



Digital Literacy as a Response to the Threat of Radicalism in Islamic Education (PAI) Learning in Secondary Schools

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Abstract:

The rapid advancement of digital technology has exposed the younger generation to both educational opportunities and the threat of radical ideologies. This study aims to examine the integration of digital literacy into Islamic Education (PAI) as a tool for preventing radicalism in secondary schools. Using a qualitative case study approach, the research focuses on secondary schools in a region characterized by socio-religious diversity. Data were collected through interviews, observations, and document analysis. The findings reveal that, while teachers and students are increasingly aware of the importance of digital literacy in safeguarding against radicalism, challenges such as limited infrastructure, low teacher competence, and inadequate policy support hinder effective implementation. Teachers employ strategies like using verified digital content and promoting critical discussions to foster moderation and tolerance. The study concludes that, when effectively integrated, digital literacy, combined with religious education, can help prevent radicalization. This research contributes to the development of educational models that incorporate digital literacy with religious moderation and tolerance, offering insights for future policy and curriculum development.

Key Words: *Digital Literacy, Islamic Education, Radicalism Prevention, Teacher Strategies*

Abstrak:

Kemajuan pesat teknologi digital telah membuka peluang pendidikan sekaligus ancaman ideologi radikal bagi generasi muda. Studi ini bertujuan untuk mengeksplorasi integrasi literasi digital ke dalam Pendidikan Agama Islam (PAI) sebagai alat untuk mencegah radikalisme di sekolah menengah. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini berfokus pada sekolah menengah dengan keragaman sosial-agama. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen. Temuan menunjukkan bahwa meskipun guru dan siswa semakin menyadari pentingnya literasi digital dalam melindungi diri dari radikalisme, tantangan seperti infrastruktur yang terbatas, kompetensi guru yang rendah, dan dukungan kebijakan yang tidak memadai menghambat implementasi yang efektif. Guru menggunakan strategi seperti menggunakan konten digital yang terverifikasi dan mendorong diskusi kritis untuk menumbuhkan moderasi dan toleransi. Studi ini menyimpulkan bahwa literasi digital, dikombinasikan dengan pendidikan agama, dapat membantu mencegah radikalisme jika diintegrasikan secara efektif. Penelitian ini berkontribusi pada pengembangan model pendidikan yang

memadukan literasi digital dengan moderasi dan toleransi agama, menawarkan wawasan untuk pengembangan kebijakan dan kurikulum di masa mendatang.

Kata Kunci: *Literasi Digital, Pendidikan Islam, Pencegahan Radikalisme, Strategi Guru*

INTRODUCTION

In the digital era, the rapid advancement of technology and the vast flow of information present both opportunities and challenges for society (Tavares et al., 2022). While digital platforms provide access to educational resources, news, and social interaction, they also harbor threats, such as the spread of radical content (Riabi et al., 2025). The younger generation, particularly students, is increasingly exposed to harmful ideologies through digital media, which can lead to misinterpretation of information and shape their worldview (Arifah et al., 2025). Research indicates that radical content spreads rapidly online, making it crucial for educational systems to adopt digital literacy programs that can equip students with critical thinking skills and the ability to discern credible from unreliable information (Halimah et al., 2024). Digital literacy is, therefore, not just a technical skill but a vital educational tool for safeguarding young minds from extremist ideologies. By enhancing digital literacy, society can foster a more informed, tolerant, and resilient generation, prepared to thrive in a globalized world while maintaining democratic values (Cynthia & Sihotang, 2023).

The increasing infiltration of radical ideologies into the digital space poses a significant challenge, particularly within educational environments. Schools, where students spend considerable time, are not only sites of academic learning but also of social and ideological influence (Gao, 2023). As digital technology continues to play a central role in education, there is a pressing need to develop the critical skills of both students and educators to navigate and assess the digital content they encounter effectively (Rahimi et al., 2024). However, many schools still lack the necessary resources, infrastructure, and training to integrate digital literacy into their curricula effectively (Fanindy & Mupida, 2021). Teachers, often undertrained in digital tools, struggle to guide students in using technology responsibly, while students themselves are passive consumers of digital content. This gap in digital literacy skills significantly undermines efforts to prevent the spread of radicalism, highlighting the urgent need for educational strategies that combine religious moderation and digital literacy.

