

**Multiliteracy-Based Islamic Education for Students
For 21st Century Competency Strengthening**

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Abstract : *This study aims to analyze multiliteracy-based Islamic education as a strategy to strengthen the competence of students in the 21st century. This study is motivated by technological and information developments that require students to have digital literacy, information literacy, media literacy, visual literacy, and cultural literacy skills in order to be able to deal with social, academic, and world of work changes adaptively. This research uses a qualitative approach with a case study method at STAI Muhammadiyah Blora, through data collection techniques in the form of observation, interviews, and documentation studies. The results of the study show that multiliteracy-based Islamic education can improve students' ability to sort information, think critically, understand Islamic teachings more deeply, use technology wisely, and develop religious, creative, innovative, and responsible character. However, its implementation still faces challenges in the form of low understanding of educators and students on the concept of multiliteracy, limited resources, and the need for a curriculum that is more relevant to the needs of the 21st century. Therefore, multiliteracy-based Islamic education needs to be supported through the development of innovative learning methods, strengthening lecturer competencies, utilizing information technology, and collaboration between educational institutions, the government, parents, and the community. Thus, this approach can be a model for the development of Islamic education that is academic, practical, and contextual in forming students who are critical, adaptive, moral, and ready to contribute positively to society in the digital era.*

Keywords: *Multiliteracy, Islamic Education, Student Competence, 21st Century Education*

INTRODUCTION

Islamic education based on multiliteracy has become one of the increasingly popular approaches in dealing with the demands of 21st century competencies. This cannot be separated from the increasingly rapid development of technology and information, so students are required to have skills in various literacy such as digital literacy, information literacy, visual literacy, and cultural literacy [1].

Multiliteracy-based Islamic education offers a holistic approach to developing students' competencies to face the challenges of the 21st century [2], [3], [4]. By combining different types of literacy, students can be better prepared to face a world that continues to evolve and change. Digital literacy enables students to understand and use technology effectively [3], while information literacy helps them in evaluating and filtering the information obtained. Visual literacy and cultural literacy are also an important part of improving students' understanding and skills in interpreting messages conveyed through various media [5], [6].

This research is based on the problem of low multiliteracy in Islamic education to face the challenges of modern times. The goal is to understand how students can be better prepared to face the rapidly changing times. In addition, through this research, it is hoped that it can also be seen how multiliteracy education can shape the character of students to become strong leaders with integrity in society and Muslims.

Thus, multiliteracy-based Islamic education is expected to contribute to preparing students to face challenges and opportunities in the current era of globalization. With multiliteracy-based Islamic education, students are expected to develop the skills needed to become competent and adaptive individuals in the midst of ongoing changes. In addition, with their multiliteracy skills, students are expected to be able to become leaders who are able to play an active role in advancing society and Muslims as a whole. Thus, multiliteracy-based Islamic education not only provides benefits for individuals, but also for society and Muslims at large [7]. By making a positive contribution in various aspects of life. Thus, multiliteracy-based Islamic education not only provides benefits for individuals, but also for society and Muslims at large. It is hoped that through this education, students can become agents of change that have a positive impact on the surrounding environment.

LITERATURE REVIEW

Various studies show that this approach can improve students' ability to understand and process information from various sources. Thus, the implementation of multiliteracy in Islamic education can make a significant contribution to improving the quality of Islamic education in Indonesia [8], [9]. In addition, it can also strengthen students' Islamic identity and help them in facing the increasingly complex challenges of globalization. Thus, it is important for Islamic educational institutions to continue to develop and implement a multiliteracy approach in their learning process. An example of the implementation of multiliteracy in Islamic education is by integrating learning through various media such as textbooks, learning videos, and other digital information sources [10].

In this way, students can learn more interactively and gain a deeper understanding of Islamic concepts and can develop skills in accessing information from a variety of different sources. In addition, a multiliteracy approach can also help students to be more creative and innovative in expressing their understanding of Islam. Thus, Islamic educational institutions can ensure that their students are ready to face global challenges and make wise use of information technology in their daily lives. However, there are examples of cases where students who study with a multiliteracy approach are confused because there is too much diverse and contradictory infor-

mation about the concept of Islam. In addition, the possibility of misuse of information technology also increases with wider access from various sources, thus affecting students' understanding of Islamic values [11].

