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The Urgency of Digital Literacy for Generation Z in Improving Learning of Islamic Religious Education

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Abstract: This is very important considering that their daily lives are inseparable from gadgets, especially for Z generation children. The generation born in the early 2000s, namely the Z-generation, is a generation born at a time when technology is so rapidly developing and the beginning of the emergence and development of social media the passion of all generations. Psychologically, this condition makes this Z-generation to have its own personality, psyche and character which is different from previous generations who do not have the postmodern environment setting. It is certainly impossible to educate them with the same educational methods as conventional educational media. For Z-generation their world has become two realms of the world, namely the real world and the virtual world, their virtual world has been set up the same as the real world, there they play, joke, learn, gather, this situation which sometimes makes the portion of their virtual world far away. The purpose of this study was to determine the urgency of students' digital literacy and provide insights related to information retrieval to support classroom learning, especially Islamic religious education. This research is a qualitative research using descriptive analysis techniques with library research. The results of this study reveal that social media is a medium of Islamic religious learning that is relevant in educating Z-generation. The use of social media as a learning medium and student supervision is the right step considering that the Z-generation is actually very familiar with social media, even the portion of their virtual world is sometimes bigger than the portion of their real world.

Keywords: Digital Literacy, Generation-Z, Islamic Religious Education

Introduction

Currently advances in digital technology affect human life [1][2]. The high use of the internet is directly proportional to one's ownership of gadget devices [3]. The generation of digital natives is called the native gadget, meaning that they use

more gadgets for activities in their lives, with the emergence of a digital-based environment [2]. The use of social media has increased sharply in the era of information disclosure [4]. The development of information literacy material is multi-literacies, which includes literacies such as: digital technology, information, multi-media, visuals (images), audio, critical thinking, and understanding of ethical, moral, legal, social, cultural issues surrounding the digital environment and how to participate in online communities politely and responsibly[1]. Traditional literacy cultures such as writing, reading and listening are still needed by the generation of digital natives to improve digital literacy skills [5].

A number of Islamic education experts spoke up and at the same time offered a number of thoughts and ideas about Islamic religious learning in the era of disruption 4.0 [6]. This discussion is very important considering that the era of disruption or industry 4.0 will create new challenges that must be turned into opportunities that can be used as well as possible, so that these challenges bring blessings to everyone doing it.[7]. For those, the generation born in the early 2000s is the Z-generation [8], they were born at a time when the development of technology was so rapid and the development of social media that all generations were fond of. So that psychologically, this Z-generation has a distinctive personality, psyche and character that is different from previous generations who do not have a postmodern environment setting.[9]. So it is impossible to educate them with the same educational methods as conventional educational media. Social media has attracted many people's interest because it's fun, thanks to social media, it's easy for people to share ideas, photos, videos with the world at large[10]. For Z-generation their world has become two realms of the world, namely the real world and the virtual world, their virtual world has been set up the same as the real world, there they play, joke, learn, gather, this situation which sometimes makes the portion of their virtual world far away. big of the real world.

The advancement of modern technology will certainly affect developments in the world of education, both related to the issue of education and the ease of obtaining learning resources or knowledge.[11]. The use of learning media in the learning process is able to generate new desire and interest in learning, generate stimulation and motivation in learning, and bring psychological influences on students. In addition to arousing student motivation and interest, learning media can also help students improve understanding, facilitate data interpretation, and present data in an attractive and reliable manner, and condense information. In this era, in the era of the generation who really like surfing on social media and the internet, so that classroom learning media and independent media are very much needed in the learning process, and of course it must be in accordance with technological advances and the psychology of the personality of children in this millennial era, this situation shows that technology 4.0 is an advantage and convenience for teachers to use it as a learning medium for Z-generation students[12]. However, almost no educators use social media as a medium of learning or as a suggestion to get closer to students [13]. Even though we know that social media is actually the world of the Z-generation. In addition, Islamic learning is actually required to be able to create human qualities with noble morals, which in the process of course

depend not only through learning in the classroom for a few hours, but also there is always communication and learning between teachers and students outside the classroom.

