

Strengthening Digital Literacy in Islamic Religious Education: A Systematic Literature Review

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Abstract

Rapid digital technological development has transformed learning practices, including Islamic Religious Education (IRE), requiring the strengthening of digital literacy integrated with Islamic values. This study aims to synthesize the development of digital literacy research in IRE learning through a Literature Systematic Review (LSR) approach based on PRISMA 2020. Data were obtained from 15 selected articles and analyzed thematically to identify concepts, implementation strategies, benefits, challenges, and research gaps. The findings show that digital literacy in IRE is not only limited to technical skills but also includes critical, ethical, and spiritual dimensions integrated with the values of tabayyun, amanah, and şidq. Digital literacy implementation is carried out through Learning Management Systems, interactive learning media, educational videos, and project- and problem-based learning models. The study also reveals improvements in learning motivation, critical thinking skills, religious literacy, and students' character building. However, challenges remain, including limited teacher competence, infrastructure constraints, and risks of misinformation. This research provides both conceptual and practical contributions for developing Islamic education learning in the modern digital era and serves as a reference for future research development in education.

Keyword: *Digital Literacy; Islamic Religious Education; Systematic Literature Review; PRISMA 2020; Islamic Character Education*

A. Introduction

The rapid advancement of digital technology has transformed various sectors of society, including education. This transformation has shifted the educational paradigm from teacher-centered instruction toward more flexible, collaborative, and learner-centered approaches. In practice, digital platforms, internet-based learning resources, and educational applications have become integral components of teaching and learning across all levels of education. Consequently, both educators and students are expected to possess adequate digital literacy competencies to utilize technology effectively, critically,

creatively, and responsibly (Mardeli et al., 2025; Pratiwi et al., 2024; Ramadhaniah et al., 2026).

Digital literacy extends beyond the technical ability to operate digital devices. It encompasses the capacity to access, comprehend, analyze, evaluate, create, and disseminate information ethically. These competencies constitute essential twenty-first-century skills that underpin critical thinking, problem-solving, communication, and collaboration. Within educational settings, digital literacy serves as a fundamental prerequisite for developing innovative, adaptive, and technology-responsive learning environments. Accordingly, strengthening digital literacy has become a strategic priority for improving educational quality (Andora et al., 2026; Ramadhaniah et al., 2026; Yustikasari et al., 2026).

In the context of Islamic Religious Education (IRE), the significance of digital literacy is even more pronounced. IRE is concerned not only with the transmission of religious knowledge but also with fostering moral character, ethical conduct, and the internalization of Islamic values. At the same time, students increasingly obtain religious information through digital media, including social networking platforms, websites, online videos, and internet-based applications. While these resources offer unprecedented access to religious knowledge, they also present significant challenges, as not all online religious content is academically credible or grounded in recognized scholarly authority. Without adequate digital literacy, students may become vulnerable to misinformation, disinformation, hate speech, and extremist religious interpretations (Abadi et al., 2025; Andrini et al., 2026; Pratama et al., 2026; Saputra & Syahputra, 2021).

Strengthening digital literacy within IRE therefore represents a crucial strategy for equipping students with the ability to critically evaluate, verify, and interpret religious information using credible and authoritative sources. Moreover, integrating digital literacy into IRE promotes more interactive learning through the use of digital media, instructional videos, learning management systems, digital libraries, and various educational applications that enhance student motivation and engagement. The effective integration of technology not only improves learning outcomes but also supports the cultivation of moderate, tolerant, and contextually relevant Islamic values within an increasingly digital society (Ivanda et al., 2026; Juliadi et al., 2025; Muttaqin & Rahmatillah, 2026; Nurdiah, 2025).

A growing body of research has examined the implementation of digital literacy in education, including Islamic Religious Education. Several studies have demonstrated the effectiveness of digital learning media in improving learning outcomes, learning motivation, religious literacy, and students' critical thinking skills (Muttaqin & Rahmatillah, 2026; Nurdiah, 2025; Ramadhaniah et al., 2026). Other studies have emphasized teachers' digital competence as a determining factor in the successful integration of educational technology (Nurhakim et al., 2025; Saputra & Syahputra, 2021). In addition, previous research has identified several barriers to implementing digital literacy, including inadequate infrastructure, limited digital competence among educators, unequal access to technology, and ethical issues associated with the use of digital media (Anisa & Usman, 2025; Muttaqin & Rahmatillah, 2026; Pratiwi et al., 2024). Nevertheless, these studies remain fragmented, as they focus on specific aspects of digital literacy using diverse contexts and methodological approaches.