Although Islamic education aims to prepare students for global challenges, a multiliteracy approach can lead to confusion and conflicting information. In addition, the misuse of information technology can also occur with wider access, threatening students' understanding of Islamic values. Therefore, it is important for Islamic educators and educational institutions to continuously monitor and control the use of information technology in the learning environment. A more careful and prudent approach is needed in integrating information technology so as not to damage the Islamic values taught. In addition, learning about digital literacy and Islamic science must also be improved so that students can distinguish between correct and untrue information, and remain firm in the religious values they adhere to [12]

METHODOLOGY

This research uses a qualitative approach with a case study method [13], [14]. This research will be conducted in an Islamic educational institution, namely at STAI Muhammadiyah Blora, by involving participants from various levels of education, ranging from students to teaching staff. Data collection on students was carried out through open response sheets and selected interviews. Of the 300 students, most of the data was used to describe the general perceptions of students, while some students were purposively selected to participate in in-depth interviews. The selection of interview informants is based on consideration of semester representativeness, involvement in academic activities, and ability to provide information relevant to the research focus.

Meanwhile, 10 lecturers were interviewed to obtain more in-depth data on the learning process, academic management, the application of Islamic values in education, and the challenges faced in the Islamic university environment. The data from the lecturers was then compared with student data, observation results, and institutional documents to obtain validity through triangulation techniques. Technical analysis in this study includes descriptive analysis, comparative analysis, and qualitative analysis. The collected data will be processed and analyzed systematically to identify emerging patterns and answer research questions [15], [16], [17].

RESULTS AND DISCUSSION

RESULTS

1. Multiliteracy in education

Multiliteracy in education is a concept that recognizes the importance of students having abilities in various types of literacy, including digital and visual literacy. According to the New London Group (1996), multiliteracy is the ability of individuals to use different types of communication modalities, including text, images, sounds, and videos, to interact with the world around them [12], [18]. In the context of Islamic education, the concept of multiliteracy can be the foundation for the development of a more inclusive and relevant curriculum [19]. Thus, students will be better prepared to face the challenges of the ever-changing and complex times.

They will be able to integrate knowledge from various sources and media, as well as produce creative and innovative works. By having the ability to multiliterate, students will be able to think critically, make the right decisions, and contribute positively to society [8]. Therefore, it is important for Islamic educational institutions to pay more attention to the development of students' multiliteracy skills so that they can become competent and competitive individuals in this digital era.

This will ensure that students are ready to face the challenges of the times that are constantly changing and complex. They will be able to integrate knowledge from various sources and media, as well as produce creative and innovative works. By having multiliteracy skills, students will be able to think critically [1], make the right decisions, and contribute positively to society. Therefore, it is important for Islamic educational institutions to pay more attention to the development of students' multiliteracy skills so that they can become competent and competitive individuals in this digital era [20].

In addition, multiliteracy skills will also help students in facing the challenges of the changing and complex times. They will be able to integrate knowledge from various sources and media, as well as produce creative and innovative works. By having multiliteracy skills, students will be able to think critically, make the right decisions, and contribute positively to society. Therefore, it is important for Islamic educational institutions to pay more attention to the development of students' multiliteracy skills so that they can become competent and competitive individuals in this digital era [21]. In addition, with good multiliteracy skills, students will also be better prepared to face competition in the increasingly tight and dynamic world of work.

Table 1. Research Results on Student Multiliteracy Aspects

No.	Aspects of Multiliteracy	Indicators Found	Research Results	Implications for 21st Century Competence
1	Religious Literacy	Ability to understand Islamic teachings contextually	Students show an understanding that Islamic values can be the basis for building academic ethics, responsibility, and behavior.	Strengthen religious character, integrity, and social responsibility.
2	Digital Literacy	Use of digital media in learning	Students are used to using the internet, online journals, social media, and digital learning platforms to search for academic information.	Supporting the ability to adapt to technology and the productive use of digital information.
3	Information Literacy	Ability to search, select, and evaluate information	Some students are able to find sources of information, but still need guidance in assessing the credibility	Strengthen critical thinking skills and information-based decision-making.

			of sources and avoiding invalid information.	
4	Cultural Literacy	Understanding of cultural and social diversity	Students begin to understand the importance of tolerance, respect for differences, and positioning Islamic values in diverse social life.	Develop the ability to collaborate, communicate across cultures, and have a moderate attitude.
5	Moral and Ethical Literacy	Awareness of values, manners, and responsibilities	Islamic education plays a role in shaping students' ethical awareness, especially in the use of technology, academic communication, and social interaction.	Strengthen character, digital ethics, and responsibility as global citizens.
6	Academic Literacy	Ability to read, write, discuss, and convey ideas	Students show progress in expressing opinions through discussions and presentations, but academic writing skills still need to be improved.	Strengthen communication, creativity, and the ability to think systematically.

