

Strategic Management of Digital Literacy Initiatives in Islamic Boarding Schools of Tasikmalaya

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ABSTRACT. The rapid advancement of technology has transformed literacy beyond traditional reading and writing skills, making digital literacy a crucial competency in education. In Indonesia, Islamic boarding schools (pesantren) play a significant role in shaping students' academic and ethical development. However, the integration of digital literacy within pesantren remains understudied, despite its potential to enhance students' ability to access, analyze, and utilize digital information responsibly. Understanding how digital literacy is managed in these institutions is essential for ensuring students are equipped for modern educational and professional environments. This study aims to examine the role of digital literacy management in improving student literacy at Darussalam Islamic Boarding School and Riyadlul Ulum wa Da'wah Islamic Boarding School. It evaluates how structured digital literacy programs contribute to students' cognitive and practical literacy skills. Using a Mixed Methods approach with Sequential Exploratory design, qualitative data was collected through observation and interviews, while quantitative analysis was conducted using Likert scale questionnaires, Pearson correlation, and Cronbach's Alpha. Regression analysis indicates that digital literacy management significantly influences student literacy, with R Square values of 0.543 and 0.760, respectively. The findings highlight the need for sustainable digital literacy initiatives, emphasizing ethical technology use. Future research should explore broader impacts to refine educational policies in pesantren.

Keywords: *Digital Literacy Management, Student Literacy Impact, Islamic Boarding School*

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INTRODUCTION

The development of digital literacy in Islamic boarding schools (pesantren) is an urgent issue, as it bridges the divide between traditional education and the demands of the digital era (Arif, Chapakiya, et al., 2024; Reksiana et al., 2024; Siregar & Sapri, 2025). In Indonesia, digital literacy encompasses not only technical proficiency but also ethical and critical engagement with information, which is essential for preparing students (*santri*) to thrive academically and socially (Ahyar & Zumrotun, 2023; Arif et al., 2025; Khusna et al., 2022). Despite these efforts, challenges persist. For instance, Kartikasari and Nuryasana (2022) note that school-based literacy initiatives often face obstacles such as insufficient book availability and low student interest in reading (Kartikasari & Nuryasana, 2022). Meanwhile, international assessments like PISA (OECD, 2019)

rank Indonesia among the lowest in literacy performance, with only 1 in 1,000 Indonesians considered active readers, despite high levels of digital device ownership (Kementerian Pembangunan Manusia dan Kebudayaan RI, 2021).

The rapid advancement of technology underscores the importance of equipping individuals with digital literacy not merely technical proficiency, but the ability to critically assess and use digital information ('Digital Literacies for Learning', 2013); (Suchyadi et al., 2021). In the context of Islamic boarding schools (*pesantren*) traditional educational institutions deeply embedded in Indonesian society the development of digital literacy is crucial (Alakrash & Abdul Razak, 2021; Arif, Aziz, et al., 2024; Hariadi et al., 2024; Razak et al., 2023). These institutions are now increasingly seen as key players in preparing students to navigate modern digital environments while maintaining cultural and religious values (Muttaqin & Pitara, 2019); (Mardiah Hayati et al., 2022).

Research on digital literacy has predominantly focused on formal education systems, leaving gaps in understanding its role in *pesantren*. Few studies address the unique socio-cultural dimensions of these institutions, and the application of frameworks like Paul Gilster's four pillars of digital literacy basic understanding, information literacy, communication and collaboration literacy, and ethical understanding is underexplored (Usmaniyah & Abrori, 2024); (Erwin & Mohammed, 2022);(Mahendra et al., 2022), research focusing specifically on *pesantren* remains limited, especially in terms of qualitative analyses. The existing literature often lacks contextual understanding of how digital literacy is cultivated within the unique socio-cultural framework of *pesantren* (Azzukhrufi et al., 2023; Jumadiyah & Zumrotun, 2024; Reksiana et al., 2024). Moreover, there is a scarcity of studies that apply Paul Gilster's (1997)(St. John & Von Slomski, 2012) four pillars of digital literacy **basic** understanding, information literacy, communication and collaboration literacy, and ethical understanding to the *pesantren* setting (Davydov et al., 2020). This study aims to address these gaps and offer a more nuanced and culturally grounded exploration of digital literacy in Islamic boarding schools.

