

New Trends of Literacy Transformation's Values of Religious Education in Digital Era

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Abstract: The digital era can be an opportunity and a challenge for teachers, if teachers can make use of online sources that can be used by students for their reading. According Najwa Shihab's statement about the challenges faced of digital literacy are data awareness, the ability to analyze data and the ability to focus. According to the Ministry of Education and Culture in 2019, the average reading index in Indonesia is low, at 37.32 percent. Literacy value means values that needed for reading and writing. This is supported by Ertem, stated that "Reading activities are cognitive activities, and interactions that involve the reader and text that build an understanding". Literacy today is not just the ability to read and write but how a student can understand digital information. With this, it is hoped that teachers can innovate to make classes fun that will be easier to understand the concepts of religious learning as a whole. This research aims (1) To explore how teachers integrate religious education with digital literacy, (2) To describe the challenges and opportunities religious education in digital era. This research employs a descriptive qualitative research method. Qualitative research, research that emphasizes the aspect of in-depth understanding of a problem in addition to looking at problem for generalization research. The data collection techniques used were interviews, observations, and documentation. Data analysis consist of three streams of activities that occur simultaneously such as data reduction, data presentation, conclusion withdrawal, and verification. Efforts to check the validity of the data using triangulation techniques, such as comparing the results of the research obtained, as well as persistence of observation. The results indicate that there is recent trend in this digital era that can be used by Religious teachers to encourage students' literacy online skills.

Keywords: Digital Era; Literacy; New Trends; Religious Education; Value Transformation.

Introduction

In this 21st century literacy skills develop into a thinking skill in reading words and the world and looking for a relationship between the two which is expected to be able to solve life problems. The importance of identifying the program as a new literacy program that all children will need in the digital age (Michael Spector et al., 2016). Literacy is related to a major achievement of society, as well as literacy skills can determine the outcome of life such as success, high socioeconomic status (Durik et al., 2006). Over the past quarter-century, we've shifted much of our literacy activities from the real world accessed on paper to accessible virtual worlds on the screen (Lotherington, 2004).

Literacy has attention to how digitally mediated and writing practices are mobilized to construct knowledge, social relationship dan identities (Kosnik et al., 2016). Students learn to be selective and able to maximize the use of the results of technological advances with the diversity of forms and types of information.

The results of an index conducted by the Ministry of Education and Culture on literacy levels in Indonesia state that Indonesia's illiteracy rate is decreasing over time. But the success is not in line with the growing culture of reading. Literacy activities are influenced by several aspects, such as proficiency, access, alternative, and culture. Alibaca index is divided into 5 types, are very low (0-20.00), low (20.01-40.00), medium (40.01-60.00),

high (60.01-80.00), and very high (80.01-100). The results of an index conducted by the Ministry of Education and Culture on literacy levels in Indonesia state that Indonesia's illiteracy rate is decreasing over time. But the success is not in line with the growing culture of reading. Literacy activities are influenced by several aspects, such as proficiency, access, alternative, and culture.

Religious education in this global era faces challenges and is required to contribute to further foster religious values. Proper digital utilization in enhancing and supporting active, creative, and innovative learning. The challenge of religious education in the digital era cannot be separated from the problem of moral decadence. Generally, material in religious subjects is only delivered in the form of verbalism accompanied by rote-memorizing, so religious lessons tend to be simply known and memorized rather than internalized and practiced. Digital literacy in religious education can facilitate the formation of online religious communities, discussions, and learning experiences, which are increasingly prevalent in the digital age. Therefore, promoting digital literacy in religious education is essential for equipping students with the skills needed to navigate the digital landscape and engage with religious studies in a meaningful way.

Materials and Methods

Research Approach and Type

This research is based on understanding and exploring about new trend of literacy transformation's values of religious education in digital era. In this research uses the qualitative method for their ability to explore phenomena. Qualitative research is a research method that emphasizes the aspect of in-depth understanding of a problem in addition to looking at problems for generalization research (Purwanto 2010). By using qualitative method, humans become the main tools (human tools), where the presence of researchers as active instruments by paying attention to the ability of researchers to ask, observe, understand, and abstract in collecting data in the field (Murni 2008). The method of discussion uses descriptive

interpretive method. Descriptive means describing what it is. The interpretive means that there are impressions, opinions, and views related to interpretation. This method is used as an effort to describe phenomena both scientific and human engineering related to social and cultural events in detail and detail. As explained above, this research is a series observation activities to describe and analyse intensively and in detail related new trends of literacy transformation's values of religious education in digital era.

Research Location

The research was conducted at State Senior High School 11 Borong. The reasons for choosing State Senior High School 11 is: first, the location meets the requirements needed by researchers in accordance with the case that is the subject matter of the research; second, As far as researcher can see, the use of mobile phones in students is only related to social media, so researcher try to direct them to explore their digital skills to do basic editing.

