Madrasah Aliyah's Al-Quran Literacy-Based Needs Analysis and Teacher Competency Strengthening Model

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Abstract: *The main objective of this article is to explain the model of needs analysis and strengthening of teacher competence based on Quranic literacy in Madrasah Aliyah (Islamic Senior High School). This study employed a qualitative case study approach. The subjects were the principal, vice-principal, and religious education teacher. Data collection involved in-depth interviews, observation, and documentation. Data analysis included data reduction, data presentation, and conclusion drawing. The study concluded that developing teacher competency in Quranic literacy aims to equip teachers with the ability to design literacy instruction and contribute productively to society in line with Quranic values. Strengthening Quranic teacher competency is achieved through training, guidance, resource provision, ongoing guidance and supervision, and the development of a learning community among facilitators.*

Keywords: *needs analysis, competency, teachers, Quranic literacy.*

Abstrak: *Tujuan utama artikel ini adalah untuk menjelaskan model analisis kebutuhan dan penguatan kompetensi guru berbasis literasi Al-Qur'an di Madrasah Aliyah. Jenis penelitian yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan studi kasus. Subyek penelitian adalah kepala sekolah, wakil kepala sekolah dan guru agama. Pengumpulan data menggunakan wawancara mendalam, observasi dan dokumentasi. Analisis data dengan tahapan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menyimpulkan bahwa pengembangan kompetensi guru di bidang literasi Al-Quran bertujuan agar para guru memiliki kemampuan untuk merancang pembelajaran literasi dan berkontribusi secara produktif kepada masyarakat dengan nilai-nilai Al-Quran. Penguatan kompetensi literasi guru Alquran dilakukan dengan pelatihan, bimbingan, penyediaan sumber daya, bimbingan dan supervisi berkesinambungan hingga pengembangan komunitas belajar antar fasilitator.*

Kata Kunci: *analisis kebutuhan, kompetensi, guru, literasi Al-Qur'an*

Introduction

The successful integration of religious values into high school students' lives is influenced by both internal and external factors, including the school environment,

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learning orientation, and learning motivation (Aqli Qosyim & Zarkasyi, 2024). In this context, it is crucial to understand the correlation among the school environment, learning orientation, learning motivation, and the lack of religious literacy among students at Madrasah Aliyah. A religious, conducive, and safe learning environment is essential (Zarkasyi, 2023).

Several previous studies have shown that teachers serve as strong role models of religious literacy. This aligns with (Ilyas & Maknun, 2023) research, which concluded that adequate library facilities for religious activities, such as mosques or reading rooms, and the availability of extracurricular programs grounded in Islamic legal sources, namely the Quran, can encourage students to deepen their religious literacy (Hannam & Biesta, 2020).

Research (Imamah & Lee, 2024) also demonstrates that religious literacy activities stimulate individuals, who, in turn, respond to their environment. This interaction can lead to changes in individuals, including positive and negative religious behaviour. Similar research by (Rusadi, 2023) indicates that individuals also cause environmental changes, both positive and negative. This demonstrates that literacy based on Islamic sources is a crucial factor in the teaching and learning process (Mua et al., 2024).

Research (Iqbal et al., 2024) concludes that students with high learning motivation will consistently strive to improve and desire to be seen as successful in their environment. Meanwhile, students who lack motivation to learn will not demonstrate seriousness in their studies, resulting in unsatisfactory learning outcomes (Hattati & Kartini, 2023). The higher a student's motivation, the higher their learning outcomes, and vice versa. This fosters the individual's effort, desire, and drive to achieve high learning outcomes (Hannam & Biesta, 2020).

The learning process at school necessarily involves interaction between students and teachers. Learning is a complex process that occurs in everyone and lasts a lifetime (Budiman, 2023). Teachers need to use methods that focus not only on theory but also on the practical application of religious teachings in everyday life (Supriyadi et al., 2024), for example, through group discussions, religious lectures, or direct worship practices integrated into the learning process using literacy-based interpretation of the Quran (Ruhyan & Hakim, 2024).

One sign that someone has learned something is a behaviour change. This behavioural change involves changes in knowledge (cognitive), skills (psychomotor), and values and attitudes (affective) (Ani Daniyati & Ismy Bulqis Saputri, 2023). In the learning process, another important aspect to examine is motivation, particularly in carrying out worship, both individual and social (Alfiyanto et al., 2024).