The spread of radical ideologies in the digital space is not merely theoretical; it is a genuine and growing concern within educational settings. Radical content, whether ideological, social, or digital, often manifests in school environments, where young minds are particularly impressionable. For instance, students may encounter extremist views in online forums, on social media platforms, or in peer discussions that are influenced by external digital sources. The lack of adequate training in critical digital literacy makes it difficult for students to distinguish legitimate educational content from radical narratives. Teachers, particularly in Islamic Religious Education (PAI), face a dual challenge: first, to address religious radicalism; and second, to effectively navigate and integrate digital tools into their teaching. Without a structured approach to

digital literacy, students may become susceptible to extremist ideologies, thereby perpetuating division and intolerance within broader society.

Previous research has consistently emphasized the importance of digital literacy in modern education, with numerous studies exploring its role in enhancing critical thinking, problem-solving, and information evaluation (Jalaluddin, 2024). However, these studies often focus on the general benefits of digital literacy without specifically addressing its potential to prevent the spread of radical ideologies within Islamic Religious Education (PAI). Research by Rohman & Waskito (2025) highlights the need to integrate digital literacy into religious education, particularly to counter the dangers posed by extremist views. Despite this recognition, there remains a gap in exploring how teachers can effectively implement digital literacy strategies in PAI classrooms to combat radicalism. Most existing studies offer theoretical insights, but practical strategies for integrating digital literacy into PAI teaching remain underdeveloped, particularly in the face of radical content circulating through digital media.

While much has been written about digital literacy, religious education, and their individual roles in modern classrooms, the intersection of these two areas, digital literacy and PAI, has received limited attention. Prior studies often overlook how digital literacy can be tailored specifically to combat radicalism in Islamic Religious Education (PAI), where religious values and moderation must be upheld. This research gap is significant because integrating digital literacy into PAI education could equip students with the tools to evaluate online content critically, thereby fostering both religious moderation and critical thinking. Furthermore, the role of teachers in this process is crucial. Teacher preparation programs that focus on digital literacy in PAI could enable educators to act as facilitators of a more informed, tolerant, and ethical digital culture, addressing both ideological and technological challenges in the classroom.

The novelty of this research lies in its focus on developing strategies for integrating digital literacy into Islamic Religious Education (PAI) to prevent radicalism. Unlike previous studies that have explored digital literacy in general or across other disciplines, this research explicitly targets the PAI context, integrating religious education with the development of digital skills. This integrative approach is vital for responding to the growing threat of radicalism in schools, where digital media play an increasingly central role. Furthermore, this research aims to identify the challenges teachers face in implementing digital literacy as a strategy to counter radicalism and to provide practical solutions to address these obstacles. The state of the art in this area remains in its infancy, and by addressing this gap, the study can significantly contribute to the development of educational models that integrate digital literacy with the promotion of tolerance, national unity, and religious moderation.

This study addresses the research problem of how to effectively integrate digital literacy into Islamic Religious Education (PAI) as a preventive measure against radicalism in schools. The main argument is that equipping both students and teachers with the necessary digital literacy skills can act as a safeguard against the spread of extremist ideologies. By promoting critical thinking, media

responsibility, and ethical use of technology, digital literacy can provide students with the tools to navigate the digital world thoughtfully and responsibly. This research will contribute to the development of an adaptive learning model that strengthens religious moderation, upholds educational integrity, and ensures social security in the digital age. The findings are expected to provide valuable insights into the challenges and opportunities of integrating digital literacy with PAI, thereby guiding educators in preventing radicalism within the school environment.

RESEARCH METHOD

This study employs a qualitative approach with a case study design. A qualitative approach was chosen because this research aims to gain a deep understanding of the dynamics involved in implementing digital literacy within Islamic Religious Education (PAI) learning as a measure to prevent radicalism. The case study design is employed because the research focuses on a specific and distinctive context: the implementation of digital literacy in secondary schools facing challenges and potential issues related to the spread of radical ideologies. This approach allows the researcher to explore the phenomenon comprehensively, including various aspects such as learning strategies, teachers' and students' perceptions, and school policies. The case study design provides rich contextual insights. It enables an in-depth exploration of digital literacy practices and their effects on religious moderation and deradicalization efforts within a specific educational setting.

The research will be conducted in secondary schools in Bondowoso, an area characterized by diverse socio-religious backgrounds and a particular concern with issues such as intolerance and radicalism. Bondowoso was selected because it represents an educational environment in which integrating digital literacy into PAI is both relevant and essential, given the growing challenges posed by radical ideologies. The area's socio-religious diversity provides a unique context for understanding how digital literacy can strengthen religious moderation and combat radicalism in the classroom. Additionally, schools in Bondowoso have already implemented digital literacy programs or activities aimed at fostering religious moderation, making it an ideal location to study the practical aspects of digital literacy as a tool for deradicalization.

