

Integrating Quranic Framework for Digital Literacy Curriculum in Madrasa

Redite Kurniawan^{1*}, M. Yunus Abu Bakar², Nur Kholis³

¹redite.kurniawan@gmail.com, ²elyunusy@uinsby.ac.id, ³nurkholis@uinsby.ac.id

*Corresponding author

^{1, 2, 3}Universitas Islam Negeri Sunan Ampel Surabaya

Abstract

The growing prevalence of teenagers engaging with the internet poses a multifaceted challenge, demanding a concerted response. With issues ranging from exposure to illicit content to the potential risks of online behavior, adolescents necessitate guidance to navigate the digital realm safely and ethically. The need for a Quranic-based digital literacy curriculum arises from the imperative to provide teenagers with a comprehensive framework for navigating the internet that goes beyond mere technical skills. By framing digital literacy within a Quranic context, students can learn to utilize the internet in a healthy and ethical manner, while also gaining a deeper understanding of their role in society. Throughout the curriculum, students would engage in reflection activities where they connect Quranic teachings to their own digital experiences. This article discusses the development of a Quran-based Digital Literacy Curriculum for students in MTs. Terpadu Ar-Roihan Lawang Malang. The curriculum was developed using the Research and Development method through ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, and aimed to address the misuse of personal information and content on the internet. The curriculum was designed to provide students with clear learning objectives, guidance on how to navigate digital challenges, and reflection on Quranic verses related to digital literacy. Based on the validation conducted by four qualified assessors specializing in media and curriculum content, the Quran-based digital literacy curriculum has been assessed to be of high quality. The average scores for both the curriculum media (3.75) and curriculum content (3.88) indicate strong performance in both aspects. Moreover, the total average score of 3.82 suggests an overall very good curriculum product. The curriculum also evaluated on students, with positive feedback received from both students and teachers. Both students and teachers noted that the curriculum's focus on real-life scenarios and practical skills made the content highly relevant. Suggestions for future research include expanding the curriculum to a broader audience, evaluating the effectiveness over a longer period, exploring the integration of technology, and investigating the effectiveness in addressing other digital literacy topics.

Keywords: curriculum development, digital literacy, quran-based curriculum

Abstrak

Di era modern ini, semakin banyak remaja yang aktif menggunakan internet, sehingga menimbulkan tantangan yang beragam dan membutuhkan penanganan yang terintegrasi. Mulai dari terpapar konten ilegal hingga risiko perilaku online, remaja membutuhkan bimbingan untuk bisa menjelajahi dunia digital dengan aman dan beretika. Kebutuhan akan kurikulum literasi digital berbasis Al-Quran muncul dari pentingnya membekali remaja dengan kerangka kerja yang komprehensif dalam bernavigasi di internet, yang tidak hanya

sebatas kemampuan teknis. Dengan membingkai literasi digital dalam konteks Al-Quran, para siswa dapat belajar memanfaatkan internet dengan cara yang sehat dan beretika, sekaligus mendapatkan pemahaman yang lebih mendalam tentang peran mereka di masyarakat. Sepanjang kurikulum, siswa akan terlibat dalam kegiatan refleksi di mana mereka menghubungkan ajaran Al-Quran dengan pengalaman digital mereka sendiri. Artikel ini membahas pengembangan Kurikulum Literasi Digital berbasis Al-Quran untuk siswa di MTs. Terpadu Ar-Roihan Lawang Malang. Kurikulum ini dikembangkan menggunakan metode Penelitian dan Pengembangan melalui model ADDIE (Analysis, Design, Development, Implementation, and Evaluation), dan bertujuan untuk mengatasi penyalahgunaan informasi dan konten pribadi di internet. Kurikulum ini dirancang untuk memberikan siswa tujuan pembelajaran yang jelas, panduan tentang cara mengatasi tantangan digital, dan refleksi terhadap ayat-ayat Al-Quran yang terkait dengan literasi digital. Berdasarkan validasi yang dilakukan oleh empat asesor ahli yang bers *تخصص* (takhassus - spesialisasi) dalam media dan konten kurikulum, kurikulum literasi digital berbasis Al-Quran dinilai memiliki kualitas yang tinggi. Nilai rata-rata untuk media kurikulum (3,75) dan konten kurikulum (3,88) menunjukkan kinerja yang kuat di kedua aspek. Selain itu, nilai rata-rata keseluruhan yaitu 3,82 menunjukkan produk kurikulum yang secara keseluruhan sangat baik. Penerapan kurikulum ini juga dievaluasi pada siswa, dengan umpan balik positif yang diterima dari siswa maupun guru. Baik siswa maupun guru mencatat bahwa fokus kurikulum pada skenario kehidupan nyata dan keterampilan praktis membuat konten menjadi sangat relevan. Saran untuk penelitian selanjutnya termasuk memperluas kurikulum ke audiens yang lebih luas, mengevaluasi efektivitas dalam jangka waktu yang lebih lama, mengeksplorasi integrasi teknologi, dan menyelidiki efektivitas dalam menangani topik literasi digital lainnya.

Kata kunci: pengembangan kurikulum, literasi digital, kurikulum berbasis Al-Quran

INTRODUCTION

Digital literacy skills are essential in the daily lives, especially for adolescents aged 13-18. This age group constitutes the largest user of the internet in Indonesia, according to the Association of Indonesian Internet Service Users (APJII) (Riyanto, 2022). In fact, in 2022, 99.16% of all internet users in Indonesia were junior high school/MTs to senior high school/MA students (Pahlevi, 2022). However, despite the prevalence of internet usage among adolescents, their ability to navigate the online world safely and effectively remains inadequate (Kurnia, 2022).