Based on previous research, previous studies focused on religious literacy and its implications for student achievement, social interaction, and character. Therefore, this article identifies a research gap and proposes innovations in the focus on patterns of internalisation of quranic literacy implementation in increasing religious motivation of students at Madrasah Aliyah Al Ma'arif Plus Sumenep, East Java.

Research Method

The research method used in this study is field research (Tosoni & Zuccalà, 2020). The approach employed is a case study. Case studies can be conducted on individuals, groups, the human environment, or social institutions (Au-Yong-Oliveira, 2024). This method is effective because it can be used to explore the motives behind empirically apparent social facts.

The research data described in this study consists of information obtained from informants regarding their views, statements, and behaviours within the research environment (Caniago, 2021). The key informants for this study were the Principal, the Deputy Principal of Curriculum, and the religious teacher at Madrasah Aliyah Al Ma'arif Plus Sumenep. The teacher was chosen as the key informant because they can provide the necessary data for the research.

The additional informant, the principal, was selected as a data source because the research data required clarification, ensuring the principal had sufficient knowledge of the data (Ernest & Fonkem, 2023). This research was conducted at Madrasah Aliyah Al Ma'arif Plus Sumenep, with teachers and sixth-grade students as subjects. The data collection techniques used were observation, interviews, and documentation. The data analysis employed was descriptive, which generally includes data reduction, data presentation, and drawing conclusions or verifying the data (Creswell, 2023).

In line with qualitative research principles, data analysis was conducted in the field, often concurrently with data collection (Ghanad, 2023). Data reduction and data presentation are two components of data analysis. Conclusions were drawn when data

collection was deemed sufficient and complete. To ensure the validity of the qualitative research results, this study employed extended observation, diligent research, and triangulation (Clarke, 2024).

Result and Discussion

Patterns of Internalisation of Quranic Literacy Implementation in Increasing Religious Motivation of Students at Madrasah Aliyah Al Ma'arif Plus Sumenep

a.   Analysis of Quranic Literacy Competency Needs

In learning activities, students interact not only with the teacher as a resource, but also with other learning resources to achieve the desired results. Meanwhile, teachers' knowledge and skills regarding strategies, analysis, selection, and utilization of learning resources are generally inadequate. Therefore, the question is how teachers and students utilize existing learning resources to broaden students' knowledge, attitudes, and skills in learning activities.

The principal of Madrasah Aliyah Al Ma'arif Plus Sumenep explained the background to the development of the Quranic literacy program:

> *"The principle of developing a learning resource center is to achieve learning objectives and facilitate student learning. Designing and developing a learning resource center requires a systematic (orderly) and systematic (comprehensive) process. The initial steps include identifying student needs, improving facilities and programs for Islamic digital media literacy, and procuring supporting facilities within the learning resource center. Implementing the learning resource center is the application or utilization stage of the learning resource center."* (Interview with Mr. Bahrudin, January 2024)

This echoes the explanation of Mr. Adim, S.Pd.I, the vice principal for facilities and infrastructure, who stated:

> *"The Quranic literacy program initiated by the principal begins with educators skilled in using learning resources, which will appear authoritative to students, creating an impression of being up-to-date and relevant. This is especially true if educators are able to incorporate learning resources into their materials and tools." "By improving their learning, students will be increasingly proud and satisfied with the quality of their teachers and learning. Regarding financial resources, Madrasah Aliyah Al Ma'arif Plus Sumenep allocates primary funding from the School Operational Assistance (BOS).*

Teachers are assisted by the School Operational Assistance (BOS) funds, which are less than 6 percent." (Interview with Mr. Adim, January 2024)

More detailed information was provided by Mr. Ramsi, S.PdI, the vice principal for curriculum, who explained:

"In the initial stage, the literacy team, directed by the principal, analyzed the discrepancy between student challenges and needs and the current situation. The results of this analysis revealed a problem of low religious literacy skills, especially among new educators, which will then be addressed. Therefore, this Quran-based literacy program was chosen, which is expected to provide a concrete picture of the management and empowerment of existing learning resources to achieve learning objectives and competencies." (Interview with Mr. Ramsi, January 2024)

Based on the background of the Quranic literacy program, the goal is to equip teachers with the skills to design literacy lessons that encourage students to develop critical thinking skills through understanding, using, evaluating, and reflecting on various types of texts to solve problems, and developing individual capacity to contribute productively to society based on Quranic values.

