

# Implementation of Internet-Integrated Qur'an Hadith Teaching Materials to Improve Digital Literacy of Students MAS Miftahussalam Demak Regency

Zarkasi<sup>1</sup>

<sup>1</sup>MAS Miftahussalam Wonosalam Demak

Jl. P. Diponegoro no. 59 Wonosalam Demak Jawa Tengah 59571, Indonesia. Telp. (0291) 691003

Corresponding author

<sup>1</sup>zarkasi.624@gmail.com

**Abstract:** This article contains the implementation of internet-integrated Qur'an hadith teaching materials to improve the digital literacy of MAS Miftahussalam students in the Demak Regency. The method used is qualitative research; observation, interviews, and documentation carry out data collection techniques; researchers use miles and Huberman model data analysis methods: data reduction, data presentation, and concluding. Research shows that students have a relatively high level of digital literacy when measured using Bawden's conception. This is seen from essential digital literacy skills, and all students can connect to various platforms intended to follow the learning of the Qur'an hadith online, then use Google Slides technology to open the specified PowerPoint. In the second aspect, background information knowledge, almost all learners can search for learning supplements in the form of material and find their relevance to the assessment provided in the google form. In the third aspect, the primary competence of digital literacy, most students can identify keywords from the material and re-explain the concept of the material in the concept map they made. Almost all learners can complete all assigned tasks on the attitudes and perspectives of information users.

**Keywords:** Qur'an hadith, Internet-integrated teaching materials, digital literacy.

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## Introduction

The Minister of Religious Affairs of the Republic of Indonesia said that in the current Covid-19 era, educators must carry out online learning by utilizing the world of technology; if Madrasah Teachers and Education Personnel (GTK) understand and have experience in utilizing technology, then online learning will be very effective, the world of education, especially in madrasahs, is still relatively slow in adopting technology. As a result, a learning loss will result in learners losing knowledge and skills, either general or particular.

The occurrence of the Covid-19 pandemic that has hit the world is the cause of changes in people's social behavior in the field of Islamic religious education, Islamic religious learning activities through social media are increasing as offline

learning shifts to online, while the restriction of physical activity is also a driver of increasing online activities, Islamic education and teaching began to shift from traditional face-to-face to online teaching, the role of educational institutions no longer monopolizes Islamic religious education, finally, Islamic religious education due to the Covid-19 pandemic takes more sources from popular religious studies videos that are posted on social media, YouTube, Facebook, and so on, the shift in the authority of Islamic religious education can be seen in three aspects: popularity, themes, and learning models, weak paradigms and traditional educational authorities make opening up new spaces for religious learning Islam (Maemonah et al., 2022).

Online learning in Indonesia is mandated in general education through the Decree of the Minister of Education and Culture Number 4 of

2020 and the Decree of the Secretary-General Number 15 of 2020. The regulation was then refined by Joint Decree Number 516 of 2020, which regulates the learning process in schools or madrasahs during the Covid-19 pandemic. The classic synchronous system is usually done using the Zoom or Google Meet platforms with a schedule according to the curriculum. The asynchronous system allows students to access religious learning content from various sources, such as YouTube. In the Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards 2021, religious education in Indonesia is a compulsory subject that must be taught at every level of education, both under the Ministry of Education and Culture and the Ministry of Religion. Islamic Religious Education in Madrasah is divided into four subjects of the PAI family: the Qur'an hadith, Fiqih, Aqidah Akhlak, and Islamic Cultural History.

Learning Islamic religious education is usually still dominated by classical methods and media and has yet to be able to take advantage of technological developments. As happened in Demak Regency, most hadith Qur'an educators are already classified as seniors and approaching retirement age. This problem could be solved by developing programs at MGMP but with high enthusiasm for learning to learn from each other. This is one of the causes of the lack of technological or internet-nuanced learning innovations (Zarkasi Zarkasi, 2021). There are several references to learning media, including interactive multimedia using PowerPoint, which can also be used. However, it cannot be a solution when Covid-19 hits because almost all students in madrasahs need laptops or computers to access these media. Hence, they need to be developed into media that can be reached using Android because most students already have gadgets (Zarkasi & Taufik, 2019).