This research is based on the hypothesis that the level of digital literacy among *pesantren* students is significantly influenced by the four core dimensions introduced by Gilster (1997): basic digital competence, information processing skills, communication and collaboration abilities, and ethical digital behavior (Rita Aryani & Leroy Holman Siahaan, 2022). Furthermore, it is hypothesized that variables such as technological access, institutional support, and cultural receptiveness mediate the development of these skills (Degner et al., 2022; Wajdi et al., 2023); (Gümüş et al., 2023). By employing relevant qualitative methods, this study seeks to provide empirical evidence that not only tests these hypotheses but also enriches existing discourse on digital literacy in Islamic education (Turner et al., 2022); (Subaveerapandiyan et al., 2024). Digital literacy has become an essential skill in the modern era, and its development is now extending into Islamic boarding schools (*pesantren*) in Indonesia. These institutions function as small communities that reflect broader societal dynamics, making them ideal environments to foster digital literacy (Susanti, 2013). In today's world, individuals are not only expected to access information but also analyze and use it critically to build knowledge (Usmaniyah & Abrori, 2024). (This is particularly relevant in educational settings where students must be equipped with digital skills to succeed academically and professionally (Mahendra et al., 2022).

Digital literacy in *pesantren* includes practical skills such as using hardware and software, searching for information online, and using digital platforms for learning and collaboration (Nasih et al., 2020); (Archambault et al., 2022; Kardi et al., 2023; Sulianta, 2020). These basic competencies are the foundation for more advanced abilities like using educational apps, managing digital projects, and applying digital tools in real-life contexts (Babalola et al., 2023). However, digital literacy also involves critical thinking students must be able to assess the credibility of information, detect bias, and understand the social and cultural context of digital content (Taşkıran & Salur, 2021); (Hidayanti, 2021).

However, a digitally literate individual should be able to distinguish facts from opinions, identify reliable sources, and respect copyright and communication ethics (Herrero-Diz et al., 2022); (Malkawi & Ambusaidi, 2021). This combination of technical and critical skills enables individuals to participate meaningfully in digital society and respond wisely to the abundance of information available online. Therefore, developing digital literacy is not just about mastering tools, but also about building ethical, responsible, and thoughtful digital citizens (Gündüzalp, 2021); (Badrudin et al., 2022). The study provides empirical evidence that both supports and challenges existing assumptions in the literature. It identifies technological access, institutional support, and cultural adaptability as key factors influencing digital literacy development in pesantren (Fadli & Dwiningrum, 2021); (Wang & Si, 2024). However, access alone is not enough (Khoiriyah & Ilmi, 2023). Students also need guidance on how to use these tools effectively and responsibly. Training programs on internet use, digital ethics, and information management can help students become more confident and skilled digital users (Meng et al., 2023) (Sagala et al., 2024).

Ultimately, the research underscores the importance of policies that promote equitable technological access and provide training programs aligned with Islamic values. By integrating modern digital competencies into their curricula, pesantren can prepare students to navigate the digital era responsibly and effectively (Abbas, 2020); (Reddy et al., 2023); Mao & Shi-Kupfer, 2023). However, challenges persist, especially resistance to technology in some pesantren due to concerns about preserving traditional values (Weninger, 2022). These concerns must be addressed through open dialogue and educational approaches that show how technology can support, not replace, pesantren values (Akinwalere & Ivanov, 2022).

METHOD

The approach in this study used *Mix methods research*, (Wallwey & Kajfez, 2023) and the method used is *Sequential Exploratory Design* (SED). Two types of data in this study, including qualitative data and quantitative data, in quantitative data consist of variable X is Digital literacy community management, and variable Y is student digital literacy. Digital literacy community management indicators consist of; Access to information, Understanding of information, Analysis of information, Participation, and Sustainability of digital skills. Meanwhile, the digital literacy indicators of students consist of; The ability of students to search for information on digital media, skills in using digital applications, and understanding of digital ethics.

