

Moderating Islamic Education Through the Digital Literature Movement in Madrasah

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ABSTRACT

The era of the Industrial Revolution 4.0 is marked by the massive development of information technology and the ease with which information can be spread without any filter, this convenience is used by certain circles to spread and propagate extreme religious understanding. This study aims to examine the urgency of digital literacy in order to seek moderation of Islamic education. The method used in this study is a literature review with content analysis techniques. The conclusion of this study is that digital literacy skills are very important in efforts to moderate Islamic education, as a preventive effort in warding off intolerance and dangerous understanding in the name of religion, so it needs to be developed in the madrasah environment. Basic and advanced digital literacy competencies that need to be trained and promoted are summarized in ten stages, namely: accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating, and collaborating

Keywords: Literacy, Digital, Islamic Moderation, Education

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INTRODUCTION

The era of the industrial revolution 4.0 brought major changes to the communication media used by humans, the development of media is currently experiencing digital technology disruption. Disruption of digital technology is an era of fundamental innovation and massive change due to the presence of the internet and digital technology, changing the system that occurs in Indonesia and globally. This media disruption also brings changes in human communication patterns. (Mustaqim, 2020).

The development of the digital world can lead to two opposing sides in relation to the development of digital literacy. The development of digital devices and access to information in digital form has both challenges and opportunities. The challenge is unhealthy internet behavior, which is indicated by the spread of hoax news or information, hate speech, and intolerance on

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social media. These things are certainly a big challenge for parents, who have a responsibility and an important role in preparing the 21st century generation, a generation that has digital competence.

The results of the study reported by Mitchell Kapoor show that the younger generation who have the expertise to access digital media, currently have not matched their ability to use digital media for the purpose of obtaining self-development information. This is also not supported by the increasing number of materials/information presented in digital media with various types, relevance, and validation (Hagel, 2012).

Every individual needs to understand that digital literacy is an important thing needed to be able to participate in today's modern world. Digital literacy is as important as reading, writing, arithmetic, and other disciplines. The generation that grew up with unrestricted access to digital technology has a different mindset than previous generations. Everyone should be responsible for how to use technology to interact with the environment. Digital technology allows people to interact and communicate with family and friends in everyday life. Unfortunately, today's virtual world is increasingly filled with content that smells of fake news, hate speech, and radicalism, and even fraudulent practices. The existence of negative content that destroys the current digital ecosystem can only be prevented by building awareness from each individual.

Digital literacy means being able to process various information, being able to understand messages and communicate effectively with others in various forms. In this case the form in question includes being creative, collaborating, communicating, and working according to ethical rules, as well as understanding when and how technology must be used to be effective in achieving goals. This includes awareness and critical thinking about the various positive and negative impacts that may occur due to the use of technology in everyday life. Encouraging individuals to move from passive consumers of information to active producers, both individually and as part of a community. If young people do not have digital competence, there is a high risk of them being left out in job competition, democratic participation, and social interaction.

Schools in Indonesia have in recent years become targets of radicalism. According to Al-Ayyubi, based on data obtained from the Institute for the Study of Islam and Peace (LaKIP), the data states that schools are prone to radicalism, where schools should be places to study for the younger generation. with a percentage of 48.9%. So it can be said that radical actions in schools are supported by students (Al Ayyubi, 2019).

Literacy can be an important weapon in avoiding and criticizing issues that contain radicalism in digital platforms. By applying good literacy, students will be smart, critical, far from things that smell violent or divisive and can sort and choose what information they receive.

METHOD

This paper was compiled using the library method or known as library research. The library method is carried out by collecting various reading reference materials that are relevant to the problems studied, then a thorough in-depth understanding is carried out so that various research findings are obtained (Alawiyah, Rahmat, & Pernanda, 2020; H. K. Rahmat, 2019)). The analysis technique used in this research is content analysis technique. Content analysis techniques include reading, recording data, rereading, identifying data, classifying data, discussing data, presenting data, and drawing conclusions (H. K. Rahmat, Sari, et al., 2020).