The data collection methods in this study include in-depth interviews, observations, and document studies. In-depth interviews will be conducted with PAI teachers, students, and other relevant stakeholders involved in implementing digital literacy programs. These interviews aim to capture their experiences, perspectives, and practices in addressing potential radicalism through digital-based PAI learning. Observations will be conducted in classrooms and during digital literacy activities within the school environment to collect data on actual practices and interactions. Additionally, document studies will be conducted to analyze school policies, curriculum materials, and any records related to digital literacy initiatives and their impact on teaching and

learning. This combination of data collection techniques ensures a comprehensive understanding of the phenomenon from multiple perspectives.

The data analysis process will follow a systematic approach. The first step, data condensation, will involve filtering out irrelevant or excessive data to focus on key themes related to the implementation of digital literacy, radicalism prevention, and religious moderation in PAI learning. Data reduction will follow, in which the data will be categorized into meaningful themes and concepts, such as teachers' and students' perceptions, the effectiveness of digital literacy programs, and the challenges of integrating digital literacy into PAI teaching. Data will then be analyzed thematically, organizing the findings into coherent sections that provide a clear understanding of the key issues. Finally, data verification will be conducted to ensure the credibility and consistency of the findings through triangulation, including cross-referencing interview data, observation notes, and document analysis. This will help validate the conclusions drawn and ensure that they accurately reflect the experiences and practices within the study's context.

To ensure the validity and reliability of the data, several techniques will be employed. Triangulation will be employed by drawing on multiple data sources, such as interviews with teachers and students, observations, and document analysis, to cross-validate findings and minimize bias. Peer debriefing will also be used, in which experts in digital literacy, Islamic Religious Education (PAI), and education will be consulted to review the research design and findings for accuracy and comprehensiveness. Furthermore, member checking will be employed, particularly with participants from interviews and observations, to confirm the accuracy of data interpretations and ensure that the conclusions drawn reflect the real experiences and perspectives of those involved in implementing digital literacy programs in PAI learning. These methods will help to ensure that the findings are both valid and reliable.

RESULT AND DISCUSSION

Result

Bagian hasil penelitian ini menyajikan temuan empiris mengenai pemahaman guru dan peserta didik terhadap literasi digital dalam pembelajaran Pendidikan Agama Islam (PAI), strategi guru dalam mengintegrasikan literasi digital, serta berbagai tantangan yang dihadapi dalam implementasinya sebagai upaya pencegahan radikalisme. Paparan hasil disusun berdasarkan data wawancara mendalam, observasi kelas, dan dokumentasi, yang dianalisis untuk mengungkap pola, makna, dan keterkaitan antar-temuan di lapangan. Melalui penyajian ini, hasil penelitian tidak hanya menggambarkan praktik penggunaan teknologi dalam pembelajaran PAI, tetapi juga menyoroti peran literasi digital sebagai sarana penguatan sikap kritis, moderasi beragama, dan tanggung jawab moral peserta didik dalam menghadapi arus informasi digital yang kompleks.

Teachers' and Students' Understanding of Digital Literacy in the Context of Islamic Education (PAI) Learning

Teachers' and students' understanding of digital literacy in the context of Islamic Education (PAI) learning can be defined as their ability to use digital technology critically and responsibly to support the learning process and to counter the influence of radicalism. This operational definition includes knowledge of digital devices, the ability to search for and critically evaluate information, and awareness of the impact of technology use within the context of religious and national values. In this sense, digital literacy goes beyond technical proficiency; it encompasses the ability to process and filter digital information, ensuring that students are not drawn into radical or intolerant content, thus fostering an educational environment grounded in moderation, tolerance, and critical thinking.

One Islamic Education teacher interviewed stated, "For me, digital literacy is the ability to select and filter information that enters the classroom, especially from the internet and social media, so that the materials presented continue to uphold the values of moderation and tolerance in religion." This perspective underscores that, in the teacher's view, digital literacy is not merely a technical skill but also a mechanism for ensuring that students are exposed to content aligned with religious moderation and tolerance. The teacher positions themselves as an active participant in filtering and guiding the flow of information in digitally based learning, implying that teachers must possess sufficient knowledge and a critical attitude toward the digital content circulating in the classroom. The researcher interprets this statement as indicating teachers' active role in shaping students' digital literacy, ensuring that they not only use technology but also engage with it thoughtfully and responsibly.

A student expressed, "I usually look for Islamic Education materials on the internet, but I also learn to distinguish what is true and what is not, especially after our teacher taught us how to check information sources." This statement highlights a growing awareness among students of the importance of critically evaluating digital content. The student indicates that digital literacy, as learned in the classroom, extends beyond merely using devices for information retrieval; it involves a critical assessment of the credibility and accuracy of information, particularly regarding religious teachings that are susceptible to distortion or radical interpretation. The researcher interprets this as an indication that students are beginning to internalize the critical thinking skills necessary to discern reliable content in the digital age, particularly within the context of Islamic Education. This reflects a positive shift towards greater awareness of the risks associated with digital content and the skills required to navigate it safely.