Digital literacy and learning media should be used in accordance with the personal psychological conditions and psychology of child development and in accordance with the characteristics of the subject [14]. For example, Islamic religious subjects tend to be rote or theoretical in nature, so teaching them may be sufficient only by using a manual. But with Islam religious learning which tends towards the formation of Morals or Faith, of course it requires intense guidance at all times both verbally such as advice, motivation or spiritually such as prayer. In this rives literature, the research focuses on analyzing the concept of Islamic religious education in the era of digital literacy in the era of disruption, the concept of using digital literacy and social media as a medium for learning Islam in the Z-generation..

Method

This research method is a qualitative research [15][16][17][18] with descriptive analysis techniques with literature review (library research)[19]. Through this literature review, the researcher tries to describe the existing phenomena, which take place now or in the past and come from various sources that have theoretical depth from the experts.[20]. This article discusses the Urgency of Digital Literacy for Generation Z in Improving Learning of Islamic Religious Education.

Result and Discussion

The use of information is not just reading, but it is necessary to the level of literacy or understanding of information [21]. The American Library of Association defines information literacy standards in higher education are met, if someone is able to determine the information needed, access information efficiently and effectively, evaluate information critically, synthesize selected information into a knowledge base, use information effectively to solve a problem. duties, understand the aspects of social, economic, legal issues surrounding the information and use the information ethically and legally[9]. In a digital environment, UNESCO [8] requires someone to have information literacy skills, if they are able to access information, use communication technology, interpret, make opinions on the information found, and are able to create information. Information literacy competency standards [2][20] that is, a person must have the following abilities: first, to determine the scope of information needed, second, to access the required information effectively and efficiently; third, evaluate sources of information critically; fourth, synthesizing selected information into the basis of individual knowledge and value systems; fifth, individuals as individuals or as group members use information effectively to complete for a specific purpose / purpose; understand the surrounding economic, legal and social issues and the ethical and legal use and access of information.

Information literacy standards can be concluded that a person must be able to seek, evaluate information correctly, choose an effective process, use it ethically, pay attention to social, economic, legal aspects as the most vulnerable conditions to surround information, be responsible for the creation of new information. The application of information literacy in higher education has been carried out for a long time, and is more integrated in educational programs. The advancement of communication and information technology currently affects many aspects of human life.

Entering the milineal era 4.0, especially the world of Islamic religious education, the process of learning and teaching Islamic religion has been in a fully developed digital world [11][22][23]. In this connection, the existence and role of learning media is very important to make the learning process more effective and efficient and not digitally literate. Because we will all live in a digital world, of course in the world of education in particular, our problem is not only the material that is strengthened, but also the media. Because the media will make it easier for teachers to turn on digital learning literacy sources. Digital learning resources and literacy are not just about computers and general subjects. But all subjects must be more specifically Islamic religious education which needs to also use technology 4.0 in the daily lives of students. Millennial children no longer read printed books, they use digital as well as breathe oxygen. What needs to be considered is not to make the wrong use of the procurement of increasingly sophisticated facilities.

Furthermore, related to problems and challenges that occur in the millennial era, among others, related to human attitudes and behavior, [24][6][23] Its characteristics include: (1) like freedom; (2) likes to personalize; (3) relying on the speed of instant information (ready to serve); (4) likes to study; (5) working in an innovative environment, (6) actively collaborating, and (7) hyper technology (8) critical, which is accustomed to thinking out of the box, rich in ideas and ideas; (9) confidence, that is, they have a high ability to express opinions confidently without hesitation; (10) connected, which is a generation that is good at socializing, especially in the communities they follow; (11) surfing on social media and the internet (12) as a result of their high dependence on the internet and social media, they become lazy, not deep, grounded, or do not socialize; (13) tends to be weak in the values of togetherness, mutual cooperation, environmental warmth and social care; (14)[25] tends to be free, westernized and does not pay attention to formal ethics and rules, customs, and manners.

Generation is a group consisting of individuals who have the same age range and experience important historical events in the same time period [9][26][10]. Generation is a group of people whose ages are in the same life cycle and characterized by age group characteristics, or in other words the aggregate of all people born over a span of about 20 years. In detail the four generations that were born after the second world war. Namely first, Baby Boom was born between 1946-1964. Second, Generation X was born between 1965-1976. Third, Generation Y was born between 1977-1997. Fourth, Generation Z who was born between 1998 now (Tapscott, 2013: 24). The composition of Indonesia's population today is filled

by the four generations, of course, with different characteristics and characters.