The Covid-19 pandemic has further highlighted the importance of digital literacy skills for students. With remote learning becoming the new norm, students have had to interact more intensively with the internet while studying at home (Mansyur, 2020). This shift to online learning has underscored the need for students to develop healthy and safe digital literacy skills to protect themselves from the potential dangers of the internet. Learning in the era of disruption must be more adaptive and innovative (Kholis, 2020), although there are obstacles that must be resolved together. This is due to the lack of healthy digital literacy among teenagers.

These gaps in digital literacy education are evident in the insufficient emphasis placed on critical thinking regarding online content, the lack of guidance on privacy protection and online security measures, and the limited understanding of digital citizenship responsibilities. Moreover, students often encounter difficulties in discerning between credible and unreliable sources of information, navigating complex online platforms, and managing their digital footprint effectively. As a result, they are vulnerable to online threats such as cyberbullying, identity theft, and misinformation. Addressing these challenges requires a comprehensive approach that integrates practical skills development, ethical considerations, and ongoing support to empower students to navigate the digital landscape confidently and responsibly.

Low levels of digital literacy among teenagers can be attributed to two key factors: the ability to use digital information and technology in various formats, and

the ability to critically analyze and evaluate digital information and technology (Lim & Jung, 2019). These two aspects are major concerns in the world of education as we face the demands of the digital and internet era (Riyanto, 2022). As such, educators must prioritize developing students' digital literacy skills to ensure they are well-equipped to navigate the digital landscape safely and effectively.

Digital technology and the internet have become necessary tools in today's world, with both positive and negative impacts similar to those of other technologies (Mustofa et al., 2023). The internet offers an incredible range of information, entertainment, and educational content, and with just one click, a student can connect with the world they desire. The positive impacts of the internet include the ease with which students can access useful knowledge through various applications of information technology (Pujilestari, 2020).

However, it is important to acknowledge that the internet is also a breeding ground for cybercrime and pornography, which coexist with the vast resources available online. This has also led to the proliferation of fake news, commonly known as hoaxes, which teenagers are particularly susceptible to (Pranesti & Arifin, 2019). Therefore, it is crucial to ensure that students develop healthy digital literacy skills that enable them to navigate the internet safely and effectively.

Massive internet crimes are a troubling concern for teenagers at both junior high school/MTs and senior high school/MA levels. These cybercrimes generally include: 1) violation of privacy, 2) intellectual property violations, 3) cyber sabotage and extortion, 4) unauthorized access to computer systems and services, and 5) illegal content (Admin ditsmp, 2021).

Privacy violations are particularly concerning, as personal data can be traded and misused (Trakman et al., 2019). Therefore, students must be careful not to share personal information online. Intellectual property violations can involve the theft of other people's data, photos, or videos on the internet. Sabotage and extortion, such as the WannaCry virus that demanded ransom for the return of data and files to their owners in 2017 (Mohurle & Patil, 2017), are also common. Finally, illegal content includes fake news/hoaxes circulating on social media, pornography,

and propaganda that incites violence or hatred. It is essential for students to be aware of these dangers and develop healthy digital literacy skills to protect themselves online.

According to the data, a staggering 90% of teenagers are influenced by cyberbullying originating from the internet. This alarming statistic underscores the pervasive impact of online interactions on adolescent behavior and mental well-being. Moreover, the statistics reveal that a concerning 76.4% of internet content is deemed unsafe for children, highlighting the urgent need for stricter regulations and enhanced parental controls to safeguard young users from exposure to harmful material (Djanggih et al., 2018; Muzakir et al., 2022). These figures serve as a stark reminder of the critical importance of promoting online safety measures and fostering responsible digital citizenship among both youth and adults alike.

To address the issue of information misuse on the internet, it is necessary to develop a Quran-based Digital Literacy Curriculum. The curriculum guide, titled "Menjadi Bijak Cendekia di Era Digital" or "Becoming a Wise Scholar in the Digital Age," includes Quranic verses as a learning supplement to be integrated into the madrasah's curriculum.

It is well-known that the Quran serves as a way of life for Muslims, as highlighted in Surah Al-Baqarah 1-2 where Allah says, "Alif Lam Mim. This is the Book, there is no doubt about it, a guide for those who are mindful of Allah." Within the Quran itself, there is a concept called "tabayyun" or clarification (Mohamad & Isa, 2022), which serves as a guide to prevent news or information from being blindly accepted. Fake news or hoaxes can be harmful to individuals and even cause divisions. Surah Al-Hujurat verse 6 of the Quran advises believers to verify any news brought by an evildoer to prevent unknowingly harming others and subsequently feeling regretful for the consequences. Furthermore, the Quran also provides guidelines on how to prepare and conduct life (Yusoff, 2021) in the digital age, as well as how to handle the unstoppable flow of information that can lead to an information overload in the modern world.

The Quran-based Digital Literacy Curriculum has several potential benefits, including providing a unique approach to digital literacy education. By integrating Quranic verses into the curriculum, the approach to digital literacy education is unique and can help students develop a deeper understanding of the importance of digital literacy from a religious perspective.