Classroom observations of Islamic Education lessons revealed that digital media, such as educational videos and interactive applications, are regularly incorporated into instructional practice. Teachers were observed engaging students in discussions on how to select valid sources of information and how to critique content that may contain elements of intolerance or radical ideology. The researcher interprets this practice as part of a reflective and active learning

strategy, in which students not only learn content but also develop critical digital literacy skills necessary to safeguard against the spread of radicalism. The incorporation of digital media in teaching appears to be a deliberate attempt to make students more aware of the potential dangers of unverified information online and to help them develop the ability to think critically about the material they encounter.

Based on the interviews and observations, the study concludes that teachers' and students' understanding of digital literacy in Islamic Education learning has progressed beyond simply using technology. It has evolved into a more nuanced understanding that involves critical thinking and moral responsibility in engaging with digital content. This new form of digital literacy, which includes the ability to evaluate information critically and to avoid radical or intolerant content, is viewed as essential in the current digital era. The teacher plays an active role as a facilitator, guiding students through the complexities of digital content, while students are becoming more aware of the importance of this skill in protecting themselves from harmful ideologies.

The data reveal a clear synergy between the teacher's role as a facilitator and guide in digital literacy and the students' increasing ability to engage critically with digital content. Teachers are seen not only as instructors but as guardians of content, actively helping students discern what is appropriate and safe to engage with. In contrast, students are beginning to internalize these critical values and are more conscious of the potential for misinformation or radicalism in the digital world. Awareness of the importance of digital literacy in Islamic Education is increasing, particularly as a preventive measure against the spread of radical ideologies. This pattern indicates that both teachers and students are playing complementary roles in cultivating a safer, more responsible digital learning environment that aligns with religious moderation and tolerance.

Islamic Education (PAI) Teachers' Strategies in Integrating Digital Literacy into Learning

The strategies of Islamic Education (PAI) teachers for integrating digital literacy into learning comprise the methods and approaches employed to effectively incorporate digital technology into the delivery of Islamic Education materials. These strategies encompass the selection of digital media, the use of online learning platforms, and the implementation of teaching techniques that combine technology with religious education. The ultimate goal of these strategies is to foster a moderate understanding of religion and prevent the spread of radicalism. In practice, these strategies involve adapting digital content to align with Islamic values and the students' contextual backgrounds, ensuring that technology use enhances both learning and the preservation of religious moderation.

One PAI teacher explained, "I usually use verified educational videos from YouTube and interactive quiz applications to engage students while conveying messages of religious moderation." This statement indicates that the teacher actively selects digital tools that promote religious moderation,

demonstrating intentional use of technology to support the learning of Islamic teachings. The teacher's role as a content curator and learning facilitator is highlighted, ensuring that only reliable and appropriate materials are presented to students. The researcher interprets this as a clear example of how teachers use digital media not only for teaching but also to shape students' values in alignment with religious tolerance and moderation, proactively steering them away from potentially harmful, radical content.

Another teacher reinforced this point: "I often combine discussions about news or social phenomena circulating on digital media with Islamic Education materials. In this way, students are encouraged to think critically and understand the dangers of radicalism that may be hidden within digital information." This statement indicates that the teacher's strategy extends beyond mere instruction; it involves contextualizing religious teachings in relation to current digital issues. By discussing relevant news and social phenomena, the teacher encourages students to analyze the content they encounter on digital platforms critically. The researcher interprets this as a reflective and active approach to digital literacy that helps students develop critical thinking skills while addressing the real-world challenges they face in navigating digital content.

Classroom observations revealed that, in PAI lessons, teachers consistently use digital media, such as educational videos, digital articles, and online learning platforms, as instructional aids. Additionally, teachers actively engage students in discussions about contemporary issues encountered on social media, connecting these discussions with moderate religious values. For example, teachers led discussions on evaluating the credibility of online content and identifying radical or intolerant elements. The researcher interprets this as a highly effective pedagogical strategy that blends digital literacy with religious education. The use of digital media makes the learning process more interactive and relevant to students' daily lives. At the same time, the discussions help students develop critical thinking skills that protect them from radical influences.

