



Challenges and Opportunities of Digital Religious Literacy in Shaping Moderate Islamic Understanding in Students

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Indonesian Journal of Pedagogy and Teaching
Volume 1 (1) 1 - 12 , March 2024
ISSN: In Proses
The article is published with Open Access at:
<https://journal.maalahiyah.sch.id/index.php/jpg>

Abstract:

Advances in digital technology have had a major impact on access to religious literacy among students. However, various obstacles are still faced, such as the spread of unverified information, the tendency of extreme understanding, and low critical thinking skills. This research aims to explore the challenges and opportunities of digital religious literacy in shaping students' moderate understanding of Islam. The method used is a qualitative approach through literature study, by analyzing various scientific sources such as journals, books, and relevant research reports. The data was analyzed using the content analysis method to identify patterns, themes, and the impact of digital literacy on a moderate understanding of Islam. The results show that the main challenges faced are religious hoaxes, digital radicalism and weak content regulation. However, opportunities remain open through improving digital literacy, the active role of educators and optimizing religious education platforms. Therefore, strengthening digital literacy strategies is an important step in building a moderate and inclusive understanding of Islam.

Keywords: Digital Literacy; Moderate Islam; Students; Challenges; Opportunities

INTRODUCTION

In the digital era, access to religious information is increasingly easy to obtain through various social media platforms and websites. Digital literacy is an important factor in forming a moderate understanding of Islam, because information spread in cyberspace is not always valid and can contain extreme narratives (Agusta, 2024; Prastyo &

Inayati, 2022). Lack of understanding of digital literacy can cause students to receive religious information uncritically, potentially exposing them to hoaxes or deviant ideologies (Hasanah & Sukri, 2023).

However, there are still many students who do not have adequate digital literacy skills in understanding

Islamic teachings in moderation. Some of the challenges faced include the lack of digital literacy education in the Islamic education curriculum, the lack of training for educators in utilizing digital media, and weak supervision from families over access to religious information consumed by students (Nurqadriani et al., 2024). If not addressed immediately, this condition can result in increasing misunderstandings in understanding Islamic teachings and the spread of ideas that are not in line with the values of moderation.

Previous research has shown that good religious digital literacy can help students sort through information more critically and avoid content that contains extremism (Muflihin, 2024). The integration of digital literacy in Islamic education also plays a role in forming inclusive character and improving critical thinking skills (Agusta, 2024). In addition, the application of digital literacy culture in Islamic education environments, such as in Islamic boarding schools, has been proven to have a positive impact on students' moderate religious thinking (Prastyo & Inayati, 2022).

In addition to academic support, government policies also play a role in strengthening digital religious literacy. The Religious Moderation Program initiated by the Ministry of Religion and the National Digital Literacy Movement from the Ministry of Communication and Information aims to increase public awareness of the importance of digital literacy in understanding religious teachings (Angga Teguh Prastyo & Inayati, 2022). However, major challenges such as the spread of hoaxes, the formation of radical communities on social media, and increasingly sharp religious polarization are still obstacles

in realizing the goals of this program (Abdul Aziz et al., 2023).

However, the digital era also provides a great opportunity for strengthening religious moderation. The availability of wider sources of information allows students to access religious materials that are more objective and balanced (Abdul Aziz et al., 2023). Islamic preachers and educators can also use digital media to spread the teachings of Islam peacefully and build an inclusive dialogue space for various groups of people (Qomar Abdurrahman & Badruzaman, 2023).

In the field of education, the use of digital media such as YouTube and online discussion platforms has been applied by Islamic educators to increase students' understanding of more moderate religious values (Destriani et al., 2022). By integrating a digital approach in religious learning, it is hoped that students will be able to develop a more critical mindset towards the information they receive and not be easily influenced by extreme narratives circulating on social media (Nurqadriani et al., 2024).

Based on this background, this study aims to examine the challenges and opportunities of digital religious literacy in forming moderate Islamic understanding among students. By understanding the factors that affect religious digital literacy, it is hoped that this research can provide strategic recommendations for educational institutions, educators, and policy makers in improving a more inclusive and tolerant understanding of Islam in the digital era.