Other advantage is addressing specific concerns related to information misuse on the internet. The curriculum addresses specific concerns related to information misuse on the internet, including privacy violations, intellectual property violations, sabotage and extortion, and illegal content. This can help students develop a better understanding of the potential risks associated with the internet and learn how to protect themselves from these risks. Other benefit is enhancing students' digital literacy skills: the curriculum can help enhance students' digital literacy skills by providing them with the knowledge and tools necessary to protect themselves online. This can help them become more confident and effective digital citizens.

Therefore, the aim of this research is to develop a Quran-based Digital Literacy Curriculum, titled "Menjadi Bijak Cendekia di Era Digital" or "Becoming a Wise Scholar in the Digital Age," in improving safe literacy skills among students in a madrasa. The curriculum guide will integrate Quranic verses as a learning supplement into the madrasah's curriculum, with the ultimate goal of helping students develop healthy digital literacy skills and protect themselves from online dangers, including privacy violations, intellectual property violations, sabotage and extortion, and illegal content.

METHODS

This research uses Research and Development method through ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model (Branch, 2009). The result of this research is a curriculum development product that has been validated. in addition, the quran-based digital literacy curriculum product has also been evaluated on students.

The first step of research is analysis, the step is to conduct an analysis of the problem or issue at hand, which is the misuse of personal information and content on the internet. This includes identifying the specific dangers and risks involved in teenagers in MTs. Terpadu Ar-Roihan Lawang Malang, such as privacy violations, intellectual property theft, sabotage and extortion, and illegal content. The analysis also involves identifying the target audience (students grade of VII to IX MTs. Terpadu Ar-Roihan Lawang) for the curriculum, and their current level of digital literacy.

The next step is design, once the analysis is complete, the next step is to design the Quran-based Digital Literacy Curriculum. This includes outlining the goals and objectives of the curriculum, determining the content and format of the Quranic verses to be included as a learning supplement, and designing the overall structure and organization of the curriculum guide.

Development, the third step is to develop the actual curriculum guide, including writing the content, selecting the Quranic verses to be included, and creating any necessary visual aids or multimedia elements. This step also involves testing and revising the curriculum to ensure that it is effective and engaging for the target audience.

Implementation, the fourth step is to implement the curriculum in the madrasah, which involves introducing it to the students and incorporating it into the existing curriculum. This step may also involve training teachers or other facilitators on how to use the curriculum effectively.

Evaluation, the final step is to evaluate the effectiveness of the Quran-based Digital Literacy Curriculum in achieving its goals and objectives. This step involves collecting feedback from students and teachers, analyzing student performance data, and making any necessary revisions or updates to the curriculum based on the evaluation findings.

Rubric assessment for media validation and content validation for the Quran-based Digital Literacy Curriculum:

Table 1.
Media Validation Rubric Assessment

Criteria	Score			
	1	2	3	4
Clarity of visual aids and multimedia elements				
Accessibility of visual aids and multimedia elements to the target audience				
Quality of visual aids and multimedia elements				
Relevance of visual aids and multimedia elements to the curriculum content				

Table 2.
Content Validation Rubric Assessment

Criteria	Score			
	1	2	3	4
Accuracy of information presented in the curriculum				
Appropriateness of Quranic verses used as a learning supplement				
Relevance of curriculum content to the target audience				
Effectiveness of curriculum content in achieving its goals and objectives				

Scoring:

1 = Poor; 2 = Fair; 3 = Good; 4 = Excellent

To 4, with 1 being poor and 4 being excellent. The scores would then be totaled and an overall assessment would be given, indicating the strengths and weaknesses of the curriculum in terms of media and content validation. This rubric assessment can help ensure that the curriculum is effective and relevant for the target audience and that it meets the necessary quality standards for media and content presentation.

The results of the validation data will be analyzed and interpreted through reference benchmark values in table 3.

Table 3.
The Interpret of Score Validation

Interval Score	Interpretation
$x \leq Xi - 1,80 Sbi$	Indications of poor curriculum product. Total revisions to the product may be necessary to improve its clarity or reduce ambiguity.
$Xi - 1,80 Sbi < x \leq Xi - 0,60 Sbi$	indications of poor curriculum product. Revisions to the product may be necessary to improve its clarity.
$Xi - 0,60 Sbi < x \leq Xi + 0,60 Sbi$	Indicates fair curriculum product.

Interval Score	Interpretation
	Revisions to the product may be necessary to improve its clarity.
$Xi + 0,60 Sbi < x \leq Xi - 1,80$ Sbi	Indicates good curriculum product. Slight revisions to the product may be necessary to improve its clarity.
$Xi + 0,60 Sbi < x \leq Xi + 1,80$ Sbi	Indicates very good curriculum product. No need revision of curriculum product.

Description:

Ideal maximum score = 4

Ideal minimum score = 1

Xi = Ideal mean = $\frac{1}{2}$ (ideal maximum score + ideal minimum score)

Sbi = Ideal standard deviation = $\frac{1}{6}$ (ideal maximum score-ideal minimum score)

x = Actual score

However, as a general guideline, if the references benchmark value poor, it suggests that there are total revisions to the product may be necessary to improve its clarity or reduce ambiguity. If the value is moderate there may still be room for improvement, particularly if there are areas of the product that are particularly important or require a high degree of consistency between validator. If the value good or very good, there is almost perfect product of curriculum, suggesting that the product is generally well-designed and clear.