In addition to media and teaching materials that need to be enriched and adapted to the conditions (differentiation) of students, educators should also look for and apply learning models such as *problem-based learning* (PBL), inquiry, and so on so that the learning of the Qur'an hadith is more accurate because it is unified, contextual and fun to

learn and trains students to think critically following the demands of 21st-century learning (Muvid et al., 2022). The covid-19 pandemic outbreak that hit the world and also hit Indonesia forced an acceleration of digital transformation. This is not easy to achieve because Indonesia's digital literacy level still needs to be higher. This is evidenced by the fact that there are still many people who have yet to be able to identify the existence of hoax news. Indonesia is ranked 56th out of 63 countries in the IMD World Digital Competitiveness Ranking 2019. Therefore, the solution to increasing the digital literacy of the Indonesian people is to hold sustainable activities even with a process that is not short (Rochadiani et al., 2020).

Digital literacy competence is also crucial for students because, during Covid-19, the number of hoaxes spread is massive and continues to grow. The most spreading hoax news is the millennial generation. The occurrence of the Covid-19 pandemic inevitably also changed the learning process of the Qur'an hadith, which was initially face-to-face (offline) to online. So that digital literacy competence has a close relationship with the implementation of online learning of the Qur'an hadith. Research needs to be carried out to determine the level of digital literacy in online learning participants. One of the references for measuring the level of digital literacy is Bawden's conception, which divides digital literacy competencies into four aspects (Irhandayaningsih, 2020). Fundamental advanced digital literacy competencies have ten stages: accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating, and collaborating (Asari et al., 2019).

The Internet has become an inseparable part of our lives. Today, where a new concept has emerged. This concept is Digital Literacy. We can define digital literacy as the ability to generate information using digital technology. Digital literacy skills are one of the most critical skills individuals should have in this day and age. Nowadays, learners and educators are introduced to digital tools for learning, reading, and writing (Yildiz, 2020).

Hutson explained that teaching materials are learning resources used by educators to deliver learning that can support the learning process and increase student success. Ideally, the teaching materials will be adapted to the content used by the educator for learners in the classroom in different forms and types. However, all have the same learning objectives (Farhana et al., 2021). However, in the context of the Covid-19 pandemic in Indonesia, students, parents, and educators should also provide support and positive direction to students on the Internet. One of the strategies that can be done in parenting *mediation*. This finding is an *entry point* for stakeholders to pay more attention to the use of the Internet in students to feel the importance of digital literacy and self-control skills in online behavior (Purnama et al., 2021).

The internet-integrated Qur'an hadith teaching materials used to improve the digital literacy of MAS Miftahussalam Demak students are teaching materials containing PowerPoint, concept maps, and material explanation links via Youtube, LKPD, and pdfs of written teaching materials that are summarized into one sheet and all can be accessed using gadgets by students.

### Materials and Methods

This research uses qualitative research methods or research aimed at describing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups. Observation, interviews, and documentation carry out data collection techniques to find out how internet-integrated Qur'an hadith teaching materials improve the digital literacy of MAS Miftahussalam Demak students. Researchers use miles and Huberman's model data analysis method, which includes three activities: data reduction, data presentation, and conclusion drawing (Sukmadinata, 2021).

### Results and Discussion

It is time for educators to be active and creative, and innovative in using digital media because digital competence in the madrasa environment still needs to improve. This industrial revolution 4.0 makes the development of science and technology continue to move quickly and increasingly sophisticated. Information is getting faster and more abundant but cannot be used to develop one's potential, including in the world of education, especially learning al-Qur'an hadith. Digital literacy for educators will undoubtedly have many benefits, such as rich information, developing skills, making digital media, etc. In learning the Qur'an hadith, the digital literacy competence of educators can answer the challenges in learning in the era of the industrial revolution 4.0, while the goal achieved in al-Qur'an hadith based on digital literacy is that educators become more literate and friendly with technology, facilitate the work of educators, and finally can expand the knowledge and skills of students. The subjects of this study were students in MAS Miftahussalam Demak Regency, Central Java Province, Indonesia. The importance of developing teacher competencies, especially digital literacy, has a positive impact on understanding and skills in using digital media, especially for educational media. Digital literacy, especially for educators who are elderly, most do not effectively understand using digital information media. Digital learning must be applied because it is a practical solution to building digital literacy competencies for educators with only H.R. characters to advance education in Indonesia, especially in Madrasah.