Thus, students will have a better competitive advantage in finding a job and succeeding in their careers. Islamic educational institutions can play an important role in helping students develop these abilities through relevant curriculum, skills training, and support in the use of information technology. That way, they will become a generation that is ready to face future challenges and make a positive contribution to the progress of society and the nation.

2. The Importance of Islamic Education in the 21st Century

The role of Islamic educational institutions in developing students' competitive advantages in the era of globalization. Islamic educational institutions can also provide opportunities for students to develop the leadership, work ethic, and interpersonal skills necessary to succeed in the competitive world of work. Supported by strong Islamic values, students can become agents of change that bring good to the surrounding community. In addition, Islamic educational institutions can also become centers for the development of research and innovation in various fields, so that they can make a real contribution to the advancement of science and technology in the future.

Through a holistic approach in Islamic education, students are also taught to become empowered, critical, and sensitive individuals to existing social issues. Thus, they can become leaders who are able to lead with integrity and courage in facing complex challenges in this era of globalization [22]. Thus, Islamic educational institutions not only play a role as a place to gain knowledge, but also as a forum to form a strong character and personality and are committed to making a positive contribution to the nation and the people. In addition, through Islamic education, students are also given a deep understanding of moral and ethical values that are very important in daily life. They are taught to uphold the values of honesty, justice, and compassion in interacting with fellow humans.

**Table 3. Research Results Based on Competency
21st Century Skills**

No.	21st Century Competence	Forms of Strengthening through Multiliteracy-Based Islamic Education	Research Results
1	Critical Thinking	Students are directed to analyze Islamic texts, social issues, and modern life problems reflectively.	Multiliteracy-based Islamic education encourages students to not only receive information, but also to assess, compare, and criticize information based on Islamic values and academic considerations.
2	Creativity	Students are given space to produce ideas, learning media, presentations, and academic works based on Islamic values.	Students' creativity develops through project-based assignments, group discussions, and the use of digital media in conveying Islamic messages.
3	Communication	Students are trained to express their opinions orally and in writing through discussions, presentations, and academic reflection.	Students' communication skills have improved, especially in conveying religious and social ideas in a more open, polite, and argumentative manner.
4	Collaboration	Learning is carried out through group work, discussions, and joint task completion.	Students show the ability to work together, share roles, and respect the opinions of friends in the learning process.
5	Digital Literacy	Students use technology to search for references, organize assignments, and access learning materials.	Students' digital literacy is quite good in the use of technology, but it still needs to be strengthened in the aspects of digital ethics and the validation of information sources.
6	Character Building	Islamic values are used as the basis for the formation of attitudes, manners, responsibility, and discipline.	Islamic education contributes to the formation of a student character who is religious, responsible, tolerant, and adaptive to the changing times.

Thus, it is hoped that graduates from Islamic educational institutions can be role models for the surrounding community and can make a positive contribution to building a harmonious and prosperous society.

3. A relevant curriculum in Islamic education to prepare students to face future challenges.

The Islamic education curriculum must be designed in such a way that it is relevant to the times and can prepare students to face future challenges. This involves a deep understanding of the technology, science, and skills needed in an increasingly competitive world of work [23]. In addition, Islamic education must also encourage students to have a critical, creative, and innovative attitude in solving problems faced in daily life. Thus, graduates from Islamic educational institutions can become agents of positive change in society and be able to compete globally [19].

Islamic education must also provide high moral and ethical values to students so that they can become responsible individuals and contribute positively to society [5]. In addition, it is important for Islamic educational institutions to provide space for students to develop their potential and interests, so that they can become qualified individuals and have a competitive advantage in the world of work. Thus, Islamic education aims not only to produce academically intelligent graduates, but also graduates who have strong character and integrity. Islamic education also aims to form students who have good leadership and are able to adapt to the changing times [24]. Thus, they can become agents of positive change in society and fight for the values of justice and truth. Through holistic education based on Islamic values, it is hoped that students can become role models for the next generation and be able to make a significant contribution to the progress of the nation and state.

4. Skills training and information technology support as an essential part of modern Islamic education

Through skills training and information technology support, students will be better prepared to face the challenges of the increasingly competitive and global world of work. By utilizing information technology, they can access information more quickly and efficiently, as well as expand their networks and connections in the professional world [19], [25]. In addition, skills training will also help students develop practical skills needed in the world of work, such as communication, leadership, and *Problem solving*. Thus, modern Islamic education focuses not only on the academic aspect, but also on the development of the skills and competencies needed in the ever-evolving world of work. This will prepare students to become competent professionals and ready to compete in the era of globalization.