Despite the increasing number of studies, comprehensive syntheses addressing digital literacy enhancement in IRE remain limited. Most existing research employs case studies, field research, surveys, action research, or conventional literature reviews, resulting in context-specific findings that provide limited insight into broader publication trends, implementation strategies, enabling factors, challenges, and future research directions (Andrini et al., 2026; Ivanda et al., 2026; Juliadi et al., 2025; Saputra & Syahputra, 2021). This gap highlights the need for a systematic synthesis capable of integrating existing evidence into a more comprehensive and coherent understanding of the field.

In response to this need, a Systematic Literature Review (SLR) provides an appropriate methodological approach for identifying, evaluating, and synthesizing existing research in a systematic, transparent, and rigorous manner. Using this approach, the present study aims to map publication trends, examine key concepts, identify strategies for strengthening digital literacy, analyze its implementation in Islamic Religious Education, explore its educational benefits, investigate implementation challenges, and identify research gaps requiring further investigation. The findings are expected to provide a conceptual foundation for developing digital literacy-based IRE learning models while offering practical insights for educators, researchers, and policymakers seeking to enhance educational quality in the era of digital transformation.

Accordingly, this study seeks to provide a comprehensive overview of strengthening digital literacy in Islamic Religious Education through a Systematic Literature Review. Beyond enriching the scholarly discourse on

Islamic education, the study is expected to generate practical recommendations for developing more effective, adaptive, and character-oriented learning practices that respond to the demands of the digital age.

B. Method

This study employed a Systematic Literature Review (SLR) to identify, evaluate, and synthesize previous research on strengthening digital literacy in Islamic Religious Education (IRE). The SLR approach was selected because it enables the systematic, transparent, and reproducible synthesis of scientific evidence, making it well suited for mapping research developments and identifying existing research gaps (Page et al., 2021; Snyder, 2019). The review process followed the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which comprise the stages of identification, screening, eligibility, and inclusion (Page et al., 2021).

Research Design

This study adopted a Systematic Literature Review (SLR) design to systematically identify, evaluate, and synthesize empirical evidence related to digital literacy enhancement in Islamic Religious Education. The approach facilitates a rigorous and transparent review process, ensuring that the findings are comprehensive, reproducible, and suitable for identifying emerging research trends and gaps in the existing literature (Page et al., 2021; Snyder, 2019).

Literature Search Strategy

The literature search was conducted in June 2026 using the Scopus, Web of Science (WoS), ERIC, Google Scholar, and Garuda databases. The search employed the following combination of keywords: ("digital literacy" OR "digital competence" OR "digital learning") AND ("Islamic Religious Education" OR "Islamic Education" OR "Pendidikan Agama Islam") AND ("learning" OR "instruction" OR "education") The Boolean operator AND was used to combine the primary concepts, while OR was applied to broaden the search by incorporating synonymous terms (Booth et al., 2022).

Inclusion and Exclusion Criteria

Articles were screened according to the inclusion and exclusion criteria presented in Table 1.

Table 1

Inclusion and Exclusion Criteria

Aspect	Inclusion Criteria	Exclusion Criteria
Topic	Digital literacy in Islamic Religious Education (IRE) or Islamic education	Not relevant to the research topic
Publication	Peer-reviewed journal articles	Conference proceedings, theses, dissertations, books, and editorials
Publication Year	2020–2026	Published outside the 2020–2026 period
Language	Indonesian and English	Languages other than Indonesian and English
Accessibility	Full-text articles available	Full text unavailable
Other	Relevant to the research objectives	Duplicate articles

Article Selection and Data Analysis

The article selection process followed the PRISMA 2020 framework, beginning with the removal of duplicate records, followed by title and abstract screening, full-text eligibility assessment, and the final inclusion of studies that satisfied all predefined criteria. Based on this procedure, 15 articles were selected for analysis. To ensure the quality and methodological rigor of the review, each article was critically appraised using indicators adapted from the Joanna Briggs Institute (JBI) Critical Appraisal Checklist (Aromataris & Munn, 2020). The extracted data were subsequently analyzed through thematic analysis, involving systematic coding, category development, theme identification, and narrative synthesis to identify recurring patterns, similarities, differences, and existing research gaps concerning the strengthening of digital literacy in Islamic Religious Education (Braun & Clarke, 2006).

