

Efforts to Improve Students' Understanding of Islamic Religious Education Subjects Through Internet-Based Literacy Enrichment at State Vocational High School (SMKN) 3 OKU

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ABSTRACT

This study aims to determine and explore the efforts made by teachers in improving students' understanding of Islamic Religious Education subjects, as well as to find out how teachers apply internet-based information literacy to maximize Islamic Religious Education learning, and also to find out the obstacles faced in implementing internet-based literacy in Islamic Religious Education learning. The method used in this study is a descriptive analysis method, namely analyzing data and information obtained by the author from the research results and then presenting them systematically and rationally. The author uses data collection techniques through observation, interviews, and documentation. The results of this study indicate that the application of digital literacy in Islamic Religious Education at SMKN 3 OKU is a strategy that opens the door to increasing students' understanding in a deeper and contextual way towards Islamic teachings. Steps taken by teachers, such as providing broad access to information, encouraging collaboration and discussion, providing interactive materials, directing students to official sources, encouraging independent learning, and using a multimedia approach, are all positive steps in improving the quality of learning.



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INTRODUCTION

Islamic Religious Education is the process of guiding students, encompassing both physical and spiritual aspects, to develop personalities in accordance with Islamic law. Islamic Religious Education is also defined as a planned program to prepare students to recognize, understand, internalize, and believe in the teachings of Islam, as well as to follow guidance to respect followers of other religions in relation to interfaith harmony, thus realizing national unity.

Basically, the goal of Islamic Religious Education is so that students can train their mindset when faced with a problem, the students can face it critically, logically, carefully and precisely. Students must start learning concretely, and students need information as a visualization mediator. Abstract concepts in Islamic Religious Education learning cause difficulties for students so that students find it difficult to imagine the concrete concepts intended in learning. So it is necessary to have good skills in searching for information and sorting information so that students do not make mistakes in providing perceptions (conclusions).

In order to be able to carry out the objectives in Islamic Religious Education, the role of the learning system and process is very important, the relationship between teachers and students requires support from instructional media or educational media in a broad, appropriate and effective manner. The current technological advances have almost helped all people in the world in various aspects, one of which is in the world of education. This makes internet media a part of the world of education to support the learning process.

In maximizing efforts in the use of technology and scientific developments in the learning process, teachers are required to be able to apply the tools or media provided by the school and these tools or media are attempted to follow the flow of developments. Internet media is part of today's technology, which has been used in the world of education, especially as a medium to support learning.

The internet is very influential in the concept of learning because it can be used as an independent learning medium for students. Students can use the internet in the teaching and learning process to access various learning needs online. On the other hand, the internet can also be a medium for teachers to find and convey ideas and information contained in learning to students.

The development of information and technology is growing rapidly and is widespread without any barriers. A lot of information is available on the internet, but because this technological development also makes information develop and spread rapidly and is difficult to control, this makes it difficult to get accurate and reliable information, therefore internet users must be able to sort out accurate information provided by responsible people. This is what ultimately makes people confused about finding relevant (needed), reliable and accurate information.

In response to this, it is necessary for everyone, especially students, to have information literacy skills, namely the ability to search for, apply, and filter existing information effectively and efficiently to be developed into new knowledge. The Southern Association of Colleges and Schools defines information literacy as the ability to find, evaluate, and apply information to become lifelong and independent learners.

Therefore, information literacy is very important, especially for students to start adapting to the expansion of information presented, including internet media. Literacy that has been understood so far is the activity of reading and writing, but in the end, literacy is not only related to reading and writing, but also includes the ability to understand and appreciate various forms of communication critically. Implementing internet media in Islamic Religious Education learning requires information literacy in utilizing it so that you can search for, apply and evaluate the information needed effectively and efficiently. And can develop it into new knowledge in science.

The researcher chose SMK Negeri 3 OKU because the researcher received information that it had implemented Internet-based literacy, therefore the researcher was interested in knowing and finding out, what are the efforts of teachers in improving the level of students' understanding in Islamic Religious Education subjects, and wanted to know how teachers implement internet-based information literacy in order to maximize Islamic Religious Education learning, and also wanted to know about the obstacles faced in implementing internet-based literacy in Islamic Religious Education learning. This is what inspired the researcher to conduct research on "Efforts to Improve Students' Understanding of Islamic Religious Education Subjects Through Internet-Based Literacy Enrichment at SMKN 3 OKU.