The questionnaire for students to evaluate the effectiveness of the Quran-based Digital Literacy including: learning program, knowledgeable curriculum, attractiveness, enjoyable, specific information, recommend, and completing. These questioners consist 11 open questions. The goals for this phase are looking insight into how well the product meets the needs of its users, identify areas for improvement, and gauge user satisfaction

RESULT AND DISCUSSION

To prepare for curriculum design, it is essential to conduct a needs analysis by assessing the feasibility of a digital literacy curriculum at MTs. Integrated Ar-Roihan Lawang Malang. In the upcoming 2022/2023 academic year, the madrasah has 104 students, including 17 with special needs, aged between 12 and 15 years. These students display a high level of curiosity, particularly in the digital world and the internet (Rahmatullah et al., 2022). The curriculum design will be tailored to

the needs of adolescents during their middle school period, who tend to prefer various learning activities (Williams et al., 2018). Additionally, the design will consider the unique characteristics of MTs. Integrated Ar-Roihan Lawang as a Quran-based school.

This need analysis involves identifying the specific learning needs of the target audience and the goals and objectives of the curriculum which learn about digital literacy for student through Quranic framework. Based on initial observations, it is apparent that students at MTs. Integrated Ar-Roihan Lawang predominantly use cell phones in their daily activities. This raises concerns about whether they are using the internet in a healthy and appropriate manner. Additionally, students have already received Al-Quran education, which suggests they possess knowledge about Islam.

The need for a digital literacy curriculum was further highlighted by teachers who explained that students can easily access information online without knowing what is right and wrong. Therefore, it is essential to develop a digital literacy curriculum to equip students with the necessary skills to use the internet effectively and responsibly (Saputra & Syahputra, 2021). By addressing these needs, students can become better informed and responsible digital citizens, making it easier for them to navigate the online world while adhering to Islamic values. This curriculum development is also in line with the local content curriculum policy which aims to enable students to learn about skills and life skills as well as environmental insights that are appropriate for students (Alfi & Abu Bakar, 2021).

After the needs analysis is carried out, the next step is to design the curriculum. The design of the Quran-based digital literacy curriculum aims to achieve several goals, including making Islam (Al-Quran and Hadith) a guide for digital and internet literacy, introducing safe and comfortable digital literacy learning for teenagers, avoiding cybercrime that can harm teenagers, enhancing digital literacy skills, accelerating learning connected to the internet world, sharpening critical thinking in analyzing information, making students feel safe and comfortable while browsing cyberspace, promoting education for continuous

learning, and enabling teenagers to contribute positively to the digital world. By addressing these goals, the curriculum can help students become better digital citizens and develop the necessary skills to navigate the online world responsibly while adhering to Islamic values.

Table 4.
Design of Quranic Based Digital Literacy Curriculum

Criterion	Description
Time allocated	1X2 lesson hours (or include in Pancasila student profile project)
Lesson chapter and Unit	<ul style="list-style-type: none"> • Introduction and analysis of the digital world (Unit 1 Filter First, Don't Just Share, Unit 2 Beware of Cybercrime). • Security and safety in cyberspace (Unit 3 Social Media Politeness, and Unit 4 Your Finger Your Tiger). • Content creators (unit 5 Let's Create Positive Creative Content).
Al-Quran based integration	<ul style="list-style-type: none"> • Al-Quran verses that relate to contemporary issues. • Presented during discussion activities.
Lesson goal	Learning objectives are adjusted to the conditions per level of classes VII, VIII, and IX.
Lesson activities:	Discussion is carried out as a brainstorming of opinions and ideas, both between friends, as well as teachers and students on a certain topic.
a. Discussion	
b. Short movies or YouTube	The activity of watching short films or YouTube shows that are tailored to the learning topics discussed will be a brainstorm for students to carry out other activities.
c. Game	Games and play are activities that are done to get students excited to continue the activity (in groups).
d. Task	To further enrich the knowledge that has been obtained, assignments can be made to students (in groups).
Evaluation	Learning evaluation can be done using observation techniques, written and oral tests, and portfolios. Evaluation is carried out both during learning and at the end of learning. Evaluation is constructive as student improvement in the realm of knowledge, attitudes and skills.
Reflection	Reflection can be in the form of oral or written questions about students' understanding of the learning in each unit. Reflection on learning is the things you liked the most, the things you disliked the least, and reflection on the verse in the Quran and its relationship to learning.

The curriculum design for the Quran-based digital literacy curriculum at MTs. Terpadu Ar-Roihan is tailored to the needs of students aged 13-15 years, who are engaged in student-centered learning in groups. Adolescents at this age begin to

understand their role in their group or environment (Schachter & Galliher, 2018), making it essential to create a curriculum that fosters teamwork, communication, and critical thinking. During the discussion activity, the teacher is expected to use Quranic verses as a reflection before other learning activities or activities are carried out. In the reflection section, the teacher can also connect the Quranic verses with contemporary issues that are currently developing. Through incorporating the teachings of the Quran into the curriculum, students can gain a deeper understanding of their religion while also developing the necessary digital literacy skills to thrive in the online world.



Figure 1.
Chart of Learning Units

The chart above depicts that the Quran and Hadith serve as the foundation for the curriculum design, ensuring that Islamic values are integrated into the digital literacy curriculum. By incorporating Quranic teachings, the curriculum strives to enable students to navigate the online world wisely and intelligently while adhering to Islamic values. The ultimate goal of the curriculum is to equip students with the

necessary digital literacy skills to succeed in today's interconnected world while also strengthening their understanding of Islam. With the Quran and Hadith as the framework, students can learn about the positive aspects of the digital world while avoiding negative influences and potential cybercrime. This approach also helps to instill a sense of responsibility and morality in students, ensuring that they use digital technology in a way that is ethical and beneficial to themselves and society as a whole.