METHODS

This research uses a library research method that focuses on the analysis of literature related to religious digital literacy in shaping moderate Islamic understanding. This method was chosen because it allows the exploration of various theories, concepts, and results of previous research to build a more comprehensive understanding of the phenomenon being studied. The data in this study are sourced from primary literature, such as scientific journals, academic books, and relevant research reports, as well as secondary literature, such as conference articles, government policies, and official publications from educational institutions and religious institutions. The selection of data sources is based on the criteria of relevance, credibility, and up-to-date to ensure compatibility with current digital technology developments. The data collection technique is carried out through documentation with systematic search steps in academic databases, literature selection based on keywords, and data coding based on the main theme. Furthermore, the data is analyzed using content analysis through the process of data reduction, thematic categorization, and data interpretation to obtain objective conclusions. To increase the validity of the research results, source triangulation was carried out by comparing various references from indexed journals, using theoretical perspectives from experts, and adjusting the findings to the latest policies related to religious digital literacy. With this approach, the research is expected to be able to provide a deep understanding of the challenges and opportunities of digital literacy in shaping moderate Islam and become the basis for the development of more effective digital literacy strategies in Islamic education.

RESULTS

In the rapidly growing digital era, digital literacy has an important role in shaping moderate religious understanding. The

concept of digital literacy in the world of education can be explained through the view of Gilster (1997), who defines it as the ability of individuals to understand and utilize information from various digital sources in a critical and meaningful manner. Eshet-Alkalai (2004) then expanded this concept by including elements of critical thinking in sorting out information, technical skills in accessing digital media, and the ability to assess the credibility of sources. This perspective emphasizes that digital literacy is not only limited to technical capabilities, but also involves a deep understanding of the information obtained.

In the context of Islamic education, digital literacy is a fundamental aspect in shaping students' religious understanding. The ability to sort, analyze, and evaluate information from various digital sources greatly influences the way they interpret Islamic teachings (Muflihin, 2024). Referring to the Constructivist Theory developed by Piaget (1972), digital literacy-based learning allows students to build their own religious understanding through interaction with various information available online. However, without adequate digital literacy skills, students are at risk of receiving religious information uncritically, which can increase the potential for exposure to extreme narratives and hoaxes (Agusta, 2024; Prastyo & Inayati, 2022). Therefore, a more systematic approach is needed in integrating digital literacy into Islamic education to ensure that students can develop a balanced and rational understanding.

Furthermore, digital literacy in Islamic education can also be reviewed through the Critical Theory put forward by Habermas (1984). This perspective

highlights that digital literacy not only serves as a tool for obtaining information, but also as a means of liberating individuals from the dominance of biased or ideologically charged narratives. In this context, students who have a good level of digital literacy are not only able to distinguish credible sources of information, but can also develop a more reflective and inclusive way of thinking in understanding religious teachings. Thus, strengthening religious digital literacy in Islamic education is an urgent need so that students can have stronger critical power and be able to face information challenges in the digital era.

Understanding digital literacy plays a central role in shaping one's perspective on religion, especially in realizing a moderate understanding of Islam. Along with the rapid development of information technology, individuals are required to have skills in sorting, understanding, and evaluating various digital sources. In this context, the theory of constructivism put forward by Piaget and Vygotsky affirms that understanding is not formed passively, but rather through active interaction with the environment and the information received. Therefore, students who have a good level of digital literacy will be better able to filter religious information critically, so that they can avoid biased or extreme understandings (Muflihin, 2024).

However, not all individuals have sufficient ability to analyze digital information in depth. Lack of digital literacy skills can make students receive religious information without conducting a critical evaluation, which ultimately increases the risk of being exposed to extremist narratives or hoaxes. This can be explained through the critical theory

developed by Habermas, which emphasizes the importance of reflective thinking so that individuals are not easily influenced by certain ideologies spread through digital media (Agusta, 2024; Prastyo & Inayati, 2022). In an increasingly complex digital environment, without good analytical skills, individuals can easily be manipulated by misleading information.

