

Digital Literacy and Educators of Islamic Education

Sunarty Suly Eraku¹, Mohamad Karmin Baruadi², Samuel Anantadjaya³, Siti Fadjarajani⁴, Ucup Supriatna⁵, Ardian Arifin⁶

¹Faculty of Mathematics and Natural Sciences, Universitas Negeri Gorontalo

²Faculty of Letters and Cultures, Universitas Negeri Gorontalo

³International University Liaison Indonesia, Serpong Tangerang, Indonesia

⁴Universitas Siliwangi Tasikmalaya, Indonesia

⁵STAI Al-Haudl Ketapang, Kalimantan Barat

⁶IKIP PGRI Pontianak, Kalimantan Barat, Indonesia

Corresponding: sunarti.eraku@ung.ac.id

ABSTRACT

From the teacher's approach to students' use of media in learning, the learning process has changed dramatically in this digital era. Islamic Religious Education teachers must improve their competence due to the stigma that they are "old teachers" who have difficulty keeping up with developments in information and technology in learning. This research aims to describe the competence of Islamic Religious Education teachers in the digital age. As a result, the study discusses the competence of teachers and learning in the digital era, the challenges, and the strategies of Islamic Religious Education teachers in overcoming the challenges of learning in the digital era. A literature review from several journals and related references used a literature review several journals and related references to demonstrate how a teacher should be in the digital era. Teachers in the digital age must be able to use an information and communication technology-based learning approach to make it easier for students to follow because the information they receive from cyberspace is speedy. Finally, Islamic Religious Education teachers must improve their ability to use technology and information-based learning media in the classroom and move away from textbooks so that the learning process achieves its objectives and provides students with numerous opportunities to develop their learning creativity.

Keywords: Digital Literacy, Education, Technology Education

1.INTRODUCTION

Many aspects of human life have changed as a result of the continued advancement of digital technology. The Internet has changed the definition of interactivity. People's perspectives will inevitably change due to information empowerment, which has and will continue to have a significant and growing impact. According to various technology change researchers, society is undergoing a revolution in the way and form of utilization of so-called digital resources and information virtualization, which in the current context attempts to reconsider what has happened (Putrawangsa & Hasanah, 2018; Rosmia & Suziani, 2019).

Digital media and the e-learning environment have been activated by incorporating emerging technologies into educational settings and everyday life. Can realize the full educational potential of open educational resources and learning objects can realize the full educational potential of open educational resources and learning objects (Fjørtoft, 2020; Li et al., 2021). According to (Paltridge, 2020), the complexity of society as it enters the fourth industry evolution must face a series of challenges and obstacles that cannot change as

conditions change, where technology and its use are increasing. Differentiation. Members of the public (Sudibjo et al., 2019). When faced with the complexity of this scenario, it is possible to consider the presence of varying degrees of ignorance in most populations and, as a result, consider it an unrelated situation, similar to a non-existent problem ((Prasetyo & Trisyanti, 2019). In the current context, another OECD (2016) study of digital competency descriptions among adults found that nearly a quarter of respondents (24.3 per cent) did not know how to use computers at all due to various factors, starting with computer shortages.

However, this study found that only 5% of the interviewees (75%) have specialized computer skills and up-to-date knowledge of appropriate computing devices. According to the study, two-thirds of those surveyed could only or could not demonstrate the effectiveness of computer resources. Another study, conducted by (Castellanos Sánchez et al., 2017), found that can apply digital technology to digital technology to digital technology because it makes it easier for teachers to understand students. Students will better understand the material if they use digital media combined with TPACK's learning strategy. Ilma ayunina 2019 again conducted a study on digital education in Madrasah Aliyah with the title of Islamic education in building students' character in the digital age. The purpose of Islamic education in building the character of learners in this digital era, according to this study, is to guide students about the rapid advancement of technology so as not to get lost in using all the facilities provided in the digital age. Islamic education is one of the materials intended for moral Development. The planting of noble and spiritual values in sigit Prisatmoko's children has also researched Islamic education in the digital era under the banner of strengthening Islamic education in the Era of Revolution 4.0(Santoso, 2018). As a result of this research, graduates of Islamic studies face new challenges, demands, and needs that previously did not exist. As a result, the system, governance, curriculum, human resource competencies, facilities and infrastructure, culture, work ethic, and so on must be updated and innovated. Otherwise, Islamic education will fall out of favour. Therefore, we must take concrete steps to compete in this era of disruption so that Islamic education can still compete. Self-redirection is the first step to finding a solution.