LITERATURE REVIEW

Islamic Education

According to Drs. Ahmad D. Marimba: Islamic education is physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic standards. In another sense, he often refers to the main personality as a Muslim personality, namely a personality that has Islamic religious values and is responsible according to Islamic values. According to Drs. Burlian Shomad: Islamic education is education that aims to shape individuals into beings with high character according to God's standards and the content of education to achieve this goal is the teachings of God. If we want to see the meaning of education from a linguistic perspective, we must look at the Arabic word because Islamic teachings were revealed in that language. The word education that we commonly use now, in Arabic is "Tarbiyah", with the verb "Rabba". The word, teaching in Arabic is "Ta'lim" with the verb "Allama" education and teaching in Arabic are "Tarbiyah wa ta'lim" while Islamic education in Arabic is Tarbiyah Islamiyah.

Internet-Based Literacy

In general, information literacy is defined as information literacy or literacy. According to the English Dictionary, literacy is literacy or the ability to read and information is information. So, information literacy is information literacy. This term is still very unfamiliar in society, although this term is usually associated with the ability to use libraries and the use of information technology. The term information literacy was first introduced by Paul G. Zurkowski, Chairman of the American Information Industry Association in 1974 in his proposal addressed to The National Commission of Libraries and Information Science in the United States. Paul G. Zurkowski used the phrase to describe the "techniques and abilities" of information literacy, namely the ability to utilize various information tools and primary sources to solve their problems. According to Budi Sutejo Dharma Oetomo, the

internet is a network connected to various other networks, where this network provides a connection to global information, which requires equipment such as signal amplifiers (repeaters), network connectors (bridges), and gateways. According to O'Brien, the definition of the internet is a computer network that is developing rapidly and is useful for various interests, ranging from business interests, education, to government networks that can be connected to each other.



H1: The Influence of Internet Based Literacy on Islamic Education

RESEARCH METHODS

In the beginning, around 1974, SMK Negeri 3 Ogan Komering Ulu was a private technical school called the Korpri Middle Technical School (STM), which was founded by Korpri. (Korpri was established based on Presidential Decree Number 82 of 1971. Dated November 29, 1971), located at Jalan Kapten M. Nur No. 295, Sukaraya Village, Baturaja Timur District. In 1981 – 1985, STM Korpri was led by a principal named Drs. Syafiudin. As a private school, of course with all its simplicity, which only has 3 (three) classrooms and 1 (one) practice room. The teaching staff consists of 3 (three) permanent teachers, 7 (seven) non-permanent teachers, and 2 (two) permanent employees and 5 (five) non-permanent employees. Then on November 22, 1985, STM Korpri Baturaja was nationalized with the Decree of the Minister of Education and Culture Number: 0597/0/1985 with the name of Baturaja State Middle School of Technology (STM), with the first principal named Drs. Nila Utama. The first intake of new students in the 1986/1987 academic year was 144 students consisting of 2 (two) majors, namely the Mechanical Department and the Building Department. In 1989, Baturaja State Middle School of Technology (STM) moved its address by occupying a new building located at Jalan Imam Bonjol No. 695, Tanjung Kemala Village, East Baturaja District (after the village expansion, it is now Air Paoh Village, East Baturaja District on Jalan M.S. Oeding, Air Paoh Village, East Baturaja District). The new building was built on land with an area of 42,630 M2, with a building area of 5,829.25 M2, a yard and garden area of 36,300.75 M2, a playground and sports field area of 500 M2. The land where SMK Negeri 3 OKU is located is a Certificate of Use Rights No. 03 of the National Land Agency, Ogan Komering Ulu Regency Land Office Number: 04.08.14.07.2.00003.

RESULTS AND DISCUSSION

Efforts to Improve Students' Understanding of Islamic Religious Education Subjects Through Internet-Based Literacy Enrichment

Based on the results of an interview with Mrs. Desti Perawati, S.Ag as an Islamic religious education teacher, she revealed that:

“For the learning process, the school has implemented internet-based literacy because we have to keep up with the times where everything is internet-based, and I as an Islamic religious teacher have implemented this internet-based literacy, plus SMKN 3 OKU has its own application which contains a digital library, ebooks including religious books, teachers also use Google Classroom to provide exercises and assignments.”

(Interview: Desti Perawati, S.Ag. October 2, 2023)

This internet-based literacy has actually been actively carried out during the Covid-19 Pandemic. In Islamic Religious Education Learning, teachers often hold online discussions and forums that involve students in exchanging ideas and views related to Islamic religious material. Teachers also allow and suggest them to be literate on other platforms regarding the material presented so that they are more independent in solving problems, school assignments, and so on.