After completing the curriculum design, the next step is the development of the Quran-based digital literacy curriculum. The curriculum starts with a Guidance Chapter for Educators, providing teachers with a clear understanding of the curriculum's content and activities. This ensures that teachers have the necessary knowledge to deliver the curriculum effectively to their students. Additionally, the curriculum units are designed in accordance with the previously established curriculum design, guaranteeing that the units align with the curriculum's goals and objectives. This approach ensures that the curriculum is cohesive and consistent, providing students with a structured and meaningful learning experience.

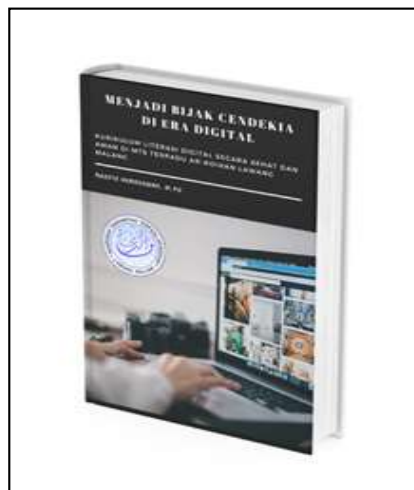


Figure 2.
Cover of Digital Literacy Curriculum of MTs. Terpadu Ar-Roihan Lawang

The cover of the digital literacy curriculum is titled Being a Wise Scholar in the Digital Age, the background of the book depicts a teenager surfing the internet. The author's logo and name are printed on the front cover.


<p>Informasi umum</p>	<p>Di era digital ini informasi begitu mudah didapatkan dan tersebar di internet dan media sosial. Banyak di antaranya bersumber pada keanehan dan beberapa lagi berita palsu yang sengaja diciptakan dengan tujuan tertentu. Bahkan ada kalanya sumber berita palsu dapat menjadi propaganda, kebucukan, menimbulkan ketakutan dan kecemasan, juga mendatangkan perpecahan. Sementara itu banyak orang tak sadar dan hanya secara asal saja membagikan seluruh berita kepada orang lain. Ciri-ciri berita hoax antara lain:</p> <ol style="list-style-type: none"> 1. Mengakibatkan kecemasan, kebingungan, dan permusuhan. 2. Sumber berita tidak jelas. Hoaks di media sosial biasanya pembuatannya media yang tidak terverifikasi, tidak berimbang, dan cenderung menyudutkan pihak tertentu. 3. Bermuatan fanatisme atas nama ideologi, judul, dan pengantarnya provokatif, membojorkan penghukuman serta menyembunyikan fakta dan data. <p>Data dari Masyarakat Anti Fitnah Indonesia (Maifindo) menyebutkan bahwa sepanjang Januari hingga November 2021 terdapat 2.024 berita hoax yang tersebar di berbagai platform digital di Indonesia.</p>	<p>bergebug dengan ornamen dan streaming langsung. Sebuah pemberita atau postingan mungkin dianggap lugu dan tidak benarnya, tapi ternyata bisa disalahpahami oleh orang lain.</p> <p>https://www.youth.com/berita/2022/05/04/1374638/amp/2022-05-04/1374638/amp/2022-05-04/1374638/amp/</p> <p>3 cara mencegah hoax:</p> <ol style="list-style-type: none"> 1. Kebenaran, menelaah kembali berita dan informasi yang diterima. 2. Kebenaran, memiliki kembali keabsahan dari berita dan informasi yang diterima jika asal dibagikan. 3. Kepuasan, memperhatikan kembali kegunaan dari informasi dan berita bila dibagikan. <p>Renungan Al-Quran Surah Al-Haqa ayat 36</p> <p>وَمَا تَقْضَىٰ مَا يَشَاءُ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عِنْدَ رَبِّنَا مُنْجَبًا</p> <p>Dan janganlah kamu mengikuti apa yang kamu tidak mempunyai pengetahuan tentangnya. Sesungguhnya pengetahuan, penglihatan dan nar: semuanya itu akan diminta pertanggungjawabnya. (QS. 17: 36)</p>						
<p>Tujuan pembelajaran</p>	<p>Kelas 7:</p> <ul style="list-style-type: none"> ✓ Mengenal dan memahami tentang informasi yang bersumber dari internet dan sosial media. ✓ Bijak menyikapi informasi yang berasal dari internet dan sosial media. <p>Kelas 8:</p> <ul style="list-style-type: none"> ✓ Memahami dan dapat membedakan tentang informasi yang bersumber dari internet dan sosial media. ✓ Bijak menyikapi informasi yang berasal dari internet dan sosial media. <p>Kelas 9:</p> <ul style="list-style-type: none"> ✓ Membedakan dan dapat mengecek kebenaran informasi yang bersumber dari internet dan sosial media ✓ Bijak menyikapi informasi yang berasal dari internet dan sosial media. 	<p>Tayangkan</p>  <p>https://www.youth.com/berita/2022/05/04/1374638/amp/2022-05-04/1374638/amp/2022-05-04/1374638/amp/</p>						
<p>Diskus:</p>	<p>Mengapa kita harus menyaring informasi dan tidak asal memilikannya?</p> <p>يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُغِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصَوِّرُوا أَعْيُنَ مَا لَا يَعْلَمُونَ</p> <p>Coba renungkan QS. Al-Hujurat ayat 6 yang artinya: Artinya: "Hai orang-orang yang beriman, jika datang kepadamu orang fasik membawa suatu berita, maka periksalah dengan teliti agar kamu tidak menimpakan suatu musibah kepada suatu kaum tanpa mengetahui keadaannya yang menyebabkan kamu menyesal atas perbuatan itu! (QS. 49: 6).</p> <p>Berapa orang dapat dengan mudah dapat berbagi pesan, berbagi foto,</p>	<p>Game</p> <p>Tebak kalimat tidak beritanya dengan benar!</p> <ol style="list-style-type: none"> 1. Kelas dibagi dalam 3 kelompok. 2. Tiga kelompok beradu. 3. Batu anggota yang paling belakang diberi kertas berisi sebuah berita kemudian membacakan ke anggota yang di depannya. 4. Anggota yang paling depan mendeskripsikan berita tidak beritanya! <p>Penugasan</p> <p>Mencari berita hoax yang ada di media dan memaparkan kebenarannya</p> <p>Penilaian</p> <table border="1"> <thead> <tr> <th>Aspek</th> <th>Skor</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Berita hoax diunggah link berita, pemetaan dampak dari berita dijelaskan secara lengkap dan lengkap</td> </tr> <tr> <td>B</td> <td>Berita hoax ada tetapi belum diunggah dengan link berita, penjelasan dampak berita hoax.</td> </tr> </tbody> </table>	Aspek	Skor	A	Berita hoax diunggah link berita, pemetaan dampak dari berita dijelaskan secara lengkap dan lengkap	B	Berita hoax ada tetapi belum diunggah dengan link berita, penjelasan dampak berita hoax.
Aspek	Skor							
A	Berita hoax diunggah link berita, pemetaan dampak dari berita dijelaskan secara lengkap dan lengkap							
B	Berita hoax ada tetapi belum diunggah dengan link berita, penjelasan dampak berita hoax.							