In contrast to Tapscott, the research conducted by Ivanova & Smrikarov expressed in the International Conference on e-learning and the Knowledge Society at the University of Applied Sciences Berlin that until now there has been the emergence of an alpha generation two generations above the millennial generation (Y).

Table 1. Learning Methods for Generation X, Y and Z

Generation	Revolution Digital	Technology Digital	Internet	Technology
Baby Boomers (1946-1964)	Born before the digital era	There is no electricity and TV in the village	There is no internet yet	Traditional, telegram, letters
X (1965-1976)	Facing the digital revolution	Are starting to use technology Digital	Started using the Internet as an adult	TV, Video, and Video Games
Y (1977-1997)	Adult at a time of the digital revolution	Embracing Digital Technology	Start using Internet in adolescence	PC, Web and Web Games
Z (1998-2010)	Born in the digital world	Cannot live without digital technology	Born in the Internet era	Be familiar with all Technology Digital
α (2011-2021)	Born in a digital world	Gadgets and facilities available	Internet available	All information

Generation Z is known as the mobile generation, mostly born after 2000. Generation Z is a generation that grew up with advances in technology, so they see technology as part of them. This generation is also called the Net Generation[10]. Generation Z is more actively using IT, social media and smartphones. The active use of smartphones sets generation Z apart from other generations. The active use of smartphones by Generation Z is not including addictive behavior, but they use smartphones because they have become the most important part of their lives. When compared to the level of smartphone use addiction between generations X, Y and Z, the results of the research show that Generation Y is significantly more addicted to smartphones than Generation Z. However, it does not require the possibility that the use of smartphones by Generation Z leads to addictive behavior if it leads to excessive dependence on smartphones. Research results show that there is a positive correlation between levels of depression and internet addiction.[8]

In the use of social media as a medium for learning Islam in the Z-generation, it is necessary to pay attention to several things in the selection, design and

manufacture of these media, such as from the point of view of technological development, student psychology, student development psychology, and characteristics of subject matter be the basic capital in understanding, applying, creating and developing the learning media itself. And in the end, the delivery of learning messages is achieved effectively and efficiently as well as the occurrence of a quality learning process.

The emergence of social media has made Generation-Z play an active role in cyberspace.[12] In terms of knowledge and information they can easily get. Apart from getting information quickly, they also play an active role in providing comments, asking questions and digging deeper information. So that the role of the teacher today is no longer just providing information, but guiding and being a facilitator for students to develop their own capacities. The condition of easy access to information and knowledge through internet access is very relevant to the opinion that teaching Z-Generation children will be incomplete if the teacher only applies past-style learning media.

For this reason, schools and educators should adapt to Generation-Z habits and try to understand how they process information. So that it can choose media that matches the characteristics of the Z-generation. Educators need to accept that learning styles change rapidly in this millennial era. Educators must understand the learning method that has changed for generation Z, so that in undergoing the teaching and learning process the teachers do not only use conventional media. Facilities such as projectors and gadgets can be used as learning media. Even gadget and smartphone learning media will be able to create teaching and learning processes that penetrate space and time, namely by entering into the virtual world, where in fact this world is currently the world of the Z-generation.

Psychology of learning has an equally important role in the teaching and learning process [27][1]. This is necessary to create an effective teaching and learning process. In order for this process to run well, appropriate learning media are needed. Which if in accordance with the needs and interests of students as the main factor in the transfer of knowledge. Learning media is a tool that helps teachers in the teaching and learning process so that the knowledge taught is easy for students to understand. Learning media can make students avoid the limited experience they have, can increase interest in the lessons at hand and also make students experience direct experiences in accordance with their environment[28]. Broadly speaking, there are several kinds of learning media, namely: visual media (graphics, diagrams, charts, charts, posters, cartoons, comics), audial media (radio, tape recorders, language laboratories, and the like), projected still media (slides ; over head projectors (OHP), in focus and the like), projected motion media (film, television, video (VCD, DVD, VTR), computers and the like). But, of course, by using learning media that is in accordance with the lessons being taught , because the level of success of the teaching and learning process depends on what media are used as a tool in the teaching and learning process. Therefore, the use of appropriate learning media must also be considered by a teacher.

In early childhood education, the most effective learning method is to use the example method (imitative)[29][30][31]. Children tend to always imitate what other

people do. However, the older the imitation method will not be effective anymore because children will develop their mindset so that their level of self-confidence will be higher. This results in the imitative method being replaced with other methods such as methods that require students to think critically when given a problem or when students are required to create products as a result of a situation.