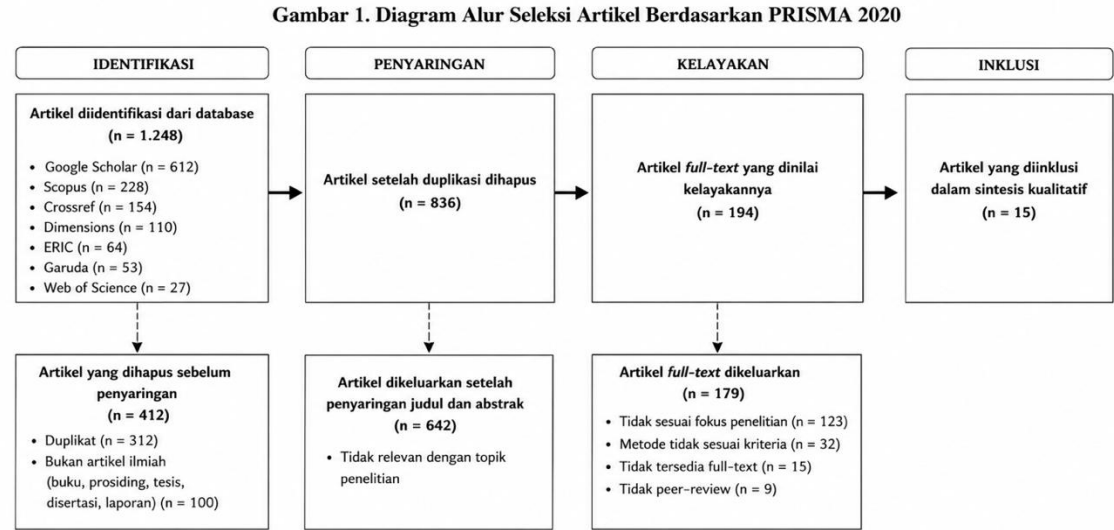
C. Results and Discussion

1. Results

Article Selection and Characteristics

This study followed the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to identify, screen, and select relevant studies. The literature search was conducted using the Scopus, Web of Science, ERIC, Dimensions, Crossref, Google Scholar, and Garuda databases with search terms related to digital literacy, digital learning, and Islamic Religious Education. The selection process consisted of four stages: identification, screening, eligibility, and inclusion. The article selection process is illustrated in Figure 1.

Figure 1. PRISMA 2020 Flow Diagram of the Article Selection Process



The selection process resulted in 15 articles that met the predefined inclusion criteria and were included in the final analysis. These studies were published between 2021 and 2026 and employed various research designs, including Systematic Literature Review (SLR), literature review, library research, qualitative research, mixed methods, and Community Service (PkM). The characteristics of the selected studies are presented in Table 2.

Table 2
Characteristics of the Selected Studies

No.	Author(s) (Year)	Method	Research Focus	Key Findings (Summary)
1	Mardeli et al. (2025)	SLR	Islamic digital literacy	The integration of digital literacy and Islamic values enhances the

				quality of Islamic Religious Education.
2	Saputra & Syahputra (2021)	Library Research	Digital literacy	Teachers play a central role in fostering a culture of digital literacy.
3	Juliadi et al. (2025)	Literature Review	Digital literacy and character	Digital literacy strengthens character development and student participation.
4	Pratama et al. (2026)	Library Research	Religious misinformation	The principle of <i>tabayyun</i> improves the verification of religious information.
5	Muttaqin & Rahmatillah (2026)	Qualitative	Digital implementation in senior high schools	Digital learning is effective but constrained by infrastructure and digital competence.
6	Ivanda et al. (2026)	Library Research	Islamic character development	Digital technology supports the strengthening of Islamic character.
7	Pratiwi et al. (2024)	Literature Review	Learning innovation	Digital literacy enhances creativity and critical thinking skills.
8	Andrini et al. (2026)	Library Research	Teachers' instructional strategies	Teachers employ digital literacy to facilitate contextual understanding.
9	Nurdiah (2025)	Mixed Methods	Religious literacy	Digital literacy improves students' religious literacy and learning engagement.
10	Ramadhaniah et al. (2026)	Literature Review	Digital literacy in Islamic Religious Education	Digital literacy improves learning accessibility and instructional effectiveness.