The population of this study is two Islamic boarding schools in the Tasikmalaya area, there are the Darussalam Islamic Boarding School in Tasikmalaya Regency, and the Riyadlul Ulum wa Da'wah Islamic Boarding School in Tasikmalaya City. The population in this study is 572 students from both Islamic boarding schools in Tasikmalaya, as illustrated in table 1 below.

Table 1. Population and Sample

No	Boarding	Population	Sample
1	Darussalam Islamic Boarding School Tasikmalaya Regency	680	252
2	Riyadlul Ulum wa Da'wah Islamic Boarding School Tasikmalaya City	2437	320

The data collection technique in this study, conducted through non-participatory observation, can be analyzed both qualitatively and quantitatively. Quantitative data was gathered using observation sheets and questionnaires encompassing a total of 32 statements on a Likert scale. (Wu & Leung, 2017). The validity test was carried out by calculating the correlation of each statement through the total score using *pearson product moment* (Russo, 2021), and reliability test in this study using the *cronbach Alpha*. As illustrated in the table below.

Table 2. Quantitative Data Analysis

Data Collection Technique	Description
Observation Method	Non-Participant Observation: Collected qualitatively and quantitatively. Involves observing and recording behaviors without direct involvement.
Quantitative Data Collection	Observation Sheets and Questionnaires: Utilizing Likert scales to gather structured data on variables X (Digital Literacy Community Management) and Y (Santri's Digital Literacy).
Validity Testing	Calculating correlation of each statement with the total score using Pearson Product Moment.
Reliability Testing	Ensuring consistency of the data collected using Cronbach's Alpha technique.

Qualitative data analysis in this study follows several stages. First, all collected data, including memos prepared during data collection, are reviewed. Second, the researcher unitizes the data obtained at different times. Third, the data is grouped based on the problem formulation and the established research framework. Finally, the grouped data is analyzed using the term “*Interview Respondent*” (IR) to answer the predetermined research questions. In addition, the hypothesis of the research, the implementation of digital literacy programs in Islamic boarding schools significantly enhances students' literacy skills, including their ability to access, understand, analyze, and ethically use digital information, thereby preparing them to effectively utilize technology in both their academic and personal lives.

RESULT AND DISCUSSION

Result

Literacy plays a crucial role in the advancement of education, particularly in the face of rapidly advancing technology. This includes Islamic boarding schools, which have long been pillars of moral education. These schools are now integrating literacy into their teaching processes to ensure students are well-prepared for the modern world.

Literacy Strategy at Darussalam Islamic Boarding School

The strategic role of digital literacy community management at Darussalam Islamic Boarding School in Tasikmalaya Regency is pivotal in nurturing a generation of digitally literate students who can thrive in the modern era. Interviews with respondents revealed that key areas of focus include information access, understanding, analysis, participation, and sustainability of digital skills. These insights led to this conclusion: “*The main vision of Darussalam Islamic Boarding School is to create students who can maximize the use of technology by 2025. This vision encompasses not only technical aspects but also intellectual, spiritual, and independence aspects, preparing students to face global challenges*” (Interview Respondent).

In other words, this holistic approach ensures that students are prepared to leverage technology while nurturing their intellectual and spiritual growth. The strategic management at Darussalam Islamic Boarding School focuses on achieving balanced and comprehensive development in students, equipping them with essential digital skills and a robust moral foundation.

One practical example of implementing digital literacy is through literacy training activities like *bahtsul masail*, an in-depth discussion focused on community issues from an Islamic perspective. In this activity, students engage in discussions, debates, and formulate applicable solutions. The results of *bahtsul masail* are summarized in e-books and published locally, providing students with experience in writing and compiling scientific papers as well as introducing them to digital publishing. This ensures that students become not only consumers of information but also producers of quality information. Finally, the normality test in this study utilized SPSS.22, as shown in the table below.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		252
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,58114482
Most Extreme Differences	Absolute	,095
	Positive	,054
	Negative	-,095
Test Statistic		,695
Asymp. Sig. (2-tailed)		,780 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The normality test using the One-Sample Kolmogorov-Smirnov Test tests whether the standardized residual distribution follows the normal distribution. In this table, there are several important parameters displayed. The number of samples (N) is 252. The normal parameters calculated from the data show a mean value of 0.00000000 and a standard deviation of 3.58114482. The largest extreme difference is shown by an absolute value of 0.095, a positive value of 0.054, and a negative value of -0.095. The statistical value of the test was 0.695 with an asymptotic significance (2-tailed) of 0.780. Based on this significance value, it can be concluded that the standardized residual distribution is normal because the significance value is greater than 0.05. The results of the determine coefficient are illustrated in the table below.