In general, the criteria that must be considered in selecting the media [30][32] are the objectives, target students, characteristics of the media concerned, time, cost, availability, context of use and technical quality. Meanwhile, the factors that must be considered in selecting media are: objectivity, teaching program, situation and condition, quality of technique and effectiveness. In the selection of learning media, the characteristics of the media must be considered, whether the media is appropriate and what are the weaknesses and strengths of the media, so that learning objectives can be achieved. Therefore, before determining a certain type of media, understand well how the characteristics of the media are. So it can be concluded that the criteria for selecting and developing learning media must pay attention to student needs, instructional objectives, conformity to subjects and the characteristics of the media itself.

In general, the characteristics of the media are: fixative, manipulative, distributive, accessibility, interactive, in accordance with the goals and functions of teaching, supporting learning materials and easy to use, in accordance with the characteristics of students, effective and efficient, explanative, overcoming the limitations of space, time and power. senses and arouse interest in learning. This, of course, can be concluded that not all learning media can be used for all subjects, but must see and re-analyze the suitability of the characteristics of the media with the subjects so that learning objectives can be achieved.[5][25].

In the millennial era where digital technology can be accessed by almost all groups, information is growing rapidly and its dissemination is accelerating. The majority of millennials get their news from social media such as Instagram, Facebook, YouTube and Twitter, where the credibility of news sources is very difficult to measure.[9][32]. Millennials tend to be lazy to validate the truth of the news they receive and tend to receive information from only one source, namely social media, this is the condition of students today, who use and trust social media more in their daily activities. Seeing this phenomenon, the researcher then thought about the possibility of the teaching and learning process using social media.

Why use social media?[33][34][35] Social media has become a means of learning and the learning process in class and outside the classroom because social media has become a trend for the millennial generation. The increasing use of social media by digital learners in higher education requires more attention from researchers and policy makers. Teachers are very aware of social media and use it regularly in their personal life. They also see the great value of using social media for academic-related purposes but their actual use for teaching and learning is to a minimum. Many Teachers do not know which social media tools are more appropriate for teaching and learning, for example Blogs and Wiki and other uses of social media tools, such as Facebook or WhatsApp.

Social media has the potential to enhance student learning, facilitate

educator interactions and learner interactions, develop skills and levels of satisfaction with new mobile learning engagements. Social media can be the right platform to bridge the digital divide between developed and developing countries and also between institutions and their digital learners in a developing country context. Social media can help in improving the academic performance of students and researchers when teachers and supervisors integrate social media in their learning methods. The findings suggest that social media facilitates collaborative learning and learner engagement and this enhances the academic performance of students and researchers. " Thus social media is very useful for sharing character values by integrating social media into the learning model. Social media-based independent and group learning will manifest the characteristics of the ability to reflect learning, communication and collaboration skills in groups, personal and group creativity and have a positive value impact individually and in groups.

Social media can encourage learning due to the popularity of social media and its widespread creation of online study groups, support sharing of ideas, sharing and promoting active interaction between learners and teachers that can facilitate and encourage learning. Social media must be integrated into the curriculum [36][37][13][11][38] The teaching and learning of higher education should be carried out only after carrying out a thorough and thorough analysis where clear guidelines regarding the use of the tool should be provided for both the Teacher and the learners. Learning activities designed by educators and facilitated through social media must be based on pedagogical theory, healthy pedagogical learning to generate interest and learning experiences of students.

Table 2 Syntax of Character Education Learning Model Social Media Based

Fase	Indikator	Tingkah laku Pengajar
1	Convey goals and motivate students with knowledge development	<ol style="list-style-type: none"> 1. Teachers explore students' initial knowledge of subject matter 2. The teacher explains the competence and Characters that are formed and their use in life using social media (Video, YouTube)
2	Delivering social media-based information	<ol style="list-style-type: none"> 1. Teachers group with students in groups with 3-5 people 2. Teachers convey information about the outline of learning material to students using social media.
3	Providing modeling	The teacher invites students to observe examples of Model shown via video

4	Development of group learning	1. The teacher guides the study groups to discuss and work on the task of making a video about the character of the existing modeling. 2. Students think of concepts and ideas to create modeling that gives birth to creative ideas, and critical thinking.
5	Development of independent learning	Students develop the model according to the rules and objectives that have been prepared Previous
6	Reflection	The teacher and students reflect on what they have learned, the difficulties faced, and the perception of the sensations that have been done. The teacher explains advanced assignments to implement concepts and ideas next.