With the existence of modern Islamic education that is oriented towards the development of practical skills, it is hoped that graduates can become agents of change who are able to make a positive contribution to society and Muslims at large [8]. Thus, modern Islamic education not only aims to produce academically intelligent individuals, but also to have moral integrity and good leadership qualities. All of this is an effort to create a young generation that is resilient and able to face the challenges of the times.

5. A positive contribution that can be made by the educated generation through Islamic education in the 21st century.

The generation educated through Islamic education in the 21st century is expected to make a positive contribution in various aspects of life. They are expected to be able to become fair leaders, care about the environment, and have high social awareness. In addition, the educated generation is also expected to be agents of change in fighting for justice, peace, and diversity in society. Through modern Islamic education, it is hoped that the younger generation can become an example in carrying out religious teachings with a sense of responsibility and awareness of the importance of contributing to the progress of the ummah and society at large [21].

They are also expected to be able to integrate religious values in their daily lives and become an example for others in living a life full of meaning and blessings. Thus, modern Islamic education not only provides knowledge and skills, but also forms a strong and responsible character [26]. With the existence of an

educated generation that has a deep understanding of religious teachings, it is hoped that it will be able to create a harmonious, prosperous, and loving society.

People who have a deep understanding of religious teachings are also expected to be able to maintain harmony among others and strengthen family ties. Thus, the values of tolerance, justice, and togetherness can be realized in community life. In addition, an educated generation who has a strong and responsible character is also expected to be able to become a fair and wise leader in carrying out his duties for the progress of the people and society. Thus, modern Islamic education has a very important role in forming individuals with noble character and a peaceful and prosperous society.

6. The specific challenges faced by Islamic educational institutions in preparing their students for successful careers and positive societal contributions.

The generation educated through Islamic education in the 21st century has great potential to make a positive contribution in various areas of life [27]. They can be agents of change that bring Islamic moral and ethical values into the work environment and society at large. However, Islamic educational institutions are also faced with specific challenges in preparing their students for successful careers and positive societal contributions. Among them are integrating curriculum that is relevant to the needs of the world of work, developing soft skills, and maintaining the quality of education to remain competitive in this era of globalization [28].

In addition, Islamic educational institutions also need to continue to conduct research and innovation in teaching methods in order to produce graduates who are ready to compete in an increasingly competitive job market. It also requires close cooperation between educational institutions and the world of industry to ensure that students gain practical experience that is relevant to their field of study [1]. In addition, it is also important for Islamic educational institutions to provide guidance and support to students so that they can develop their potential and talents to the maximum. Thus, Islamic educational institutions can continue to play a role as institutions that make a positive contribution to creating a quality generation and are able to have a positive impact on society and the nation. This will also help students prepare to enter the world of work after graduation [29].

With the cooperation between educational institutions and the industrial world, students can apply the theories they learn in the classroom to real-world situations. Thus, they not only have good academic knowledge, but also the practical skills needed to succeed in their careers.

DISCUSSION

1. Multiliteracy is able to improve student competence

In digital literacy and media literacy, it is one of the main goals of multiliteracy-based Islamic education [30], [31]. The results of research on STAI Muhammadiyah Blora students show that students who have a good understanding of digital literacy and media literacy tend to be better able to sort out correct information and identify fake news. Students are also more aware of the negative impact of social media and are able to use technology wisely. Thus, multiliteracy-based Islamic education can help improve student competence in facing the challenges of this digital era.

In addition, media literacy can also help a person to develop critical and analytical thinking skills in evaluating the information received [32]. With a good understanding of media literacy, students can more easily understand complex content and distinguish between valid and invalid information. This will help them not to be easily influenced by fake news or propaganda that can harm them personally and socially. Therefore, it is important for multiliteracy-based Islamic education to continue to encourage the development of media literacy in students so that they can become intelligent and critical individuals in consuming information in this digital era.

With strong media literacy skills, students will be able to avoid the spread of false and unreliable information that can harm them and society at large. In addition, they will also be able to make wiser decisions and think critically in filtering the various information they receive. Therefore, multiliteracy-based Islamic education must continue to encourage students to develop media literacy skills so that they can become agents of change that bring benefits to themselves and their environment.