b.   Supporting Facilities on Quranic Literacy

After analyzing student needs, the next step is to complete the supporting infrastructure for literacy, as explained by Mr. Adim, S.Pd.I, the vice principal for facilities and infrastructure, who stated:

"The development stage of the learning resource center facilities must be oriented towards the five functions of the learning resource center, as explained earlier. This is done to ensure that the development of the learning resource center does not deviate from its true function. Along with the development of science and technology, especially information technology, the development of the learning resource center must also be oriented towards the use of information technology. The procurement of existing facilities must utilize a network system that is integrated with the required learning resources." (Interview with Mr. Adim, January 2024)

The next step in supporting the Quranic literacy program was explained by the principal, Mr. Bahruddin, who provided guidelines for using the learning resource center. He explained:

"In its implementation, the learning resource center used should be tailored to the conditions and needs of the educational unit or institution developing it. This is intended to ensure that the existence of the learning resource center does not become a problem for the institution concerned. For example, an educational institution with limited space can establish and develop a learning resource center gradually, according to the available space. Then, as the institution's capacity increases, the development of the learning resource center can continue." (Interview with Mr. Bahrudin, January 2024)

Meanwhile, the final stage of developing the Quranic literacy learning resource center at Madrasah Aliyah Al Ma'arif Plus Sumenep was explained by the Quranic literacy teacher:

"This final stage focuses on organizing the learning resource center. Activities related to the procurement, development/production, and utilization of learning resources, as well as efforts to continuously improve and enhance its facilities and programs. This, of course, requires professional and qualified management. To facilitate the management process, it is necessary to organize the workforce with their respective work systems. The organizational structure of the learning resource center is adjusted to the needs and availability of the existing workforce. Various efforts are made by teachers and educational administrators to further improve and support the learning process to make it more effective and efficient. Although many factors determine the quality of education or learning outcomes, one of them is related to learning resources." (Interview with Mr. Rawatib, January 2024)

Based on the informant's description, the development of the learning resource center implemented by Madrasah Aliyah Al Ma'arif Plus Sumenep was carried out by analyzing students' interests, talents, and needs, in line with their strengths and future challenges. Furthermore, the provision of supporting facilities within the learning resource center is a priority for the vice principal.

In addition to facility development, the learning resource center program has also been developed, oriented towards the center's objectives. Program development requires professional teachers to ensure it meets expected needs. For example, program development includes adding learning resources, such as media and teaching materials, both printed and online.

c.   Strengthening the Competence of Quranic Literacy Facilitators

Literacy competence is the teacher's ability to assist students in accessing, using, interpreting, and communicating information and ideas through various texts according to their characteristics and needs. Literacy can also be defined as the ability to think critically in analyzing cross-disciplinary texts to solve everyday problems.

Efforts to strengthen the competence of Quranic literacy facilitators involve a comprehensive and sustainable approach, focusing on tailored training, guidance, and the provision of resources, as explained by the principal, Mr. Bahruddin:

"One key aspect that emerged was the importance of teacher training as a foundation for improving Quranic literacy at this school. Most teachers stated that the training they attended, particularly the practical and needs-based training, was very helpful in increasing their confidence in integrating technology into the teaching and learning process. However, the short-term nature of the training and the lack of mentoring resulted in less sustainable results." (Interview, Mr. Bahrudin, January 2024)

In an effort to improve literacy competency, a Quranic literacy teacher explained:

"To implement the Quranic literacy policy, Madrasah Aliyah Al Ma'arif Plus Sumenep formed a designated facilitator team, assisted by the homeroom teacher. When implementing the policy, a literacy team coordinator directed the person in charge (the relevant subject teacher) to assist in providing the material. The homeroom teacher's job was to provide the Quranic literacy link to students through their respective class groups." (Interview with Mr. Rawatib, January 2024)

The competency strengthening strategy for all teachers was explained by Mr. Adim, S.Pd.I, the vice principal for facilities and infrastructure, who stated:

"Relevant training programs designed specifically for facilitators equip them with the latest skills and knowledge in literacy methodology, including the use of quality reading materials and reading strategies across various subjects. Facilitators require consistent guidance and mentoring from competent resource persons or supervisors to help them overcome challenges in the field and develop effective literacy improvement programs. We also ensure the availability of quality reading materials, training modules, and access to digital platforms to support literacy activities. Furthermore, the principal consistently encourages the formation of learning communities among facilitators at the local or

regional level to effectively share experiences, case studies, and best practices." (Interview with Mr. Adim, January 2024).