An important aspect of technology in education is creating new digital fields of additional opportunities for students. The learning process becomes more personal, which can help develop teacher-student relationships, the Development of new approaches to learning and collaboration, the fairness of the performance assessment process, and the adaptation of the learning experience to meet the needs of students. Every student. Educators must use technology effectively to fully understand the benefits of technology in education and deliver learning in the digital space. In this regard, the level of readiness of teachers and students (students, listeners) in the educational process in digitalization becomes relevant. The experience gained in 2020 due to the urgent need to shift educational institutions to distance learning is a unique experience. Given this, it is essential to identify existing problems and determinants of the Development of the education system and the organization of educational processes in the digital community. This type of research is significant for Indonesia, a country with a low level of technological Development. The primary purpose of this research is to identify the main factors in the Development of digital competencies of Madrasah Aliyah teachers to ensure a quality learning process in the transformation of the educational environment — the formulation of problem solutions. The following are the study's findings: Which of the following basic educational environment transformation concepts are essential to improve the competence of digital teachers in digitizing the education process of Madrasah Aliyah teachers? The study aims to improve the digital competency model of madrasah teachers by building a single structure of digital and professional competencies based on the general theory of activity: "values - objectives (subjects) - actions." The condition of the Fourth

Industrial Revolution defines the need to develop the motivational values of digital competencies (problem-solving activities).

2.METHODOLOGY

We used a standard procedure known as framework synthesis(Snyder, 2019). The findings of individual studies are integrated into a framework built on previous and ongoing research(Garrison, 2011), which is then used to explain and interpret the findings. The current review deals with conceptual frameworks. The framework represents this framework. Additionally, the synthesis framework includes support for support. (Redecker, 2017). The six-stage concession consists of the synthesis of the framework(Renn et al., 2011). First, do some research. Questions are asked, then research is searched and selected based on various variables or exclusion criteria (phase 3). The data is then extracted from the selected study and incorporated into the framework. The fifth stage requires the synthesis of individual study findings. The framework is analyzed using the content of each part of the thematic approach. Finally, discussed the findings discussed the findings.

3.RESULT AND DISCUSSION

The term "digital competence" refers to a concept that has spawned several research paths concerning the advancement of new technologies in the field of Technology and Information. Its enormous significance in Educational Technology, where the spectrum of action covers a wide range of consequences, including learning, research, recreation, and social, among others. According to(Cumming et al., 2017; Levan et al., 2019), digital competence in public education will provide an empowerment perspective in intrinsic social aspects such as politics, economics, work capabilities, and aspects of new cultural trends and entertainment in this century.

As revealed by (Ilomäki et al., 2011), the understood competence of the field of education is considered beneficial in instruments that enable the mobilization of attitudes, knowledge, and processes, which students acquire to facilitate the transfer of knowledge and create innovation. for their part, propose that digital competencies be assumed to be the most practical and measurable result of the training process in terms of new digital literacy. According to (Sumardi & Kristina 2020), the definition of digital literacy as a construct is limited to cognitive processes that allow the acquisition of specific abilities to use and handle information. However, they assume that this process results from resource management training based on computer world technology.

(Cumming et al., 2017; Dagiene et al., 2008; National Health System, 2018) concluded a slightly different scheme of digital competence by establishing that this aspect is a right, whose spectrum exceeds the traditional limits of technical training, and, to complement the idea, knowledge management parameters such as information management mechanisms should be assumed, and, among other things, As a summary of the research conducted by the authors above, they present an overview of the following digital competencies, which, in their opinion, include various components such as technology, communicative, information use, and multimedia literacy.

According to (Cumming et al., 2017; Dagiene et al., 2008; Darazha et al., 2021; Levan et al., 2019; National Health System, 2018; Tomte, 2013), must understand digital competence from a holistic perspective that includes the knowledge and technological capabilities that must develop first at the higher education level, which a network of high complexity must also support in a technological but functional environment. This aspect has been highlighted by

(Krumsvik 2014), which strongly affirms that new competencies and attitudes are needed in the current context. Their consistency with this approach is related to the implementation of the new digital literacy process.