Table 4. Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,517 ^a	,543	,418	3,58830	2,190

- a. Predictors: (Constant), manajemen komunitas literasi
- b. Dependent Variable: literasi santri

In the table above, it can be concluded that the proportion of variance from the dependent variable (in this case, student literacy) in the Darussalam Islamic boarding school can be explained by the independent variable (literacy community management) in the regression model. This means that the R Square value is 0.543, this means that around 54.3% of the variability in student literacy can be explained by the literacy community management.

Table 5. Simple Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,680	2,960		14,417	,000
	manajemen komunitas literasi	,312	,042	,017	,273	,000

- a. Dependent Variable: literasi santri

This regression analysis shows that the independent variable, namely literacy community management, has a significant influence on the dependent variable, namely student literacy. Based on the regression results, the non-standardized coefficient for literacy community management is 0.312 with a t-value of 0.273 and a significance of 0.000. This means that every increase of one unit in literacy community management will increase the literacy value of students by 0.312 units. In conclusion, literacy community management significantly plays a role in improving student literacy, although the effect is relatively small, and these results are statistically reliable with a very high significance value.

Table 6. Hypothesis Test of Darussalam Islamic Boarding School

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,962	1	,962	,075	,000 ^b
	Residual	3218,974	250	12,876		
	Total	3219,937	251			

a. Dependent Variable: literasi santri

b. Predictors: (Constant), manajemen komunitas literasi

Based on the ANOVA table, the analysis shows that the independent variable, namely "literacy community management," has an influence on the bound variable, namely "student literacy." This is indicated by a significance value (Sig.) of 0.000, which is smaller than the threshold of 0.05. Thus, these results show that the regression model is statistically significant. In other words.

Ha: $\rho \neq 0$ = The management of the digital literacy community simultaneously affects the literacy of students at the Darussalam Islamic boarding school, Tasikmalaya Regency.

Literacy Strategy of Riyadlul Ulum wa Da'wah Islamic Boarding School

The management of digital literacy activities for students at the Riyadlul Ulum wa Da'wah Islamic Boarding School is managed by the Matapena organization, an extracurricular group focused on literacy, particularly in literature. Students have produced various works in both digital and print formats. Various works have been produced by students, both digital and print. The results of an interview with one of the respondents at the Riyadlul Ulum Islamic boarding school regarding information access, information understanding, information analysis, participation, and sustainability of digital skills stated "*Digital literacy at the Riyadlul Ulum wa Da'wah Islamic Boarding School officially began in 2023 as a step to develop the potential of students in the modern technology era. This initiative aims to provide space and opportunities for students to channel their writing talents in digital media, especially in the field of journalism and opinion writing. This is also in line with the vision of Islamic boarding schools to produce a generation of students who excel in religious science and are skilled in utilizing technology to convey the message of da'wah widely. In this spirit, the digital literacy program is designed systematically, including various innovative coaching strategies*". (IR)

The digital literacy program at the Riyadlul Ulum wa Da'wah Islamic Boarding School focuses on developing journalistic skills and opinion writing, especially in light religious issues. In its implementation, students are trained to write relevant and useful articles, such as reviews and comments on the yellow books they have studied.

The development of digital literacy at the Riyadlul Ulum wa Da'wah Islamic Boarding School is carried out through several main strategies that are organized and sustainable. One of the first steps is to go through the process *open recruitment* which is intended for students who have interests and talents in the field of digital literacy. However, this recruitment process is not carried out thoroughly, but only opens opportunities for certain students, especially those in high school

grades 1 and 2. This aims to ensure that the participants involved really have the motivation and ability to participate in this program.