Based on the description of the informant, it can be understood that efforts to strengthen the competence of Al-Quran literacy facilitators at Madrasah Aliyah Plus Sumenep are carried out by involving a comprehensive and sustainable approach, focusing on tailored training, guidance, and provision of resources, in the form of; a) Training Programs designed explicitly for facilitators, equipping them with the latest skills and knowledge in literacy methodology, including the use of quality Reading books and Reading strategies in various subjects, b) Continuous guidance and supervision from competent resource persons or supervisors to help them overcome challenges in the field and develop effective literacy improvement programs, c) Provision of Supporting Resources such as quality Reading materials, training modules, and access to digital platforms to support literacy activities is very important, d) Development of learning communities between facilitators at the local or regional level allows for effective sharing of experiences, case studies, and best practices.

d. Designing the Implementation of Quranic Literacy

The implementation of Quranic literacy at Madrasah Aliyah Al Ma'arif Plus Sumenep was explained by Mr. Adim, S.Pd.I, the vice principal for facilities and infrastructure, who stated:

"The implementation and technical instructions for promoting Quranic literacy are delivered directly via WhatsApp with a narrative. This narrative already includes instructions on what to do, how to fill it out, and how to send it. The implementation and technical instructions are an innovation of the literacy team coordinator. The creation of the narrative, materials, and answer form links are the responsibility of each teacher concerned. Therefore, each time the Quranic literacy link is shared with students, the instructions are included. Implementation and technical instructions for each subject are up to each teacher." (Interview with Mr. Adim, January 2024)

Furthermore, regarding the availability of time to implement the Quran literacy movement policy, particularly literacy habituation at Madrasah Aliyah Al Ma'arif Plus Sumenep, which is approximately 35 minutes for school community responses and Reading materials, which begins the day before, starting in the afternoon, the Quran literacy teacher explained:

"Al-Quran literacy in learning is determined by each teacher. Regarding the availability of facilities to support the implementation of the Quran literacy movement policy, Madrasah Aliyah Al Ma'arif Plus Sumenep utilizes physical facilities. These include cell phones and laptops. There is also an ICT lab, which is used when a student's cell phone is insufficient. Finally, the school is equipped with Wi-Fi with a fairly stable network." (Interview with Mr. Rawatib, January 2024)

More detailed information was provided by Mr. Ramsi, S.PdI, the vice principal for curriculum, who stated:

"Communication between policy implementers has been clear and consistent. Primary communication occurs during coordination meetings. Through coordination meetings, all the literacy team's needs are met, including communication regarding the Quran literacy schedule. The literacy team also communicates with subject teachers via WhatsApp. Communication via WhatsApp and collaboration between the literacy team and subject teachers can facilitate the availability of resources for Quran literacy. Communication regarding policy objectives is communicated via WhatsApp by teachers to their respective class groups and through parent groups." (Interview with Mr. Rawatib, January 2024)

Based on the research findings, it can be concluded that communication regarding Quran literacy objectives is clear and reaches the entire school community. It is implemented daily, and assignments are assigned. Primary communication occurs during coordination meetings. Through coordination meetings, all the literacy team's needs are met, including communication regarding the Quran literacy schedule. The literacy team also maintains communication with subject teachers via WhatsApp. This ensures that teachers regularly send notifications about Quran literacy activities to their respective class groups via WhatsApp every afternoon. The WhatsApp section includes a narrative on how to complete the tasks, a Sway link to the materials, a form link for assignments, and an Instagram link for skills.

Discussion

The Quran Literacy Movement at Madrasah Aliyah Al Ma'arif Plus Sumenep aims to improve student literacy by emphasizing principles, such as developmental-stage appropriateness, that can be measured and evaluated. A good literacy policy is balanced; schools implementing a balanced literacy program recognize that each

student has different needs. The literacy policy also aims to develop a strong literacy-based classroom culture. This is expected to foster various oral activities, such as book discussions during class, with ethics and respect for others' opinions and beliefs (Imamah & Lee, 2024).