Furthermore, in the perspective of media theory and digital literacy put forward by Potter (2010), digital literacy not only includes access to information technology, but also includes the ability to analyze and evaluate the messages received. If it is associated with Islamic education, this aspect becomes increasingly crucial considering the large amount of digital content that spreads invalid information or even contains extremist propaganda. Therefore, strengthening digital literacy in Islamic education is not just a necessity, but a strategic step to form students who are not only technologically literate, but also able to think critically and objectively in understanding Islamic teachings.

Religious moderation is a concept that emphasizes balance in understanding Islamic teachings, by avoiding extreme and excessive liberal tendencies (Anwar & Muhayati, 2021). In Islam, this concept is known as the *ummatan wasathan*, which describes the position of Muslims as a moderate, fair, and balanced group in carrying out religious teachings. This approach is in line with the theory of *maqāṣid al-sharī'ah*, which emphasizes that the main goal of sharia is to maintain human well-being in various aspects of life. In the world of education, religious moderation is a solution in facing challenges such as increasing intolerance and radicalism in the academic environment (Juwari,

2022). A moderate understanding of religion not only reflects a balance in the spiritual aspect, but also in the social aspect, so that it can form harmony in the midst of the diversity of society.

In line with the importance of moderation in religion, the application of this principle in the education system is an essential step. According to the theory of social constructivism put forward by Vygotsky, the learning process is not only influenced by the material taught directly, but also by the social interactions that occur in the educational environment. Therefore, integrating the values of moderation in the Islamic education curriculum, both in formal, informal, and non-formal education, is an important strategy in forming a more inclusive mindset (Juwari, 2022). However, in its implementation, the existing curriculum still does not fully accommodate religious moderation material comprehensively. For example, the 2013 Curriculum used at the secondary school level has not explicitly presented materials that support strengthening the understanding of religious moderation (Mas Rida, 2022).

The challenge in internalizing moderation values is increasingly complex with the advancement of digital technology that is changing the pattern of information distribution. Based on the theory of agenda setting, the media has a dominant role in shaping public opinion, including in religious discourse. The spread of fake news, the formation of radical communities on various social media platforms, and increasing ideological polarization are negative impacts that complicate efforts to strengthen religious moderation in the digital era (Aziz et al., 2023). Without a good understanding of digital literacy, individuals can easily be influenced by

extreme narratives that are widely circulated in cyberspace. Therefore, strengthening digital literacy is a key element in building a more inclusive and tolerant religious awareness.

However, technological developments also open up great opportunities for the spread of religious moderation values. From the perspective of digital communication theory, the use of online media can be an effective means of disseminating religious messages that emphasize inclusivity, tolerance, and balance. With the right communication strategy, digital content that prioritizes moderation can reach the public more widely and effectively. Therefore, the role of educational institutions and religious leaders is very important in optimizing digital technology as an educational medium that can form a more moderate religious understanding. Thus, religious moderation can not only be maintained in the context of formal learning, but can also be expanded through the use of increasingly developed digital technologies.

Perkembangan teknologi digital telah membawa dampak besar dalam berbagai aspek of life, including in the field of Islamic education and da'wah. According to the Theory of Constructivism developed by Piaget (1950) and Vygotsky (1978), learning is not just the transfer of information, but rather an active process in which individuals build their own understanding based on interaction with the environment. In this context, digital technology is a means that allows students to build their understanding of Islam in a more contextual way, through access to various resources, online discussions, and interactive multimedia (Ulfah et al., 2024; Ichsan, 2024). However, this theory also reminds that

without proper guidance, the process of constructing understanding can lead to misinterpretation, especially if the information obtained comes from an incredible source.