Figure 3.
Inside Digital Literacy Based on Al-Quran

The general information section is a preliminary note in the curriculum that introduces and discusses topics that have already been prepared. This section also contains a brief discussion of the teaching units, such as the characteristics of hoaxes that students need to be aware of when surfing in cyberspace. Additionally, there are different learning objectives for each grade level, as the mastery targets differ. These learning objectives serve as benchmarks for teachers during the teaching process and as a reference for assessment at the end of the learning unit. This approach ensures that students receive a comprehensive education that is tailored to their individual grade level and learning needs.

The Quranic surahs provide valuable material for reflection and discussion between teachers and students in addressing contemporary issues. These discussions are crucial for providing guidance on how to navigate various challenges and issues present in the digital world. Quranic verses are often quoted during these discussions, and they serve as a source of guidance for students. For instance, Surah Al-Isra verse 36 states, "Do not follow what you have no sure knowledge of. Indeed, all will be called to account for their hearing, sight, and

intellect." This verse emphasizes the importance of not sharing uncertain information on social media and being accountable for actions. By reflecting on such verses, students can develop a better understanding of their role in society and how they can contribute positively to the digital world.

To further emphasize the importance of manners and etiquettes in the digital world, another appropriate Quranic verse for student reflection and discussion is Surah Al-Hujurat verse 12, which states: "*O you who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is Accepting of repentance and Merciful.*" (QS. 49: 12). This verse highlights the importance of avoiding negative assumptions, gossip, and backbiting among netizens, and encourages forgiveness and repentance as a way to resolve conflicts in a peaceful manner. By incorporating such Quranic verses into the curriculum, students can learn to navigate the digital world with moral values and ethics based on Islamic teachings.

The Quranic verse in Surah Al-A'raf verse 27, which means "*O Children of Adam! Do not let Satan seduce you, as he drove your parents out of the Garden, stripping them of their garments, to show them their nakedness. He sees you, him and his clan, from where you cannot see them. We have made the devils friends of those who do not believe.*" (QS. 7: 27). It carries a warning for students to not fall prey to Satan's seduction that can lead to undesirable consequences. The verse highlights the importance of maintaining privacy and being cautious of online activities that can lead to exposure of personal information. It also reminds students of the consequences of indulging in vulgarity on social media, which can attract the attention of devils who are friends of those who do not believe. Therefore, this verse is relevant to the Learning Unit on Maintaining Privacy for students, which emphasizes the need to be mindful of one's online presence and to protect oneself from online dangers.

Other activities included in the curriculum, such as short movie screenings or YouTube resources, enable students with visual and audio learning modalities to

feel more comfortable during the learning process. Meanwhile, game activities are designed to engage students with kinesthetic learning modalities and create a sense of excitement and happiness. These activities align with the quantum learning theory, allowing students to gain knowledge in accordance with their respective learning styles (De Porter & Hernacki, 2011). Assignments are intended for students to directly engage with cyberspace and carefully analyze the given tasks, such as tracing hoax news and its impact on society. At the end of the learning unit, there is an assessment of the activities carried out and a reflection to determine the extent to which the learning relates to each student.

The next stage involves implementing a digital literacy curriculum based on the Quran. At MTs. Terpadu Ar-Roihan, this curriculum is integrated into various subjects. Some subjects, such as Religious Education, Indonesian Language, English, Pancasila Education, Social Studies, and Workshop, are supplemented with digital literacy curriculum. This curriculum can also be utilized as a Pancasila Student Profile project in the Merdeka Curriculum. Various projects can be undertaken, including finding and debunking hoax news, creating creative content, and publishing positive work.