11	Anisa & Usman (2025)	Literature Review	Challenges of digital implementation	Teachers' digital competence and infrastructure remain inadequate.
12	Yustikasari et al. (2026)	SLR	Islamic values and digital literacy	Islamic values reinforce digital literacy and character development.
13	Andora et al. (2026)	Literature Review	Twenty-first-century (4C) skills	Digital literacy enhances the 4C competencies and promotes digital ethics.
14	Abadi et al. (2025)	Library Research	Islamic media literacy	The principles of <i>tabayyun</i> and <i>amanah</i> strengthen resilience against misinformation.
15	Nurhakim et al. (2025)	Community Service (PkM)	Teachers' digital competence	Professional training improves teachers' digital competencies.

Source: Authors' data analysis.

As shown in Table 2, research on digital literacy in Islamic Religious Education has increased considerably during the 2025–2026 period. Most studies employed literature reviews, Systematic Literature Reviews, and library research, whereas empirical investigations remain relatively limited. The predominant research themes include the implementation of digital literacy, teachers' digital competence, the use of digital learning media, the integration of Islamic values, and character development. These findings suggest that digital literacy in Islamic Religious Education has evolved into a multidimensional field that integrates technological, pedagogical, and Islamic value-based perspectives.

Thematic Synthesis of Digital Literacy Enhancement in Islamic Religious Education

The synthesis of the 15 selected studies identified seven major themes related to strengthening digital literacy in Islamic Religious Education (IRE): (1) the concept of digital literacy, (2) instructional implementation strategies, (3) the role of teachers, (4) the use of digital media, (5) the integration of Islamic values, (6) character development, and (7) the enhancement of religious literacy. These

themes emerged through thematic analysis based on recurring patterns and shared findings across the reviewed studies.

The synthesis indicates that digital literacy in IRE is conceptualized as a multidimensional competence encompassing the ability to access, evaluate, manage, and utilize digital information critically, ethically, and responsibly. Its implementation is supported through a range of technology-enhanced instructional approaches, including Learning Management Systems (LMS), digital learning media, Project-Based Learning (PjBL), Problem-Based Learning (PBL), instructional videos, and educational social media platforms. Within this context, teachers assume multiple roles as facilitators, mediators, information curators, and role models in fostering a responsible digital culture.

A distinguishing characteristic of digital literacy in IRE is the integration of Islamic values, including *tabayyun*, *amanah*, *sidq*, digital ethics, and religious moderation. These values are incorporated to strengthen students' religious character while enhancing their ability to access, evaluate, and verify religious information critically. A summary of the thematic synthesis is presented in Table 2.

Table 3
Thematic Synthesis of Digital Literacy Enhancement in Islamic Religious Education

Major Theme	Synthesis of Research Findings
Concept of digital literacy	Digital literacy encompasses technical competence, critical thinking, digital ethics, and the responsible use of information in accordance with Islamic values.
Implementation strategies	Implemented through Learning Management Systems (LMS), digital learning media, Project-Based Learning (PjBL), Problem-Based Learning (PBL), instructional videos, and educational social media.
Role of teachers	Teachers serve as facilitators, mediators, information curators, and role models in promoting the responsible use of digital technology.
Use of digital media	Digital platforms improve learning accessibility, instructional interaction, creativity, communication, and student collaboration.
Integration of Islamic values	Digital literacy is reinforced through the application of <i>tabayyun</i> , <i>amanah</i> , <i>sidq</i> , digital ethics, and religious moderation.

Character development	Digital literacy supports the development of religious character, responsibility, tolerance, discipline, and critical thinking.
Enhancement of religious literacy	Students become better equipped to access, evaluate, and verify religious information critically while reducing their susceptibility to misinformation and disinformation.

As summarized in Table 3, these seven themes are closely interconnected in strengthening digital literacy within Islamic Religious Education. Collectively, they integrate digital competencies, technology-enhanced instructional strategies, teachers' professional roles, the effective use of digital media, and Islamic values to foster students' digital competence, religious character, and religious literacy.