FINDINGS AND DISCUSSION

1. FINDINGS

The results of the study reported by Mitchell Kapoor show that the younger generation who have the expertise to access digital media, currently have not matched their ability to use digital media for the purpose of obtaining self-development information. This is also not supported by the increasing number of materials/information presented in digital media with various types, relevance, and validation (Hagel, 2012).

2. DISCUSSION

1. Digital Literacy

According to Paul Gilster in his book entitled Digital Literacy (1997), digital literacy is defined as the ability to understand and use information in various forms from a very wide variety of sources accessed through computer devices. Bawden (2001) offers a new understanding of digital literacy rooted in computer literacy and information literacy. Computer literacy developed in the 1980, when microcomputers were increasingly used, not only in the business environment, but also in society. However, information literacy only became widespread in the 1990 when information was more easily organized, accessed, and disseminated through information technology networks. Thus, according to Bawden, digital literacy is more related to technical skills in accessing, compiling, understanding, and disseminating information.

Meanwhile, Douglas A.J. Belshaw in his thesis *What is 'Digital Literacy'?* (2011) said that there are eight important elements to develop digital literacy, which are as follows:

A. Culture, namely understanding the various contexts of users of the digital world;

1. Cognitive, namely the power of thought in assessing the content;
2. Constructive, namely the creation of something expert and actual;
3. Communicative, namely understanding network and communication performance in the digital world;
4. Responsible self-confidence;
5. Creative, doing new things in new ways;
6. Critical in handling content; and
7. social responsibility

The cultural aspect, according to Belshaw, is the most important element because understanding the context of the user will help the cognitive aspect in assessing the content. From some of the opinions above, it can be concluded that digital literacy is knowledge and skills using digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, precise, and law-abiding manner. . in order to foster communication and interaction in daily life.

2. Digital Literacy Competency Indicators

Digital literacy competence is a measuring tool to determine the extent of a person's digital literacy abilities. But in society in general, digital literacy is seen as the ability to operate technology in the form of digital devices and the internet. To be able to find out the extent of digital literacy skills, it is necessary to have indicators in the form of digital literacy competencies. The following are digital competencies according to various opinions. Japelidi (Network of Digital Literacy Activists) (2018.)

1. Access: Competence in obtaining information by operating digital media;
2. Comprehension: Competence to understand pre-selected information;
3. Selection: Competence in selecting and sorting various information from various sources that are accessed and considered useful for digital media users;

4. Distribution: Competence in sharing information taking into account who will access the information;
5. Production: Competence in compiling new information that is accurate, clear, paying attention to ethics;
6. Analysis: Competence to analyze by looking at the advantages and disadvantages of previously understood information;
7. Verification: Competence for cross-confirmation with similar information; information by considering how and the platform to be used;
8. Evaluation: Competence in considering risk mitigation before distributing information by considering the method and platform to be used;
9. Participation: Competence to play an active role in sharing good and ethical information through social media and other online communication activities;
10. Collaboration: Competence to initiate and distribute honest, accurate and ethical information in collaboration with other interested stakeholders.

B. BSSN (National Cyber and Crypto Agency). (2020)

1. Managing information data: Ability to access and evaluate data and information carefully and wisely.
2. Communication and collaboration: Ability to communicate and collaborate ethically with other netizens;
3. Content creation: The ability to edit to produce digital content for a good cause;
4. Digital security: The ability to protect privacy

CONCLUSION

The era of the industrial revolution 4.0 brought major changes to the communication media used by humans, the development of media is currently experiencing digital technology disruption. Disruption of digital technology is an era of fundamental innovation and massive change due to the presence of the internet and digital technology, changing the system that occurs in Indonesia and globally. This media disruption also brings changes in human communication patterns. (Mustaqim, 2020).

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