Figure 4.
Learning Atmosphere of Digital Literacy Curriculum Through Group Games

The digital literacy curriculum includes engaging activities and fun games that excite students about learning. Students are challenged to find and identify hoax news, recognize the negative impact of such news, learn how to avoid cybercrime, and practice using polite language online to prevent cyberbullying. Through group

games and activities, students also learn how to collaborate effectively and realize the benefits that the internet can offer (Le et al., 2018). Such collaboration is essential for 21st-century learning that emphasizes critical thinking, problem-solving, creativity, communication, and collaboration (Teo, 2019).



Figure 5.
The Show of Short Video About Digital Literacy

Incorporating videos as part of the digital literacy curriculum activities enhances students' understanding and helps them acquire the necessary information. The video explanations encourage students to discuss and exchange opinions about various issues concerning the virtual world. Moreover, the curriculum includes assignments that require students to apply the knowledge learned, such as identifying hoax news, detecting online fraud, recognizing misleading clickbait, and creating positive content to boost creativity.

To evaluate students' proficiency in recognizing and mitigating online risks, assessments may include tasks such as analyzing articles for signs of misinformation or identifying red flags in phishing attempts. For instance, students could be tasked with critically evaluating online content to discern between credible sources and hoax news, followed by a discussion on strategies to verify information authenticity. Additionally, role-playing scenarios involving cyberbullying could prompt students to demonstrate appropriate responses, fostering empathy and effective communication skills in digital environments. Furthermore, discussions on Quranic teachings regarding honesty and integrity could be incorporated, encouraging students to reflect on ethical behavior online through the lens of

Islamic principles. Through these assessment methods, educators can gauge students' digital literacy skills and their ability to align their online behavior with both safety measures and Islamic values, ensuring a holistic approach to digital literacy education.

The validation of the Quran-based digital literacy curriculum was conducted by four individuals who have special qualifications as media and curriculum content assessors. Based on the average assessment results, the curriculum media received a score of 3.75 and the curriculum content received an average score of 3.88. The total average score is 3.82. It indicates very good curriculum product and no need revision of curriculum product.

The student reported learning 75% of the content, feeling more knowledgeable about protecting personal information online, and having a better understanding of the importance of digital literacy through the inclusion of Quranic verses. The student also enjoyed learning from the curriculum, found it easy to understand and follow, and appreciated the use of multimedia elements and visual aids. The curriculum effectively addressed the specific dangers and risks related to information misuse on the internet, and the student feels more confident in their ability to protect themselves online. Overall, the curriculum met the student's expectations in terms of quality and relevance, and they would probably recommend it to other students.

Digital literacy curriculum based on Quran relate with community, which people learn through observation, modelling, and imitation of others or social learning theory (Smith, 2021). In the context of learning how students learn digital literacy skills by observing and imitating others, such as teachers or peers. The theory suggests that individuals learn by observing and modelling the behaviour of others, and this can also apply to digital literacy skills (Anthonysamy et al., 2020).

In the context of the text, the implementation of the digital literacy curriculum incorporates group games and activities that encourage students to collaborate, exchange opinions, and learn from each other (Chen et al., 2022). Moreover, the use of videos and other multimedia materials can provide students

with examples and models to follow, which can facilitate social learning. Additionally, the inclusion of Quranic verses as a learning supplement can provide students with guidance and examples of how to behave ethically and responsibly online, which can also contribute to their social learning. Therefore, the text shows how Social Learning Theory can be applied in the context of digital literacy education.

When students understand the importance of digital literacy, they also gain an understanding of how to protect themselves online. It relates with protection motivation theory. This theory suggests that people are motivated to protect themselves from potential threats or risks (Van Bavel et al., 2019). In the context the Quranic based digital literacy curriculum can increase students' awareness of the potential dangers of the internet, and how this awareness might motivate them to develop healthy digital literacy skills.

The digital literacy curriculum includes activities that teach students to recognize potential dangers of the internet, such as hoax news, online fraud, and cyberbullying. The curriculum can motivate them to develop healthy digital literacy skills and protect themselves from these risks by increasing students' awareness of these potential threats. Moreover, the digital curriculum can also teach students how to respond appropriately to these threats and how to seek help when needed (Singh et al., 2021), which can further reinforce their protective motivation. Therefore, the text shows how Protection Motivation Theory can be applied in the context of digital literacy education.

The curriculum for digital literacy based on the Quran comprises of various activities aimed at enabling students to independently explore information related to seeking the truth. The curriculum is also associated with cultivation theory, which proposes that exposure to media, including digital media, can influence individuals' beliefs and perceptions about the world (Tkáčová et al., 2021). In the context of the text, the digital literacy curriculum provides videos and multimedia materials that serve as examples and models for students to learn about digital media (Liu et al., 2020). Through exposure to such materials, the curriculum can

influence students' attitudes and beliefs about the internet, including its potential benefits and risks. Furthermore, the curriculum offers a balanced and nuanced perspective of the internet, including its benefits and drawbacks, which can shape students' perceptions and beliefs about digital media. Therefore, the text demonstrates the practical application of cultivation theory in digital literacy education.