The research findings align with the basic principles established by the Ministry of Education's Literacy Movement team, which defines the following strategies for implementing the Quranic literacy movement in schools (Ilyas & Maknun, 2023): First, strengthening the capacity of educators and education personnel. Hence, they understand the Quranic literacy phenomenon and can serve as role models for all students—second, increasing the number and variety of learning resources to provide students with opportunities to choose Quranic information sources and third, expanding access to available learning resources to facilitate access for all students via the internet and fourth, increasing the involvement of the public with expertise in Quranic literacy, as well as elements of the three educational centers (Nurpratiwi et al., 2021), to provide input and guidance on the wise, creative, and responsible use of Quranic resources. Fifth, strengthening school governance through the development of an electronic administration system, so that students and the entire school community can access it easily, without being constrained by space and time.

Meanwhile, in implementing the Quranic literacy policy, it was found that Madrasah Aliyah Al Ma'arif Plus Sumenep first established a Quranic Literacy Learning Resource Center. Teachers are supported by School Operational Assistance (BOS) funds, amounting to less than 6%. However, no funds have been disbursed or used for Quranic literacy, as it is purely a community service initiative. However, BOS funds have been budgeted for the development of the Quranic library. To support the student quota for Quranic literacy, students pay out of pocket. In addition, government funding, called PIP, supports mobile phones for students, especially those with disabilities (Usman et al., 2023). Furthermore, developing a Quranic Literacy Learning Resource Center requires educators to be skilled in using learning resources.

Furthermore, if educators incorporate learning resources into their teaching materials and tools, students will become increasingly proud and satisfied with the quality of their teaching and learning. Teachers deliver policy communications via WhatsApp to their respective class groups and parent groups. The policy objectives are

clearly communicated to students, and they are implemented daily through assignments. Notifications regarding Quranic literacy habits are always sent every afternoon via WhatsApp by teachers to their respective class groups. WhatsApp already provides a narrative guide for completing tasks, including a Sway link for materials, a form link for assignments, and an Instagram link for skills.

The research findings align with (Mua et al., 2024) theory, which divides learning resources into several categories: 1. Printed learning resources: books, magazines, encyclopedias, brochures, newspapers, posters, floor plans, etc. 2. Non-printed learning resources: films, slides, videos, models, audio cassettes, etc. 3. Facilities-based learning resources: auditoriums, libraries, study rooms, studios, sports fields, etc. 4. Activities-based learning resources: interviews, group work, observations, simulations, games, etc. 5. Environmental learning resources: parks, museums, etc. Research by (Iqbal et al., 2024) similarly indicates that implementing the Quranic literacy movement at SMAN 04 Cimahi School requires supporting facilities, such as a computer room and Wi-Fi.

Conclusion

Based on the research results, it can be concluded that the model for analyzing teacher needs and developing competency in the field of Quranic literacy aims to equip teachers with the ability to design literacy learning that encourages students to develop critical thinking skills through understanding, using, evaluating, and reflecting on various types of texts to solve problems. This also develops individual capacity to contribute productively to society with Quranic values. This includes developing a Quranic literacy learning resource center, analyzing the need to improve digital literacy facilities and programs, and procuring supporting resources for the management stage.

Efforts to strengthen the competency of Quranic literacy facilitators at Madrasah Aliyah Plus Sumenep are carried out through a comprehensive and sustainable approach, focusing on tailored training, guidance, and the provision of resources, in the form of: Training in literacy methodology, including the use of quality Reading books and Reading strategies across various subjects, ongoing guidance and supervision, resource provision, and the development of learning communities among

facilitators at the local and regional levels, enable the effective sharing of experiences, case studies, and best practices.

The Quranic literacy program at Madrasah Aliyah Al Ma'arif Plus Sumenep is scheduled daily, Monday through Saturday, through 35 minutes of Reading and listening before class. Students also develop assignments and work using various applications, such as Microsoft 365 (including Sway and Microsoft Forms), as well as a live YouTube channel for listening to books and the Quran, to foster critical thinking and reasoning skills. This is evident when teachers deliver lessons in class using engaging media and learning methods, which naturally motivate students to actively participate in the learning process.

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Volume 15 Number 01 March 2024
Submitted: 29-12-2023 Accepted: 05-02-2024 Approved: 18-02-2024 Published: 30-03-2024

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