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		320
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,78011450
Most Extreme Differences	Absolute	,035
	Positive	,082
	Negative	-,055
Test Statistic		,595
Asymp. Sig. (2-tailed)		,698 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Kolmogorov-Smirnov Test One Sample was performed against non-standardized residues. Based on the table, the sample used for this test amounted to 320 respondents. The normal parameters calculated from the data show an average value of 0.00000000 and a standard deviation of 3.78011450. The largest extreme differences were 0.035 (absolute), 0.082 (positive), and -0.055 (negative). The statistical value of the test was 0.595 with an asymptotic significance level (two-sided) of 0.698. Based on a significance value greater than 0.05, it can be concluded that the non-standardized residual distribution in this analysis is normal.

Table 8. Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,645 ^a	,760	,057	3,80169	2,510

- a. Predictors: (Constant), manajemen komunitas literasi
- b. Dependent Variable: literasi santri

In the table above, it can be concluded that the proportion of variance from the dependent variable (in this case, student literacy) in the Riyadlul Ulum wa Da'wah Islamic boarding school can be explained by the independent variable (literacy community management) in the regression model. The result obtained by R Square was 0.760, meaning that about 76% of the variation in student literacy could be explained by literacy community management.

Table 9. Simple Regression

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28,004	3,115		8,989	,000
	manajemen komunitas literasi	,200	,044	,245	4,509	,000

- a. Dependent Variable: literasi santri

Regression analysis showed that the independent variable, namely "literacy community management," had a significant influence on the dependent variable "student literacy." Based on the regression results, the non-standardized coefficient for literacy community management is 0.200 with a t-value of 4.509 and a significance of 0.000, indicating that every increase of one unit

in literacy community management will increase student literacy by 0.200 units. The standardized coefficient (beta) for literacy community management was 0.245, indicating a significant relative influence. In conclusion, literacy community management has a significant and positive influence on student literacy, although the influence is relatively small, but statistically significant.

In the table above, the results of the analysis show that the independent variable, namely "literacy community management," has a significant influence on the bound variable, namely "student literacy." This is indicated by a significance value (Sig.) of 0.000, which is smaller than the threshold of 0.05, so the relationship can be considered statistically significant. An F value of 20.334 indicates that the regression model has a strong ability to explain variations in bound variables. In addition, the "Sum of Squares" for regression is 293.888, which is relatively smaller than the residual value of 4595.999. This suggests that most of the variation in the data remains unexplained by the independent variable, but the effect remains significant. In other words, H_a was accepted, and H_o was rejected. This means that there is an influence of digital literacy community management on the literacy of students of the Riyadlul Ulum wa Da'wah Islamic boarding school in Tasikmalaya City.

Discussion

The management of the digital literacy community at Darussalam Islamic Boarding School in Tasikmalaya Regency plays a vital role in preparing a generation of digitally literate students who can compete in the modern era. The vision of this pesantren is to create students who can maximize the use of technology by 2025, addressing not only technical aspects but also intellectual, spiritual, and independent aspects. This holistic approach ensures that students acquire technical skills while also experiencing balanced intellectual and spiritual growth. This strategic management aims for comprehensive student development, equipping them to utilize technology while maintaining a strong moral foundation.

One practical example of implementing digital literacy at Darussalam Islamic Boarding School is through literacy activities like *bahtsul masail*, which involves students in discussing and analyzing community problems from an Islamic perspective (Komariah et al., 2023). This activity helps students hone their writing skills and compile scientific papers, which are then published as e-books. Thus, students become not only consumers of information but also producers of quality information.

From the results of regression analysis using SPSS.22, it can be concluded that the management of the digital literacy community in Pondok Pesantren Darussalam has a significant influence on student literacy with an R Square value of 0.543, which means that around 54.3% of the variability of student literacy can be explained by the management of the literacy community. The normality test using the One-Sample Kolmogorov-Smirnov Test showed that the residual distribution was normal, with a significance value of 0.780 which was greater than 0.05, indicating that the standardized residual distribution followed the normal distribution.

Meanwhile, at the Riyadlul Ulum wa Da'wah Islamic Boarding School, students' digital literacy activities are managed by the Matapena organization, an extracurricular that focuses on literacy and literature. Digital literacy at this pesantren began in 2023 as an initiative to develop the potential of students in the modern technology era. This initiative aims to provide space for students to channel their writing skills in digital media, especially in the field of journalism and opinion writing. This is in line with the vision of the pesantren to produce a generation of students who excel in religious science and are skilled in utilizing technology to convey the message of da'wah widely.