Data Sources

Data is information said by humans as research subjects, observation results, field facts, documents that are in accordance with the research focus. Information from research subjects is obtained verbally through interviews or can also be in written form through document analysis. In this study, the data is in the form of field observations made by research, statements of speech. If a questionnaire or interview is used in data collection, then the data source can be called a respondent, that is, a person who responds or answers the researcher's questions. If the research uses observation techniques, the data source can be an object, motion or process of something. If the researcher uses documentation techniques, the documents or records are the source of the data, while the contents of the records are the source of research or research variables (Ahmadi 2005).

In this research, the research uses observation techniques, the data source can be an object, motion or process of something. The Religious Education teacher became the main data source in obtaining comprehensive information. In addition

to Religious Education teachers, the next data sources were students in grade IX. Grade IX students are at least able to use their gadgets, and should be given knowledge about the use of digital literacy. Another data source was the Principal, who has the authority in policy decisions.

Data Collection Technique

In order to collect data and information more effectively and efficiently, this study used in-depth interviews, observation, and documentation as data collection techniques. In order to obtain the desired data about new trends of literacy transformation's values of religious education in digital era, the informants in this study are:

- a. Religious subject teacher
- b. Students grade IX
- c. The principal as the supervisor of Religious teachers

Data analysis

Data analysis is the process of sorting data, organising it into patterns, categories, and basic description units so that themes are obtained and working hypotheses are formulated. In this study, two stages of data analysis were carried out by researchers in a qualitative approach, namely data analysis during the field and analysis after data collection. In data analysis, it discusses how to search for and arrange systematic data, transcripts obtained through interviews and documentation, then researchers analyse the collected data.

Data analysis in this study was carried out during data collection at the time of the interview, the researcher also analysed the answers of the interviewed informants. If the answer obtained is not satisfactory after being analysed, the researcher will continue the question again, until a certain stage until more credible data or information is obtained.

Results and Discussion

1. Religious Education in the Digital Literacy

Schools as a forum for learning organizations to cultivate characters like reading for students in accordance with the Regulation of the Minister of

Education Number 23 of 2015 concerning the growth of ethics. In the age of globalization, humans tend to behave hard, fast, accelerated in solving things and like something instant. In realizing a moral society, in religious learning, it is not only conveying knowledge material but how to internalize religious values in students. Religious teachers are required to always innovate, develop, and look for new things or methods that can motivate students in learning and support learning. Motivate students in terms of interest in reading.

In accordance with the results of an interview with Mr. Saldi as a Catholic teacher of SMPN 11 Borong:

"Character must continue to be built, for junior high school students need a special way and a more approach. They are still in a period of self-discovery, therefore as a religious teacher I always try to implement religious values well. One of them is trying to find fun methods for students in learning religious lessons."

This is supported by the results of an interview with Mrs. Yovita as the Principal of SMPN 11 Borong:

"Students are accustomed to doing 7S (smile, greeting, greeting, polite, polite, enthusiastic and wholehearted) this is a small thing."

In Catholic religious learning, teachers try to apply an exciting method, Grade IX students during religious education subjects are divided into 4-5 study groups, where each group has 1-2 mobile phones to support their digital literacy. When they have gathered with their respective groups, students are welcome to choose and search for stories or stories of prophets. Students feel a little difficult at first, because the majority of students in using mobile phones only use to social media. Teachers guide students to find and process information obtained on the internet. The teacher as a facilitator in the classroom.

After receiving reading materials, students are expected to be able to read and look for grades. Then applied into canva.

As said by Mrs. Susan as a class IX Catholic religion teacher:

"Students are able to search for readings on the internet related to religious learning. It remains for us as teachers to guide and direct them."

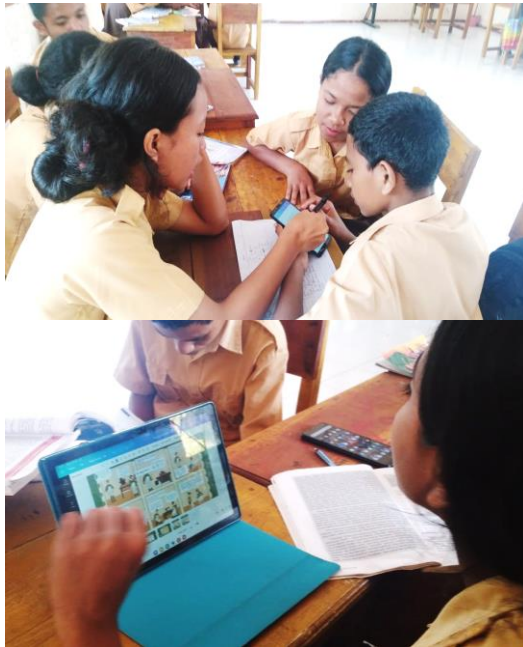


Figure 1. Class activities using canva.