In addition to education, the use of digital technology also plays a role in expanding the reach of Islamic da'wah. Based on the Digital Communication Theory from McQuail (2010), the success of communication in digital media is highly dependent on the effectiveness of message delivery and interaction between communicators and audiences. Various social media platforms and technology-based learning tools have become effective means for Muslim scholars and leaders to convey religious messages in a more innovative and easily accessible way to the wider community (Andy Riski Pratama et al., 2024). Da'wah that was previously more conventionally carried out can now be accessed anytime and anywhere through videos, podcasts, and online discussions, allowing for more dynamic interaction between dai and worshippers (Ibnu Kasir & Syahrol Awali, 2024). However, in communication theory, the effectiveness of message delivery is also greatly influenced by the audience's perception of the credibility of the source. This is a challenge in itself, considering that there are many actors who claim religious authority in the digital space without having adequate competence.

On the other hand, although digital technology offers many benefits, major challenges are still faced in its implementation. The spread of inaccurate information, cybersecurity threats, and polarization of opinions on social media are some of the issues that need serious attention (Andy Riski Pratama et al., 2024). Agenda Setting Theory (McCombs & Shaw, 1972)

explains that the media has a role in shaping public opinion, including in the context of religion. Digital media is not only a means of disseminating information, but also a tool that can direct public perception of an issue. Thus, if the religious narratives that dominate the digital space are unbalanced, this can contribute to the polarization of society in understanding the teachings of Islam. Therefore, an approach that combines traditional and digital methods is considered the most effective strategy in strengthening the understanding and practice of Islamic teachings in the modern era (Andy Riski Pratama et al., 2024; Ibn Kasir & Syahrol Awali, 2024).

In this context, deeper reflection is needed on how digital da'wah can be more oriented towards dialogue and understanding rather than just the dissemination of information. The Social Interaction Theory (Mead, 1934) emphasizes that understanding is formed through continuous social interaction, not simply from passive consumption of information. Therefore, it is important for preachers and educators to not only master technology, but also understand effective communication strategies so that Islamic messages can be conveyed more inclusively and with a wide impact.

The Indonesian government has implemented various programs to improve digital literacy in religious contexts, including the Religious Moderation Program and the National Digital Literacy Movement (Prastyo & Inayati, 2022). Based on the Agenda Setting Theory, this policy aims to form public awareness of the urgency of moderation in religion, as well as a strategic step in facing various digital challenges, such as the spread of fake news, the formation of extreme groups in

cyberspace, and increasing polarization in religious discourse (McCombs & Shaw, 1972; Abdul Aziz et al., 2023).

As a concrete implementation, the Ministry of Religion collaborates with the National Library and various educational institutions in integrating the values of religious moderation into the formal and non-formal education system (Sumarto, 2021). This approach is in line with the Digital Socialization Theory, which states that interaction with technology and media plays a major role in shaping individual mindsets and values (Van Dijck, 2013). Therefore, through an education system that is adaptive to the digital era, it is hoped that a more moderate understanding of religion can develop among the community, especially the younger generation.

In addition to the policies launched by the government, research shows that digital literacy plays an important role in supporting religious moderation. In the perspective of the Theory of Uses and Gratifications, individuals not only act as passive recipients of information, but also have a tendency to actively choose and utilize media to meet their intellectual and social needs (Katz, Blumler, & Gurevitch, 1974). Thus, Generation Z has the potential to become agents of change that contribute to creating a healthier digital space, for example by building interfaith networks, disseminating positive educational content, and engaging in online discussion forums that prioritize an inclusive understanding of Islam (Jimmi Pindan Pute et al., 2023).

Although efforts to strengthen religious digital literacy continue to be made, there are still various challenges that need to be overcome. One of them is

the limitation of regulations that can control the spread of information in cyberspace, as well as the lack of public awareness of the importance of sorting out credible information. According to Digital Ecosystem Theory, strengthening religious moderation in the digital context cannot depend only on one party, but requires synergy between the government, academics, and religious leaders in building a more conducive digital environment (Nahon & Hemsley, 2013; Rahmi Yuningsih Puteri, 2025). Therefore, the evaluation and development of a more comprehensive digital literacy strategy is an important step in ensuring that technology is truly used as a means that strengthens moderate religious values.

