advanced educational ecosystem in the future.

CONCLUSIONS

This study reveals that MTsN 1 Pidie Jaya has shown high dedication in enhancing students' digital literacy through various effective approaches. These include integrating technology into the curriculum, providing training for students and teachers, and ensuring access to digital devices. The program includes instruction on device usage, cybersecurity, and digital ethics, which not only equip students with technical skills but also instill values of responsible technology use. Moreover, the use of digital platforms such as Google Classroom and methods like project-based learning and gamification has strengthened students' critical skills in accessing, evaluating, and presenting information. Despite facing challenges such as limited infrastructure and uneven internet access, the school has managed to overcome them through collaboration with various stakeholders and organizing training and workshops for both 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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