3.1. Digital Proficiency Of Religious Education Teachers

The perspective to take an essential position on digital competencies that teachers must master is closely related to the foundation that such competencies are inherent in their training and professional qualifications, which must adjust to their level of education (Ilomäki et al., 2011).

According to (D. C. Berliner, 2001), a competitive teacher on ICT should be placed more importantly, which would require overcoming the narrow conception that limits him to the Development of technical skills or specialities developed by him.

According to data collected by (Rosmia & Suziani, 2019; Zabolotska et al., 2021) in their study of digital competencies in university teachers, there is no clear consensus on the subject, so they assume the following parameters: (a) The process mediated by the use of ICT in which university Teachers must develop specialized skills in computer engineering, continuous professional renewal, teaching methodologies based on challenges, and attitudes towards new technologies, (b) Dimensions of educational features that include aspects such as instrumental handling, cognitive abilities, and attitudes towards new technologies, According to the authors above, the world of digital competence is inseparable from parameters such as digital literacy because, according to these researchers, university teachers must develop a set of competencies that allow them to manage technology, effectively pedagogical, informational, communicative, and axiological sources.

According to the research of (Al-Ababneh & Alrhaimi, 2020; Tikly & Barrett, 2011), university teachers in economics in Extremadura, Spain who have taken on the challenge of using computers technology in their academic fields. About previous problems, (Levan et al., 2019) stated that UNESCO has established three digital competency approaches since 2008, summarized as (1) understanding and integration of technological competencies, (2) the application of technological knowledge for problem-solving. Actual and specific problems, and (3) the production of new knowledge from it. The issue is not new, but the road is still long in many countries to train competent teachers in a digital competency approach because "obviously a teacher cannot make a student develop competencies that he does not have. fully owned"(Levan et al., 2019).

Some articles discussing the competence of digital teacher's guru religion has been done. The article entitled Competency of Islamic Religious Education Teachers in Learning in the Digital era. In the study that Pai teachers are required to develop the ability to use learning-based information, technology is not only book-based. Another article discussing digital literacy has also been done to improve digital literacy in the pesantren of the people in Al-Amin Sumber Pucung Malang. The research is through digital literacy to make learning in pesantren attractive, especially for millennials.