The digital literacy program at the Riyadlul Ulum wa Da'wah Islamic Boarding School includes training in journalistic skills and opinion writing. Students are trained to write relevant and useful articles, especially in reviews and comments on the yellow books they have studied. Digital literacy development is carried out through an open recruitment process for students who

have an interest in the field of digital literacy, although limited to grades 1 and 2 of high school to ensure that participants have adequate motivation and abilities.

The normality test using the One-Sample Kolmogorov-Smirnov Test against unstandardized residuals showed that the residual distribution in this analysis was normal, with a significance value of 0.698 which was greater than 0.05. From the results of regression analysis, the R Square value of 0.760 shows that around 76% of the variability of student literacy can be explained by literacy community management. This shows that literacy community management has a significant and positive influence on student literacy, although the influence is relatively small but still statistically significant.

With these findings, it can be concluded that digital literacy community management has an important role in improving student literacy in both Islamic boarding schools. The approach used emphasizes holistic development and the use of technology to support learning and the development of students' abilities in facing global challenges.

In accordance with the research objectives by identifying the four main components of digital literacy, according to Paul Gilster there are Basic Literacy, Information Literacy, Communication and Collaboration Literacy, Ethics Understanding in both Islamic Boarding Schools both Darussalam Islamic Boarding School and Riyadlul Ulum wa Da'wah Islamic Boarding School.

First, both Darussalam Islamic Boarding School and Riyadlul Ulum wa Da'wah Islamic Boarding School implement digital literacy programs aimed at equipping students with fundamental skills. These include training in writing, journalism, and the use of technology, ensuring that students develop a solid foundation in basic digital literacy. Through these initiatives, students gain essential competencies that prepare them for active engagement in the digital world.

Second, In the realm of information literacy, students are trained to access, understand, and critically analyze information. At Darussalam Islamic Boarding School, for instance, activities like *bahtsul masail* facilitate discussions and problem-solving processes, honing students' abilities to understand and utilize information effectively. This practice fosters deeper intellectual engagement and practical application of learned concepts.

Third, the focus on communication and collaboration literacy is evident in the programs at Riyadlul Ulum wa Da'wah Islamic Boarding School. These programs encourage students to develop their communication skills and work collaboratively through activities such as article writing and participation in journalistic endeavors (Jannah et al., 2023; Setyaningsih et al., 2024). By engaging in such literacy projects, students are motivated to share knowledge and contribute meaningfully to collective efforts.

Fourth, ethical understanding is a fundamental component of the digital literacy programs at both schools. Guided by their vision and mission, these pesantren emphasize the importance of spiritual growth and independence, alongside ethical technology use. Students are taught to engage with technology responsibly, using it to support da'wah and disseminate positive messages through digital platforms. Through this holistic approach, the two pesantren not only improve the digital literacy of students but also ensure that these skills are used responsibly and ethically, in line with Islamic teachings.

CONCLUSION

The study demonstrates that the management of digital literacy communities in Darussalam Islamic Boarding School and Riyadlul Ulum wa Da'wah Islamic Boarding School plays a crucial role in cultivating digitally literate students who excel both in religious scholarship and digital competencies. Darussalam integrates digital literacy into activities like *bahtsul masail*, providing students with valuable experience in scientific writing and digital publishing, evidenced by an R Square value of 0.543. Similarly, Riyadlul Ulum wa Da'wah organizes student digital literacy programs under the Matapena organization, fostering journalistic and opinion-writing skills with an R Square value of 0.760.

These findings challenge traditional assumptions about digital literacy in religious educational settings and highlight the significance of holistic strategies informed by Paul Gilster's framework encompassing basic comprehension, ethical technology use, information processing, and collaborative communication. The regression results emphasize a greater impact than expected, sparking new discussions on sustainable digital literacy integration.

However, the study is limited by its focus on specific cases and a small sample size, restricting generalization. It also acknowledges constraints related to data variation, gender, and age. Future research should adopt larger samples and diverse contexts to enrich understanding and broaden the implications of digital literacy management on education.

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