

**MODEL PEMBELAJARAN TERINTEGRASI LITERASI DIGITAL  
KEAGAMAAN PADA PENDIDIKAN AGAMA ISLAM**

**(Studi Multi Situs di MAN Kota Surabaya dan SMA Ta'miriyah  
Surabaya)**

**DISERTASI**

**Diajukan untuk Memenuhi Sebagian Syarat  
Memperoleh Gelar Doktor dalam Program Studi Pendidikan Agama  
Islam**



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## ABSTRAK

- Judul : Model Pembelajaran Terintegrasi Literasi Digital Keagamaan pada Pembelajaran Pendidikan Agama Islam (Studi Multi Situs di MAN Kota Surabaya dan SMA Ta'miriyah Surabaya)
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- Kata Kunci : Model Pembelajaran, Literasi Digital Keagamaan, Pendidikan Agama Islam

Latar belakang penelitian ini adalah berangkat dari problematika literasi yang cukup kompleks serta masih maraknya konten atau informasi terlarang yang beredar luas di dunia digital. Penelitian ini bertujuan untuk mengidentifikasi model literasi digital keagamaan dalam pembelajaran pendidikan agama Islam (PAI), mulai dari perencanaan, proses, penilaian. Fokus utama penelitian ini terletak pada perencanaan, proses, serta penilaian dalam literasi digital keagamaan pada pembelajaran PAI.

Penelitian ini termasuk dalam riset kualitatif, dengan menggunakan pendekatan studi kasus. Subjek penelitian adalah guru PAI sebelas orang dan lima puluh empat siswa dari MAN Kota Surabaya. Selain itu, ada lima orang guru PAI dan enam puluh dua siswa SMA Ta'miriyah dengan data dikumpulkan melalui wawancara mendalam, observasi kelas, dan analisis dokumen pembelajaran, serta observasi. Data dianalisis secara interaktif melalui reduksi, penyajian, dan penarikan kesimpulan, sedangkan keabsahan data dijaga melalui triangulasi sumber dan teknik serta konfirmasi temuan kepada informan.

Hasil penelitian menunjukkan bahwa perencanaan literasi digital keagamaan dilakukan melalui analisis kemampuan awal peserta didik, penyusunan perangkat pembelajaran yang meliputi penyesuaian tujuan pembelajaran dengan capaian literasi digital keagamaan, pemilihan media digital yang relevan, perancangan strategi pembelajaran aktif, serta perencanaan evaluasi yang terintegrasi dalam sistem informasi digital sekolah. Pada tahap pelaksanaan, proses pembelajaran dirancang untuk mendorong siswa aktif dalam mengakses, mengevaluasi, dan memanfaatkan sumber digital keagamaan yang valid dengan memanfaatkan search engine, AI, e-book, aplikasi keislaman dan lainnya. Guru berperan sebagai pembimbing, fasilitator, dan verifikator yang mendampingi siswa dalam menyeleksi serta memaknai konten digital keagamaan. Dalam hal penilaian di kedua sekolah menerapkan sistem evaluasi pembelajaran dengan menggunakan aplikasi atau platform digital. Selain itu, sistem penilaian dilakukan juga dalam bentuk tugas tertulis berbasis proyek dan melalui diskusi interaktif serta adanya tindak lanjut. Penelitian ini menyimpulkan model pembelajaran spiral terintegrasi literasi digital keagamaan yang menunjukkan proses pembelajaran berkelanjutan dan saling berhubungan antara pengetahuan digital keagamaan, kesadaran nilai digital keagamaan, penerimaan inovasi digital keagamaan, serta evaluasi dan refleksi literasi digital keagamaan. Keempat tahap ini membentuk tahapan dinamis yang mendorong siswa menjadi pembelajar religius, kritis, dan adaptif terhadap perkembangan teknologi digital.

## ABSTRACT

Title: Integrated Learning Model of Religious Digital Literacy in Islamic Religious Education (Multi-Site Study at MAN Kota Surabaya and SMA Ta'miriyah Surabaya)

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Keywords: Learning Model, Religious Digital Literacy, Islamic Religious Education

This research is prompted by the prevailing complexities of digital literacy and the proliferation of restricted content within the digital landscape. The objective of this study is to establish a model for religious digital literacy within the context of Islamic Religious Education (PAI), focusing on the aspects of planning, process, and assessment. The primary emphasis of this research is on the planning, process, and assessment of religious digital literacy in PAI education.

This study employs a qualitative research methodology utilizing a case study approach. The participants included eleven PAI teachers and fifty-four students from MAN Kota Surabaya, along with five Islamic Religious Education teachers and sixty-two students from Ta'miriyah High School. Data collection was conducted through comprehensive interviews, classroom observations, and the analysis of educational documents. The data were analyzed interactively through processes of data reduction, presentation, and conclusion formulation. The validity of the data was ensured through triangulation of sources and techniques, as well as the confirmation of findings with the informants.