Based on the literature review that has been carried out, there are a number of aspects that have not been studied in depth in previous research. One of the major gaps is the lack of empirical research that directly measures the effectiveness of religious digital literacy in shaping moderate Islamic understanding among students. So far, most of the available research is still conceptual and literature-based, so there is not enough empirical data to describe how digital literacy affects students' religious mindsets and attitudes. In addition, although social media has been recognized as an effective tool in disseminating the values of religious moderation, there are still limitations in research that specifically explores the best methods in the production and dissemination of religious content that are appropriate to the characteristics of the younger generation.

Furthermore, the integration of digital literacy in the Islamic education curriculum still faces various challenges.

Several studies have highlighted the importance of digital literacy in strengthening moderate Islamic understanding, but the curriculum currently being implemented, such as the 2013 Curriculum, has not explicitly included aspects of digital literacy in religious learning. This situation shows the need for a more in-depth study to design a learning model that is able to combine digital literacy with Islamic religious education more effectively and systematically.

In addition to the curriculum aspect, government policies and regulations related to digital religious literacy also receive less attention in academic studies. Programs such as Religious Moderation and the National Digital Literacy Movement have been initiated as an effort to increase awareness of the importance of digital literacy in religious life. However, research that comprehensively evaluates the effectiveness of these programs in addressing challenges such as the spread of hoax information, digital-based radicalism, and religious polarization is still very limited. Therefore, a study is needed that can assess the extent to which these policies contribute to shaping a more inclusive and moderate understanding of Islam, especially among students.

To address the research gaps that have been identified, a more evidence-based study is needed to gain a more comprehensive understanding of religious digital literacy and its impact on religious moderation. One approach that can be developed is empirical research that examines the extent to which digital literacy affects students' religious mindsets. A quantitative approach through surveys or experiments can be used to measure the relationship

between digital literacy levels and moderate religious attitudes. Meanwhile, a qualitative approach through in-depth interviews or case studies in educational institutions can provide more contextual insights into the implementation of digital literacy in Islamic religious learning.

In addition, the development of a digital literacy-based learning model combined with the concept of religious moderation also needs to be the focus of further research. Curriculum design based on digital literacy and supported by technology-based interactive learning methods can be an effective strategy in increasing inclusive religious understanding. This study can use a quasi-experimental method to test the effectiveness of the learning model in schools or colleges. Thus, this research is expected to be able to provide a deeper insight into the best strategies in implementing religious digital literacy in the formal education environment.

Furthermore, the study of optimal strategies in spreading the values of religious moderation through digital media is also an aspect that needs to be strengthened. Content analysis of various social media platforms can be used to identify the types of content that are most effective in conveying moderation messages to younger generations. In addition, social experiments can be conducted to compare the effectiveness of various digital communication strategies in promoting more inclusive and tolerant religious understanding.

Finally, the evaluation of government policies in strengthening digital religious literacy is an important aspect that should not be ignored. Further studies are needed to assess the extent to which the religious digital

literacy programs that have been implemented really have an impact on society. Using a policy evaluation approach, the effectiveness of programs such as Religious Moderation can be measured more systematically to understand its role in building awareness of religious moderation among students. Therefore, this research is expected to provide more comprehensive recommendations for the government and policy makers in designing strategies that are more adaptive and in accordance with the needs of the times in supporting religious digital literacy in Indonesia

DISCUSSION

The development of the digital era has brought significant changes in various aspects of life, including in the way individuals understand and practice religious teachings. Religious digital literacy is now one of the crucial factors in shaping a more moderate understanding of Islam. A person's ability to sort and evaluate religious information circulating in cyberspace greatly determines whether they can avoid hoaxes and extreme narratives that have the potential to be misleading.

Studies show that students with high levels of digital literacy are better able to identify credible sources of information and reject provocative and biased content (Agusta, 2024). Thus, digital literacy is not only a technical skill, but also plays a role in shaping a critical mindset that is in line with inclusive Islamic values.