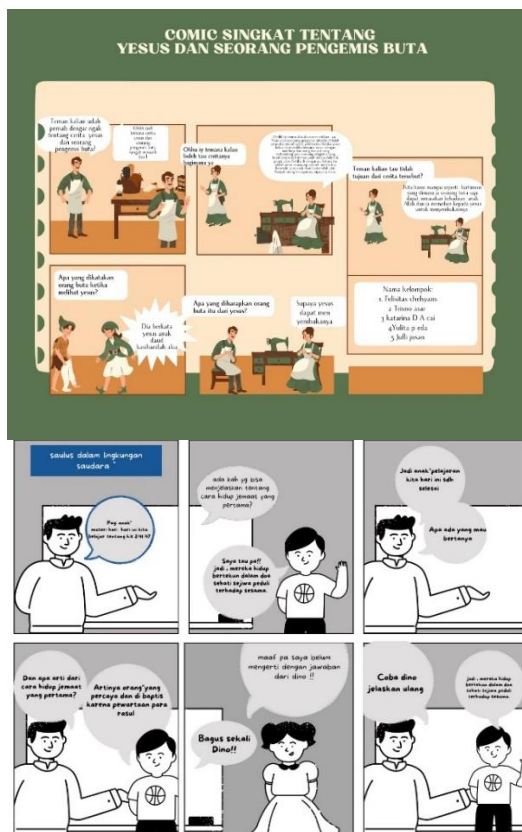


Figure 2. Some comics created by students.

When teachers give directions to search for reading on the internet, students are able to identify the reading they want. After being given time to read the reading, then students are given the freedom to be creative in the Canva application to make comics from the readings they read before.

The teacher also after learning reflects on today's learning to the students some reflection answers from students, about what you get in this lesson.

Class IX-A student, aldegonda "I learned to use short comics with the help of Canva, I also better understand the content of the story"

Class IX-A student, Edmun "Learning became more fun, because rarely teachers use the Canva application, and I became more interested in reading stories about religion."

New trends in digital literacy, especially in religious learning, are:

Digital literacy includes not only technical skills, but also media literacy and information literacy. This trend includes the ability to understand, analyze, and evaluate information found and read online. Ability to develop critical thinking when assessing information online.

Here are some key points about literacy in the digital era:

1. Holistic framework: Digital literacy is not just about the ability to use software or operate digital devices, but also includes a range of technical, cognitive, and sociological skills
2. Importance for students: In the current digital age, students are required to possess a high level of digital literacy to improve their competence.
3. Characteristics of the digital age: By understanding the fundamental characteristics of the digital age, we can better identify the skills needed to take advantage of digital environment.

Challenges in Religious Education In The Digital Era

In the digital era and religious education, character is essential to ensure students develop into responsible and disciplined individuals. For example, students can access reading content such

as the stories of the Prophet. Here are some of the challenges of religious literacy in the digital age:

- a. The development of technology makes it easier for students to access positive content, the internet if used properly can make it easier for students to obtain positive information such as content, text, images, videos.
- b. Students must have good digital literacy. The existence of good digital literacy can make it easier for students to filter and sort out good content to watch.
- c. Poor digital literacy can lead to the spread of misinformation, radicalization and religious intolerance.
- d. The challenge of being able to select and sort out reliable sources, as not all content is reliable
- e. Religious teachers and educators need to face a shift in the learning paradigm involving digital technology

Opportunities in Religious Education in the Digital Era

- a. Global access: Religious literacy can be accessed by anyone, anywhere, and anytime through the internet. This provided an opportunity to spread religious teachings more widely.
- b. Critical thinking skills: Digital literacy involves critical thinking skills in evaluating information found through digital media. This can help in understanding religious teachings better
- c. Enrichment of learning experiences: Digital technology can be used to enrich religious learning experiences through videos, images, and online interactions.
- d. Collaboration and knowledge sharing: Through digital technology, individuals can collaborate and share religious knowledge with others around the world.

Thorough discussion represents the causal effect mainly explains for why and how the results of the research were taken place, and do not only re-express the mentioned results in the form of sentences, not repeat them. Digital literacy is a crucial skill in the digital era, enabling individuals to live, learn, and work effectively in a digital society. It involves a variety of complex cognitive, motor, and socio-emotional skills, including photo-

visual literacy, reproduction literacy, branching literacy, and information literacy.

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Conclusions

Based on discussion in this research, we can conclude that literacy skills can provide wider knowledge for students especially in religious learning process has interactions between teachers, students, and the environment. religious teachers are expected to be able to bring new trends to their learning by managing innovative teaching materials. Teachers' need to engage students with digital literacies at all stages of education has been articulated in numerous policy documents. By practicing literacy skills, students get learning outside the school that is connected to the problems that occur, social activities, and increasing knowledge. Literacy in the digital era is an effort to know, search, understand, analyze, and use digital technology. Learning materials is varied, not only in verbal, but can be in the form of text, visual, audio, and motion. In addition to electronic books, teachers also provide other variations such as giving reading articles to enrich students' knowledge.

The values of religious education are being changed by new trends in literacy and technology in the digital era. In order to adapt to these changes, it is essential to integrate technology into religious education in a way that maintains the focus on developing moral and ethical values based on religious beliefs and practices while simultaneously adding value and interactivity. To

accomplish this integration, schools, parents, and religious communities must collaborate.

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