When the researcher interviewed Mrs. Herawati S.Ag and confirmed this matter, she said:

“Teachers certainly have their own ways of improving students' understanding of the subjects they teach, and I've been implementing this internet-based literacy approach since the Covid-19

pandemic. In the process, I recommend trusted platforms and resources for them to learn from, facilitate online discussions for them to exchange ideas, and provide online tests and quizzes for evaluation.”

(Interview: Herawati S.Ag. 27 October 2, 2023)

From the explanation above, it can be concluded that SMKN 3 OKU has made many efforts to improve student understanding, namely by creating an application which contains a digital library containing complete e-books including religious books for literate students.

The Process of Students' Understanding of Islamic Religious Education Through Internet-Based Literacy Enrichment

When the researcher interviewed Mr. Drs. Komaruddin M.Pd.I as an Islamic religious education teacher, he explained that:

“For the learning process, what is needed to improve students' understanding of Islamic Religious Education subjects is to provide broad access to information, hold discussions, provide interactive materials, refer to official sources, study independently, and use multimedia.”

To improve students' understanding of Islamic Religious Education through internet-based literacy enrichment, here are some steps taken by Islamic Religious Education teachers in this process:

1. Wide Access to Information
2. Collaboration and Discussion
3. Interactive Material
4. Official Source References
5. Independent Learning
6. Multimedia Approach

Supporting and Inhibiting Factors in Efforts to Increase Students' Level of Understanding in Islamic Religious Education Subjects Through Internet-Based Literacy Enrichment

In an effort to increase the level of student understanding in Islamic Religious Education subjects through internet-based literacy enrichment at SMKN 3 OKU, there are certainly supporting and inhibiting factors.

The researcher asked Drs. Komaruddin M.Pd.I about the supporting factors. He said:

“There are several factors that support the implementation of internet-based literacy, namely, the school allows students to bring smartphones but they are still monitored, then we also have our own digital library and we always try to adapt to technological changes and try to improve technological developments in schools.”

(Interview: Drs. Komaruddin M. Pd.I 2 October 2023)

Based on the interview above, the supporting factors in implementing internet-based literacy at SMKN 3 OKU are:

- a. School policies that support and give permission to students to use smartphones in the school environment.
- b. Facilitating students with Digital Libraries
- c. Openness to Change, an open attitude towards technological change and a readiness to learn and adapt to new developments in the digital world supports digital literacy.

Then the researcher also interviewed one of the students of SMKN 3 OKU regarding inhibiting factors, he said:

“There is no wifi for students here so we still have to buy our own internet packages, and some of our friends don't have smartphones because they don't have enough money, but we can use the computers in the lab during school hours.”

(Interview: Zahra, 12th grade student, October 2, 2023)

Based on the interview above, the inhibiting factors in the implementation of internet-based literacy at SMKN 3 OKU are:

- a. Lack of access to technology. One of the main obstacles is the lack of access to a stable internet connection or the absence of free WiFi for students.
- b. Technological discomfort. Some students may feel uncomfortable with digital technology and feel anxious or inhibited by it.

- c. Economic factors, the cost of internet access and digital devices, especially in low-income environments, can be a barrier to internet-based literacy.

The researcher asked one of the students at SMKN 3 OKU about the inhibiting factors, he said:

“There is no wifi for students here so we still have to buy our own internet packages, and some of our friends don't have smartphones because they don't have enough money, but we can use the computers in the lab during school hours.”

(Interview: Zahra, 12th grade student, October 2, 2023)

CONCLUSION

Based on the research results that have been described by the author in the presentation and analysis of the data above, it can be concluded as follows: There have been many efforts made by SMKN 3 OKU to implement this internet-based literacy in improving the level of student understanding, namely by creating an application that contains a digital library containing complete e-books including religious books for literate students, and Islamic Religious Education Teachers also utilize online learning platforms, such as Google Classroom, or other platforms, to provide materials, assignments, and online discussions. The application of digital literacy in Islamic Religious Education at SMKN 3 OKU is that this strategy opens the door to increasing students' understanding more deeply and contextually towards Islamic teachings. Steps taken by teachers, such as providing broad access to information, encouraging collaboration and discussion, providing interactive materials, directing students to official sources, encouraging independent learning, and using multimedia approaches, are all positive steps in improving the quality of learning. This approach provides students with opportunities for exploration, reflection, and active involvement in understanding Islamic teachings. Based on the supporting and inhibiting factors identified in the implementation of internet-based literacy at SMKN 3 OKU, it can be concluded that efforts to increase students' level of understanding in Islamic Religious Education subjects through digital literacy is a complex process, involving various aspects and challenges.

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