However, in the midst of increasing access to digital information, the challenges in instilling religious moderation are also increasingly complex. The concept of moderation in Islam aims to maintain a balance in religion, avoiding extremist tendencies and overly liberal attitudes. Although this principle has been widely taught in

Islamic educational institutions, its implementation still faces various obstacles. One of the main obstacles is the educational curriculum that has not fully accommodated the values of moderation comprehensively (Juwari, 2022). In addition, social media and digital platforms often reinforce the polarization of religious opinions, where individuals are more likely to be exposed to information that matches their beliefs without verification or *tabayyun* (Hasanah & Sukri, 2023). Therefore, there needs to be a more systematic strategy in building a more balanced religious understanding in this digital era.

On the other hand, despite the challenges, the advancement of digital technology also provides great opportunities for Islamic education and *da'wah*. Digital media has opened up wider access to various learning resources, allowing people to delve into religious teachings through more interactive methods. Various platforms such as educational videos, podcasts, and online discussion forums have become effective means of disseminating a more contextual and open understanding of Islam (Rizal & Vella, 2024). With proper use, digital media can be a tool that supports the spread of Islamic values that are more inclusive and moderate.

In response to this dynamic, various policies have been designed to strengthen religious digital literacy. Programs such as Religious Moderation and the National Digital Literacy Movement have been introduced as an effort to increase public awareness of the importance of critically sorting out religious information (Prastyo & Inayati, 2022). Although these programs have had a positive impact, their success still depends on synergy between various

parties, including academics, educators, religious leaders, and the younger generation who are the main actors in the digital ecosystem.

Therefore, concrete steps are needed to strengthen a more moderate understanding of Islam in the digital space. One approach that can be applied is to integrate digital literacy into the Islamic education curriculum, so that students have the skills to critically assess religious information. In addition, the production of religious content based on moderation needs to be increased so that it can be an alternative to the flow of information that is not credible. Furthermore, cross-sectoral cooperation between academics, the government, and religious communities is key in creating a healthier digital ecosystem and supporting the spread of more contextual Islamic values.

With the right strategy and wise use of technology, digital literacy can be an effective tool in strengthening moderate Islamic understanding. Thus, inclusive Islamic values can continue to develop and remain relevant in the midst of the rapid flow of digital information.

CONCLUSION

Based on the literature review above, religious digital literacy has an important role in shaping a moderate understanding of Islam, especially among students. Islamic education needs to adopt a more adaptive strategy in dealing with digital challenges by integrating digital literacy into the curriculum. Moderate religious understanding is greatly influenced by digital literacy, especially in the face of increasingly complex information flows in the digital era.

An individual's ability to sort, assess, and understand various digital sources is the main factor in warding off hoaxes and extreme narratives that can affect religious understanding. This lack of skills can make students and society more vulnerable to biased and less credible information, thus forming unbalanced religious views.

In line with that, religious moderation is an important concept in building a harmonious religious understanding, avoiding individuals from extreme or excessive liberal attitudes. However, its application in the world of education still faces challenges, such as the limitations of the curriculum that has not fully integrated the values of moderation. In addition, digital media further complicates the situation with rampant misinformation and polarization of opinions, which has the potential to affect religious understanding and practices in society.

On the other hand, the development of digital technology also brings great opportunities for Islamic education and da'wah. Digital media allows for a wider and more interactive dissemination of Islamic teachings, provides easier access to learning materials, and strengthens a more inclusive religious narrative. Therefore, combining traditional and digital approaches is a strategic step so that Islamic values can still be conveyed in a relevant way with the development of the times without losing their essence.

To face this challenge, the government has implemented various policies to strengthen digital literacy in the religious context. However, the success of this initiative does not only depend on government policies, but also requires cooperation from various parties, including academics, religious

leaders, and the younger generation. With good synergy and wise use of technology, religious moderation can continue to be strengthened, so that inclusive and balanced Islamic values are maintained in the midst of the rapid flow of digital information.

This research will further examine the challenges and opportunities of digital religious literacy in forming a moderate understanding of Islam in the digital era, as well as provide strategic recommendations for educational institutions and policy makers.

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