2. Discussion

Conceptualizing Digital Literacy in Islamic Religious Education Learning

The synthesis findings indicate that digital literacy in Islamic Religious Education (IRE) has evolved beyond the basic ability to operate digital technologies into a multidimensional competency encompassing information literacy, critical thinking, digital ethics, and the responsible use of technology. This finding is consistent with the concept of digital literacy proposed by Gilster (1997), further developed by Eshet-Alkalai (2004), and aligned with the UNESCO (2018) Digital Competency Framework, which emphasizes the integration of knowledge, skills, and values in the use of digital technologies.

Unlike digital literacy in general educational settings, digital literacy within IRE incorporates Islamic values, including *tabayyun* (verification of information), *amanah* (trustworthiness), *sidq* (truthfulness), and ethical conduct in digital communication. This integration broadens the role of digital literacy beyond enhancing students' digital competencies to fostering religious character and developing the capacity to critically evaluate religious information. These findings reinforce the view that strengthening digital literacy should be accompanied by character education to ensure that learners use technology responsibly (Redecker, 2017).

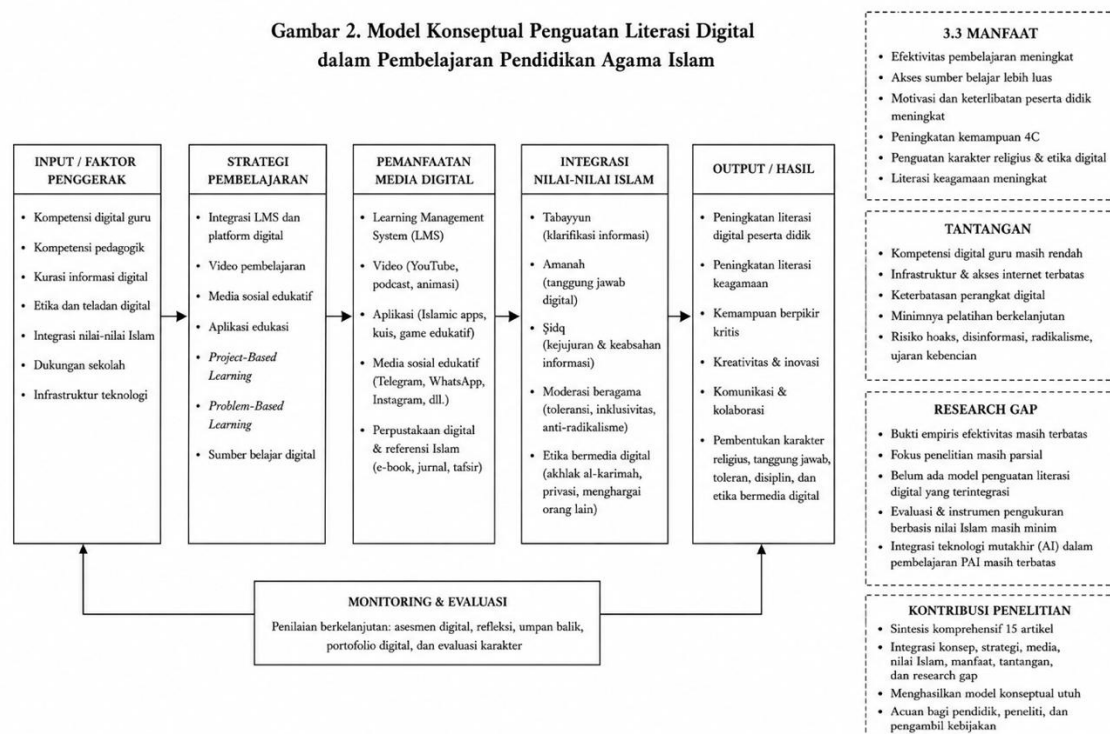
The synthesis also reveals considerable variation in the implementation of digital literacy. Some studies emphasize the development of teachers' digital competencies and technology-based instructional innovation, whereas others focus primarily on strengthening religious character and religious literacy.

Several studies further report that the effectiveness of digital literacy initiatives remains contingent upon teachers' competencies, the availability of technological infrastructure, and institutional support. These findings suggest that successful implementation requires a synergistic integration of technology, pedagogy, and the learning environment (Mishra & Koehler, 2006).

The findings also reinforce the Technological Pedagogical Content Knowledge (TPACK) framework, which identifies teachers' competencies as the central factor in integrating technology with instructional practice. Within the context of IRE, this framework is extended through the internalization of Islamic values, ensuring that technology integration not only enhances instructional quality but also contributes to students' character development and religious literacy.