Figure 1. The concept of teaching materials for the Qur'an hadith integrated Internet

The picture above is a concept of teaching materials for the al-Qur'an hadith integrated with the Internet to improve students' digital literacy at MAS Miftahussalam, Demak Regency. The teaching materials made contained an explanation of the material presented on Youtube. This teaching material also contains a concept map (mind map) which is a summary of the material to be discussed and is also accompanied by pictures, after that the teaching material also contains assessments (attitudes, knowledge, and skills) packaged in the Google form, besides that in this teaching material is also included with PowerPoint which contains material explanations and pdf teaching materials.



Figure 2. Examples of teaching materials that have been integrated with the Internet

The teaching process is expected to be an alternative solution to overcome the deference of MAS Miftahussalam students, Demak Regency. This teaching material can facilitate differences in student learning styles and can also be used to overcome variations in the learning speed of each student.

When this teaching material was implemented in class XII science and social studies MAS Miftahussalam Demak, the response was very satisfactory. It was known from the total number of students who worked on the assessment through google forms, both assessment attitudes, knowledge, and skills. Then the outstanding response was also evidenced by the number of viewers on the Youtube channel, which contained an explanation of the material. It was also coupled with various comments written by students in the comments column on the Youtube channel.

The reference used to measure the level of digital literacy of MAS Miftahussalam Demak

students is Bawden's conception. Bawden divides digital literacy competencies into four stages. The research successfully showed that MAS Miftahussalam Demak students have a reasonably high level of digital literacy when measured using Bawden's conception. This is seen from the aspect of essential digital literacy skills. All MAS Miftahussalam students can connect to various platforms intended to follow the learning of al-Qur'an hadith online, then can use Google Slides technology to open the specified PowerPoint.

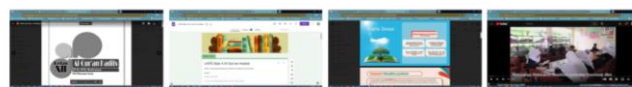


Figure 3. Content of internet-integrated teaching materials

In the second aspect, namely the background knowledge and information section, all students of MAS Miftahussalam Demak Regency can find learning supplements in the form of material and find their relevance to the assessment provided in the google form. Google forms are very effectively used to conduct assessments on learners, especially when created creatively and innovatively (Moon & Zainiyati, 2020; Wade & Tambunan, 2022).

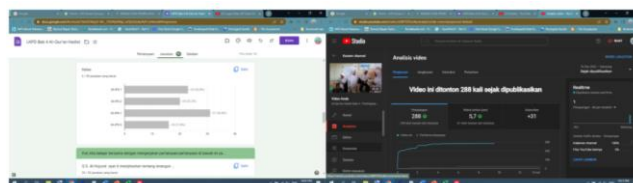


Figure 4. Learners accessing learning and assessment videos

In the third aspect, the primary competence of digital literacy, most MAS Miftahussalam students can identify keywords from the material and re-explain the concept of the material in a concept map made by all students. Mind maps have effectively improved students' creativity and critical thinking skills (Zarkasi Zarkasi, 2022). Regarding attitudes and perspectives of information users, almost all MAS Miftahussalam Demak Regency students can complete all the tasks.

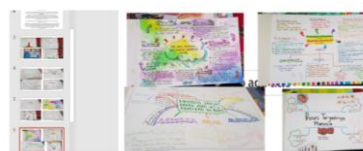


Figure 5. Post-learning mind map

This teaching material can be used online, offline, or in blended learning. Although this teaching material is relatively simple, it can be a solution for madrasahs that experience limitations because they have limited computers/laptops, as well as for students who do not have a laptop because they use the gadgets they have.

In addition, the teaching materials used can improve the competence essential to the advanced digital literacy of students, which includes ten stages, namely: accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating, and collaborating.

### Conclusions

The reference used to measure the level of digital literacy of MAS Miftahussalam students in Demak Regency is Bawden's conception. Bawden divides digital literacy competencies into four stages. The research successfully showed that students have a relatively high level of digital literacy when measured using Bawden's Conception. This is seen from the aspect of essential digital literacy skills. All students can connect to various platforms intended to follow the learning of the Qur'an hadith online, then can use google slide technology to open the specified PowerPoint. In the second aspect, background information knowledge, almost all learners can search for learning supplements in the form of material and find their relevance to the assessment provided in the google form. In the third aspect, the primary competence of digital literacy, most students can identify keywords from the material and re-explain the material's concept in the concept map they made. Almost all learners can complete all assigned tasks on the attitudes and perspectives of information users.

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