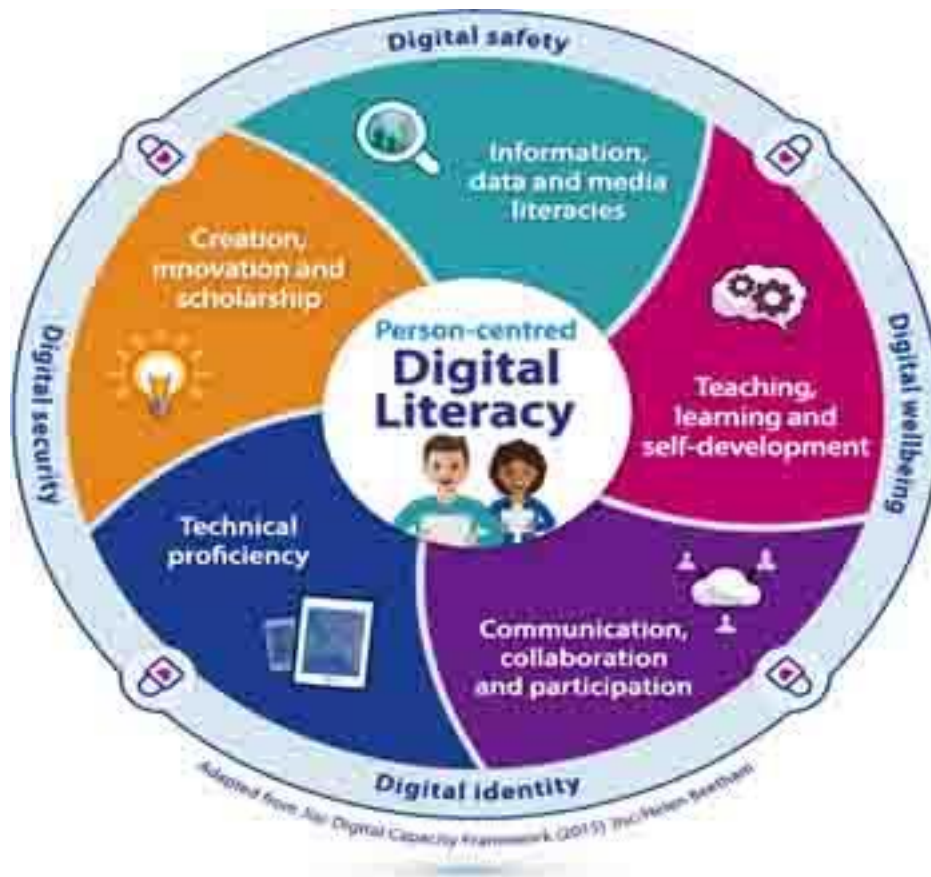


Figure 2: Digital Competency Literacy(Ilomäki et al., 2011)

3.2.What's the difference between digital literacy and digital competence?

The extent to which the meaning is the same can still be debated regarding the terms 'digital literacy' and 'digital competence'. On one level, it can only be a reflection of linguistic preferences. (Tomte, 2013) observed that the term competence is often used in Scandinavia. instead of literacy, 'because the latter term is not translated into the language used in these countries' Alms and (Krumsvik 2014) found similar differences, noting that 'competence as In Scandinavian English, a concept has a broader and more holistic meaning than in traditional English.' English'. However, the term competence is used to denote a more comprehensive meaning. may reflect a more significant variation of the term When describing the term "digital" rather than 'digital literacy.' According to (Tomte 013), digital literacy is more traditional literacy. Competence is a ten used in European policies and initiatives related to e-inclusion, whereas competence is rarely used. Furthermore they argue that competencies include broader educational concepts that include knowledge skills and perspectives on digital technology. According to (Tomte 013), digital competencies are 'integrated and functional applications of digital knowledge, skills, and attitudes.

Another reason for the clear preference in the literature for the term "digital competence" can also refer to the diverse and ever-changing nature of 'digital literacy, making the term difficult to define (Tomte, 2013). Given the ever-changing nature of (Rosmia & Suziani, 2019), it is better to think about technology and how to use it. In terms of various digital literacy, This point of view was shared by (Tomte 2013), who wrote: Many literacy concepts that emerged in a pre-digital context were then developed and applied. Expanded as

a result of the emergence of digital tools and opportunities for this medium Development, Development will most likely continue, as will efforts to consolidate concepts under one definition. not only is it impossible, but it will also quickly lose its relevance. Ala-Mutka proposes different explanations for the apparent shift toward the use of digital competence, arguing that it reflects a broader shift in education toward computer languages.



Figure 2. Digital Teacher Competence and Relation(Redecker, 2017)

4. Conclusion

Based on the current OECD (2016) study on the current state of interpersonal skills and abilities, the level of competence in information processing and various other higher-order cognitive skills is becoming increasingly important as their range of action extends beyond the professional aspect, but rather in the business field in a highly commercialized area. Like digital management. When significant technologies are developed, and new profiles in the school are changed or created in response to societal demands, I will ask the school to reflect on planning their academic offerings in light of the current context. Developed must contain a variety of transverse skills that match the requirements—stated that the emergence of the power of new technologies based on artificial intelligence (AI) in education continues to increase for global importance. It provides the most helpful mechanism for sector demand, particularly in developing countries, where the impact produces significant change. To ensure the process is inclusive, state that all proposals or discourses that aim to maintain how focused the Development of digital competency programs must be structured and put into practice must be based on the needs and markets of new generations, so all this is generativity. As new progress is developed and a new profile within the school is changed or created in response to societal demands, schools will be asked to reflect on their planning of curriculum offerings in the current context. Developed must contain a variety of transverse skills that match the requirements—stated that the emergence of the power of new technologies based on artificial intelligence (AI) in the field of education continues to increase for global importance. It provides the most helpful mechanisms or requests from the sector, especially in developing countries, where the impact produces significant change. To ensure the process is inclusive, all

proposals or discourses that aim to focus on developing digital competency programs should be structured and put into practice based on the needs and the new generation market. So all of this is generativity.

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