Based on this synthesis, the present study proposes a conceptual model that integrates five key components: teachers' digital competence, technology-based instructional strategies, the utilization of digital media, the internalization of Islamic values, and learning outcomes. The conceptual model is presented in Figure 2.

Figure 2. *Conceptual Model for Strengthening Digital Literacy in Islamic Religious Education Learning*



The conceptual model illustrates that strengthening digital literacy is an integrated process that connects technology, pedagogy, and Islamic values within a unified framework. Unlike previous studies, which have generally examined technological aspects, teacher competence, or Islamic values independently, this study offers a comprehensive synthesis that brings these five components together into a single conceptual model. Accordingly, the study makes a conceptual contribution by proposing an integrated framework for strengthening digital literacy that may serve as a reference for the development of Islamic Religious Education learning and future research in this field.

Implications, Challenges, and Conceptual Contributions

The synthesis findings demonstrate that the implementation of digital literacy in Islamic Religious Education (IRE) contributes to improving instructional quality by utilizing technology as a learning resource, an interactive learning medium, and a means of fostering twenty-first-century skills. The integration of Islamic values into digital literacy further strengthens students' religious character while enhancing their ability to critically and responsibly evaluate information (Redecker, 2017; UNESCO, 2018).

Nevertheless, the effectiveness of digital literacy implementation continues to face several challenges. While some studies report that technology integration enhances students' motivation and engagement, others identify limited teachers' digital competence, inadequate technological infrastructure, and unequal access to digital resources as persistent barriers. These findings suggest that the success of digital literacy initiatives depends not only on technological availability but also on human resource readiness, institutional support, and conducive learning environments (Falloon, 2020; Mishra & Koehler, 2006).

The synthesis also identifies a notable research gap. Existing studies have predominantly focused on conceptual discussions or partial implementation, whereas empirical investigations examining the effectiveness of digital literacy models across different levels of Islamic education remain limited. Moreover, relatively few studies have integrated teachers' digital competence, technology-based instructional strategies, digital media utilization, and the internalization of Islamic values within a comprehensive conceptual framework (Ng, 2012).

Drawing on these findings, this study makes a conceptual contribution by proposing a digital literacy enhancement model that integrates five key components: teachers' digital competence, technology-based instructional

strategies, the utilization of digital media, the internalization of Islamic values, and the development of students' religious character. By bringing these interrelated dimensions into a unified framework, the proposed model extends previous studies that have generally examined each component independently and offers a more comprehensive conceptual foundation for advancing Islamic Religious Education in the digital era.

From a practical perspective, the findings suggest that strengthening digital literacy requires coordinated efforts to enhance teachers' digital competencies, improve technological infrastructure, develop innovative digital learning resources, and systematically integrate Islamic values throughout the instructional process. Accordingly, digital literacy should be understood not merely as technological proficiency but as a pedagogical approach that simultaneously promotes digital competence, religious literacy, and the sustainable development of students' religious character.

E. Conclusion

Based on the findings of the Systematic Literature Review (SLR) of 15 selected articles, this study concludes that strengthening digital literacy in Islamic Religious Education (IRE) has evolved into an educational approach that integrates digital competence, technology-based instructional strategies, and Islamic values. Digital literacy not only enhances instructional effectiveness and students' critical thinking skills but also contributes to the development of religious character and religious literacy. Nevertheless, its implementation continues to face challenges, particularly those related to teachers' limited digital competence, inadequate technological infrastructure, and unequal access to digital technologies.

This study makes a conceptual contribution by presenting a synthesized framework that integrates teachers' digital competence, instructional strategies, digital media utilization, and the internalization of Islamic values within a unified model for strengthening digital literacy. The proposed framework is expected to serve as a reference for advancing Islamic Religious Education and to provide a foundation for future research on digital literacy in Islamic educational contexts.

Strengthening digital literacy in Islamic Religious Education requires continuous efforts to enhance teachers' digital competencies, improve technological infrastructure, and integrate digital literacy into curricula that promote character development and Islamic values. Future research is

encouraged to empirically validate the proposed digital literacy model across different levels of Islamic education and to examine the educational potential of emerging technologies, such as Artificial Intelligence (AI), in the teaching and learning of Islamic Religious Education.

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