Quran-based digital literacy curriculum is also connected to uses and gratification theory. The theory suggests that individuals use media, including the internet, to fulfill certain needs or desires (Camilleri & Falzon, 2021). In the context of the study, the digital literacy curriculum can help students to understand their own motivations for using the internet and how to use it in more productive and healthy ways (Martínez-Alcala et al., 2021). The curriculum can help them to make informed decisions about how they use it. Additionally, the curriculum can provide students with guidance and tools for using the internet to fulfill specific needs or desires, such as finding information, connecting with others, or pursuing creative interests (Szymkowiak et al., 2021). Therefore, the text shows how Uses and Gratifications Theory can be applied in the context of digital literacy education.

In the context of the study, the digital literacy curriculum is designed to be Quran-based and integrated into Islamic subjects, such as Religious Education. Students can learn how to use the internet in ways that align with Islamic principles through incorporating Islamic values into the curriculum, such as promoting positive behavior, avoiding harmful content, and using technology for the betterment of society (Suroso et al., 2021). For example, the curriculum can emphasize the importance of avoiding cyberbullying, respecting others' privacy online, and using the internet to spread knowledge and beneficial content. Students can learn not only how to use the internet safely and productively but also how to do so in a way that is consistent with their religious beliefs and values (Susilawati et al., 2021) by integrating Islamic values into the digital literacy curriculum. Therefore, the text shows how Islamic values can be integrated into digital literacy education.

The curriculum highlights how these various topics and learning objectives for each grade level helps teachers effectively guide their students in achieving the desired outcomes and ensure that the curriculum's goals are met. Additionally, the article emphasizes the significance of Quranic surahs in providing valuable material for reflection and discussion between teachers and students to address contemporary issues, particularly those present in the digital world.

The general information section serves as a foundation for the curriculum and provides a roadmap for the teaching and learning process. It introduces various topics and briefly discusses the characteristics of hoaxes that students need to be aware of when surfing in cyberspace. They can guide their students in achieving the desired outcomes and ensure that the curriculum's goals are met (Goran et al., 2020) through providing teachers with clear learning objectives. This approach helps ensure that students receive a comprehensive education tailored to their individual grade level and learning needs.

The Quranic surahs offer valuable guidance on various contemporary issues, including those present in the digital world. Discussions between teachers and students on these issues are crucial for guiding students on how to navigate various challenges and issues present in the digital world (Neuwirth et al., 2021). Quranic verses, such as Surah Al-Isra verse 36, serve as a source of guidance for students, emphasizing the importance of not sharing uncertain information on social media and being accountable for actions. Students can develop a better understanding of their role in society and how they can contribute positively to the digital world through reflecting on such verses. In Islamic education, the basis and formulation of its goals are important to note, including in the development of curriculum sourced from the Quran (Bakar, 2014).

The general information section of the curriculum and Quranic surahs play a crucial role in guiding students on how to navigate various contemporary issues present in the digital world. Discussions between teachers and students on these issues help students understand their role in society and how they can contribute positively to the digital world (Dias & Victor, 2022). Therefore, it is essential to

integrate these components into the curriculum to ensure students receive a comprehensive education that prepares them for the challenges of the digital age.

The objectives curriculum around enhancing digital literacy skills among students, with a particular focus on recognizing and mitigating online risks, fostering critical thinking, and aligning internet usage with Islamic principles.

Firstly, the curriculum aims to educate students about potential dangers of the internet, such as hoax news, online fraud, and cyberbullying. These objectives are measurable, intending to increase students' awareness of online risks and their ability to critically evaluate suspicious content. Additionally, the curriculum seeks to decrease instances of cyberbullying reported within the school community over a specified period.

Secondly, the curriculum seeks to empower students to respond appropriately to online threats and seek help when needed. It includes measurable objectives such as enhancing students' ability to respond effectively to cyberbullying incidents through scenario-based assessments and increasing their knowledge of available support resources.

Thirdly, the curriculum intends to integrate Islamic principles into digital literacy education, promoting positive behavior and responsible internet usage. This involves incorporating Islamic values into lessons and fostering a sense of responsibility and ethical conduct among students in their online interactions.

Finally, the curriculum aims to provide clear learning objectives for each grade level to guide teachers in delivering effective instruction. These objectives are measurable and ensure that students achieve proficiency in identified digital literacy skills at each grade level, ultimately contributing to a safer and more informed online community.

CONCLUSION AND SUGGESTION

The Quran-based Digital Literacy Curriculum with title *Bijak Cendekia di Era Digital* was developed to address the problem of the misuse of personal information and content on the internet, with a focus on the specific dangers and

risks faced by teenagers in MTs. Terpadu Ar-Roihan Lawang Malang, including privacy violations, intellectual property theft, sabotage and extortion, and illegal content. The development phase involved creating the actual curriculum guide, including writing the content, selecting the Quranic verses, and creating any necessary visual aids or multimedia elements. The curriculum was tested and revised to ensure its effectiveness and engagement. Finally, the evaluation phase involved collecting feedback from students and teachers and analyzing student performance data. Overall, the result of the research is a Quran-based Digital Literacy Curriculum product that has been validated and evaluated on students, which can be used to improve the digital literacy skills of teenagers in MTs. Terpadu Ar-Roihan Lawang Malang.

A suggestion for future researchers could be to expand the scope of the Quran-based Digital Literacy Curriculum beyond the specific target audience of students in MTs. Terpadu Ar-Roihan Lawang Malang to a broader audience of students in other educational settings, such as public or private schools. This could involve adapting the curriculum to meet the specific needs and challenges faced by students in different contexts.

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