The findings indicated that the planning of digital religious literacy involved analyzing the initial capabilities of students, developing educational tools that aligned learning objectives with the outcomes of digital religious literacy, selecting appropriate digital media, designing active learning strategies, and planning evaluations that are integrated into the school's digital information system. During the implementation phase, the learning process was structured to motivate students to actively access, evaluate, and utilize credible digital religious resources through search engines, AI, e-books, Islamic applications, and various other tools.

## ملخص البحث

العنوان	: نموذج التعلم المتكامل لمحو الأمية الرقمية الدينية في تعلم التربية الدينية الإسلامية (دراسة متعددة المواقع في المدرسة العالية الحكومية الإسلامية بمدينة سورابايا والمدرسة العالية العامة التعميرية سورابايا)
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المروج	: الأستاذة الدكتورة إيفي فاطمة رشدية، الماجستير : الدكتورة سبتي أسمية، الماجستير.
الكلمات الرئيسية	: نموذج التعلم، محو الأمية الرقمية الدينية، التربية الدينية الإسلامية

تأتي خلفية هذا البحث من مشكلات محو الأمية المعقدة وانتشار المحتوى أو المعلومات المحظورة على نطاق واسع في العالم الرقمي. يهدف هذا البحث إلى تحديد نموذج محو الأمية الرقمية الدينية في تعلم التربية الدينية الإسلامية (PAI)، بدءًا من التخطيط والعملية والتقييم. يكمن التركيز الرئيسي لهذا البحث في التخطيط والعملية والتقييم في محو الأمية الرقمية الدينية في تعلم التربية الدينية الإسلامية. يصنف هذا البحث ضمن البحوث النوعية، باستخدام منهج دراسة الحالة. عينة البحث هم أحد عشر معلمًا للتربية الدينية الإسلامية وأربعة وخمسون طالبًا من المدرسة العالية الحكومية الإسلامية بمدينة سورابايا. بالإضافة إلى ذلك، هناك خمسة معلمين للتربية الدينية الإسلامية واثنا وستون طالبًا من المدرسة العالية العامة التعميرية، وتم جمع البيانات من خلال المقابلات المتعمقة، وملاحظات الفصل الدراسي، وتحليل وثائق التعلم، والملاحظات. تم تحليل البيانات بشكل تفاعلي من خلال الاختزال والعرض واستخلاص النتائج، بينما تم الحفاظ على صحة البيانات من خلال تثلث المصادر والتقييات وتأكيد النتائج للمخبرين.

أظهرت النتائج أن تخطيط محو الأمية الرقمية الدينية يتم من خلال تحليل القدرات الأولية للمتعلمين، وإعداد أدوات التعلم التي تشمل تعديل أهداف التعلم لتحقيق المعرفة الرقمية الدينية، واختيار الوسائط الرقمية ذات الصلة، وتصميم استراتيجية التعلم النشط، بالإضافة إلى تخطيط التقييم المدمج في نظام المعلومة الرقمي للمدرسة. في مرحلة التنفيذ، تم تصميم عملية التعلم لتشجيع الطلاب على المشاركة بنشاط في الوصول إلى المصادر الرقمية الدينية الصالحة وتقييمها والاستفادة منها باستخدام محركات البحث والذكاء الاصطناعي والكتب الإلكترونية والتطبيقات الإسلامية وغيرها. يلعب المعلمون دور الموجهين والميسرين والمحققين الذين يرافقون الطلاب في اختيار المحتوى الرقمي الديني وتفسيره. فيما يتعلق بالتقييم، تطبق كلتا المدرستين نظام تقييم التعلم باستخدام التطبيقات أو المنصات الرقمية. بالإضافة إلى ذلك، يتم نظام التقييم أيضًا في شكل مهام كتابية قائمة على المشاريع ومن خلال المناقشات التفاعلية والمتابعة. يخلص هذا البحث إلى نموذج التعلم الحلزوني المتكامل لمحو الأمية الرقمية الدينية والذي يظهر عملية تعلم مستمرة ومتراطة بين المعرفة الرقمية الدينية، والوعي بالقيم الرقمية الدينية، وقبول الابتكار الرقمي الديني، بالإضافة إلى تقييم محو الأمية الرقمية الدينية والتفكير فيها. تشكل هذه المراحل الأربع مراحل ديناميكية تدفع الطلاب ليصبحوا متعلمين متدينين وناقدين ومتكيفين مع تطور التكنولوجيا الرقمية

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