2. Multiliteracy is able to improve critical thinking skills

Critical and analytical thinking is important in helping a person in responding to information received through the media [18], [25]. The results of the study suggest that critical thinking and analytical skills can help students evaluate information more objectively and are not easily influenced by invalid news. In addition, critical thinking skills will also help students to identify various biases and manipulations that often occur in the media. Thus, they will be better able to filter out correct and relevant information to use in better decision-making and students will be able to distinguish between facts and opinions, as well as identify reliable sources of information.

This condition will help them develop a deeper understanding of various emerging issues, as well as prevent the spread of false information or hoaxes. In addition, critical thinking skills will also help students in considering various different points of view, so that they can make better decisions based on accurate information. Thus, students will become smarter and more skilled individuals in responding to various complex problems. They will not only become savvy consumers of information, but also be able to become quality information producers. This critical thinking skill will also help students prepare for future challenges, both in their careers and personal lives.

Thus, it is important for universities to continue to encourage the development of critical thinking skills in their students so that they can become agents of positive change in society.

3. Encourage a deeper understanding of Islamic teachings

A person's level of education aims not only to produce academically intelligent individuals, but also individuals who have a sensitivity to religious and moral values [33], [34]. The results of the field research show that with a deeper understanding of Islamic teachings, students will be able to apply these values in their daily lives and become a good example for others. In addition, a deeper understanding will also help students to maintain their Islamic identity in the midst of the rapid flow of globalization.

Thus, higher education has a very important role in forming a strong character and personality for students. This will help them to remain firm in religious

and moral values, as well as be a good example for the surrounding community. Thus, higher education not only serves as a means to increase intellectual intelligence, but also as a means to form individuals with noble and responsible character. With guidance from competent lecturers and teachers, students can learn how to apply religious and moral values in their daily lives. In addition, through various activities and self-development programs in higher education, students are also taught to become responsible leaders and care for the surrounding environment. Thus, higher education is not only about academic knowledge, but also about the formation of good character and leadership qualities that will bring benefits to the wider society.

4. Challenges and Recommendations

Based on the results of the above research and theoretical studies, it can be generalized that the challenge in the implementation of multiliteracy-based Islamic education is the lack of understanding of the concept of multiliteracy among educators and students, as well as the lack of resources that support the implementation of this approach.

Addressing these challenges, collaborative efforts are needed between universities, the government, and related stakeholders to improve the understanding and implementation of multiliteracy-based Islamic education. In addition, there is a need for regular training and workshops for educators so that they can creatively integrate religious and moral values in daily learning.

Through effective collaboration between universities, the government, and related stakeholders, the implementation of multiliteracy-based Islamic education can be further improved. Regular training and workshops for educators are also an important key in creatively integrating religious and moral values into daily learning. Thus, Islamic higher education can make a significant contribution in forming a generation with noble character, as well as being able to become a strong leader and care about environmental sustainability.

The recommendations that the researcher directs are that increasing cooperation between educational institutions, the government, and the community in developing relevant and innovative curricula is very important. In addition, there is a need to improve human resources through training and professional development for educators to be able to face the dynamics of the times that continue to develop. Collaboration efforts between institutions also need to be improved to expand networks and support the exchange of knowledge and experience in improving the quality of Islamic education in Indonesia. With these steps, it is hoped that Islamic education in Indonesia can continue to develop and make a positive contribution to society. In addition, the existence of close cooperation between educational institutions, the government, and the community can also strengthen unity in achieving the common goal of improving the quality of Islamic education in the country. Hopefully with this joint effort, the challenges faced in the world of education can be overcome and have a positive impact on future generations.

CONCLUSION

Multiliteracy-based Islamic education has a strategic role in strengthening the competence of 21st century students, especially in the aspects of digital literacy, information literacy, media literacy, critical thinking, Islamic understanding, and

readiness to face social and world of work challenges. Academically, the multiliteracy approach expands the paradigm of Islamic education from a mere transfer of religious knowledge to learning that is more integrative, contextual, and responsive to technological developments and information complexity. Practically, the implementation of multiliteracy-based Islamic education requires the development of relevant curriculum, innovative learning methods, strengthening lecturer competencies, information technology support, and collaboration between educational institutions, the government, parents, and the community. With proper management, Islamic education is not only able to improve the academic quality of students, but also forms religious, critical, adaptive, integrity, and responsible character as agents of change that contribute positively to society and Muslims in the digital era.

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All authors contributed equally to the publication of this paper, and all authors read and approved this paper, and all authors declare no conflict of interest.

CONFLICT OF INTEREST

All authors state that there is no conflict of interest.

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