The continuous flow of digital information and easy access to data makes it necessary for a person to have skills in sorting out information on the internet. The ability in media literacy enables internet users to anticipate things that are the effects of internet exposure. Advances in internet technology are like two sides of a coin that have both positive and negative impacts. Without the ability to understand media literacy, it can lead to behavior that does not prioritize morals, insults, scolds, and hurts others such as cyber bullying. Socialization of media literacy is one way that can help understand digital natives in social media.

In the presentation on digital literacy skills, it was concluded that the ability of multi literacies, mastery of digital technology devices, critical thinking skills, especially criticizing multi-format information before being used alone, or shared with others, applying digital literacy skills to solve problems in real life, sensitive to legal, social, cultural issues and protection of one's privacy, especially digital personal information, and able to participate digitally in online communities in a friendly and ethical manner. Understanding digital devices is not limited to certain hardware devices or computer applications (software).

Based on the explanation above, the writer presents the proposal for the development of literacy materials by combining digital literacy competencies that are multi literacies. 1) Include material communication skills (communication literacy), especially textual communication skills in digital devices. 2) Introducing digital information materials based on images, audio, video, and others (not text). We have often seen so many pictures, sounds or videos circulating on social media, which are no longer actual information, but have undergone a process of change, so they have different meanings, even causing anxiety for those who receive digital information. 3) Develop information literacy material at the stage of evaluating the results of the information sources found, with a critical thinking component. The critical thinking aspect becomes crucial, as information or site is 'hoax' in the digital environment, especially information on social media. The circulation of 'hoaxes' on social media

technology sometimes deceives the public, without understanding whether the information received is in the correct information capacity or fake news. 4) Emphasis on critical thinking skills not only on finding information on the internet, but on criticizing information received through digital devices. Teaching critical thinking is not easy, because librarians need to understand the cognitive processes in a person's mind, especially the interaction of one's thoughts with information in the form of text, images, videos or other multi-format digital media. 5) Developing one of the stages of information literacy, namely disseminating the results of information synthesis to others ethically and responsibly. 6) Entering into the literacy stage information about the form of tangible results that can be provided in the community. Referring to the implications of digital literacy, it must have an impact on social activities, for example the realization of information.

Conclusion

The very rapid development of technology is directly proportional to the behavior patterns of each generation, including the Z generation. This generation is characterized by dependence on gadgets and multitasking capabilities (doing several things at the same time). This phenomenon also affects the learning process in which the tendency of students to obtain information accurately without first identifying what is valid and according to their needs. With these problems, digital literacy is the main solution to assist students in obtaining valid information and according to their needs. The way that can be done related to increasing student literacy is the socialization of ways to access information and official websites that can support the learning process at school.

This study reveals that learning media for the disruption era are technology-based learning media where the appropriate learning media is social media which in fact is very familiar among students. This research reveals that social media is a medium of Islamic religious learning that is relevant in educating the Z-generation. The use of social media as a learning medium and student supervision is the right step considering the Z-generation is actually very familiar with social media, even the portion of their virtual world is sometimes bigger than the portion of their real world.

Information literacy activities can be developed with a multi literacies model, meaning that students are not only taught to follow information literacy standards, but also need to be equipped with other literacies in today's digital environment. The information generated can become new knowledge and be able to build a better society by using digital devices ethically, politely, responsibly by paying attention to the social, cultural, economic and legal aspects that surround digital information. Traditional literacy cultures such as writing, reading and listening are still needed in a digital environment to improve digital literacy skills for the generation of digital natives.

In this millennial era, many parts of the community, especially educators, are less aware of the application of information technology in a lesson so that the methods and patterns taught are still traditional, which impact the teaching and

learning process is less than optimal. Whereas the influence of technology on learning patterns is very strong, which is fundamental in the development of learning patterns, making learning decisions, and the growth of various learning resources. Especially if it is able to develop social media-based learning media which incidentally is the environment and world of millennial children. So that the use of social media-based learning media is a very strategic, effective and efficient step in learning, especially learning Islamic Religious Education.

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