Based on the interview and observation data, it can be concluded that PAI teachers' strategies in integrating digital literacy extend beyond merely using technology as a tool. These strategies involve carefully selecting appropriate content, presenting it interactively, and engaging students in critical discussions. The teachers not only use digital tools for educational purposes but also employ them to reinforce religious moderation and to help students identify and avoid radical content. This approach emphasizes the development of critical thinking, digital discernment, and moral responsibility, which are essential skills for navigating the complexities of today's digital world.

The data shows a clear pattern in how PAI teachers integrate digital literacy into their teaching strategies. First, there is a focus on content curation, in which teachers selectively select digital media that align with religious values. Second, interactive digital tools, such as videos and quizzes, are employed to engage students in learning actively. Third, critical discussions are facilitated, encouraging students to reflect on and evaluate the content they encounter online. This systematic approach highlights the teacher's role as not only an

educator but also a digital mentor who guides students in developing a responsible, moderate approach to digital information. The emerging pattern demonstrates a holistic strategy that integrates content, engagement, and reflection to prevent radical influences and promote religious tolerance.

Challenges and Obstacles in Implementing Digital Literacy to Prevent Radicalism

The implementation of digital literacy in Islamic Education (PAI) entails integrating digital technologies into the learning process to foster critical thinking among students and reduce the potential spread of radical ideologies. However, this effort faces various challenges stemming from internal and external factors. Key challenges include limited infrastructure and facilities, low teacher competence in digital literacy, student resistance to new learning methods, and insufficient policy and institutional support. Identifying these challenges is crucial to the practical application of digital literacy strategies in deradicalization efforts.

Table 2. Excerpts from Interviews, Challenge Indicators, and Informants

Interview Excerpt	Indicator	Informant
"We sometimes find it difficult to implement digital literacy programs due to limited facilities and infrastructure."	Infrastructure limitations	Student A
"We sometimes find it difficult to implement digital literacy programs due to school policies and limited facilities and infrastructure."	Infrastructure limitations and policy support	Student B
"Many teachers are not yet accustomed to using technology in teaching, let alone integrating digital literacy systematically."	Teacher competence	School
"School policies do not fully support digital literacy programs."	Policy and institutional support	PAI Teacher A
"We sometimes find it difficult to implement digital literacy programs due to limited facilities and infrastructure."	Infrastructure limitations	PAI Teacher B

Based on interviews with several informants, it was found that limitations in infrastructure and facilities were the primary barriers to implementing digital literacy programs. One student, A, mentioned: "We sometimes face difficulties in implementing digital literacy programs due to limited facilities and infrastructure." This statement suggests that inadequate facilities, such as digital

devices and unstable internet connections, pose significant challenges. This indicates that poor infrastructure can undermine the effectiveness of using digital media in learning. Additionally, Student B stated: "We sometimes face difficulties in implementing digital literacy programs due to school policies and limited facilities and infrastructure." The combination of weak school policies and limited infrastructure exacerbates the implementation of digital literacy programs. This highlights that, in addition to technical issues, policy support is a crucial factor in the success of these programs.

Field observations revealed that technological facilities in several schools were inadequate, including unstable internet connections and a limited number of digital devices. Furthermore, technology-based learning activities were not conducted regularly or systematically. Teachers using digital media tended to do so sporadically, without specialized training. This suggests that, although there are efforts to incorporate technology, implementation is inconsistent and lacks planning. The researcher interprets this situation as indicating the need for more systematic interventions by schools and government bodies to improve infrastructure and enhance teacher capacity, so that digital literacy can effectively contribute to deradicalization efforts. The following is the cycle of digital literacy enhancement in Islamic education based on the research findings presented above;

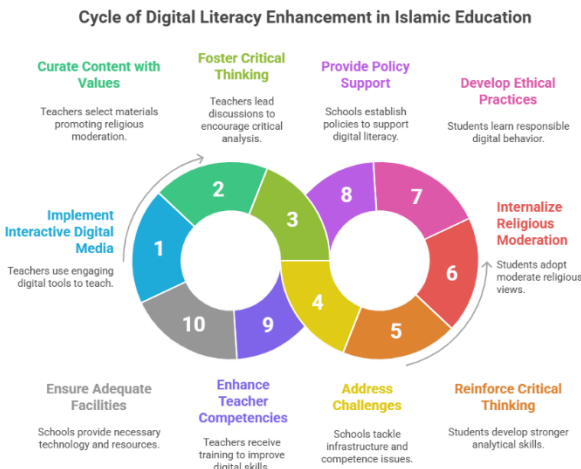


Figure 1. Cycle of Digital Literacy in Islamic Education

The findings of this study indicate that the main challenges in implementing digital literacy to prevent radicalism are not only technical issues, such as infrastructure and facilities, but also human resources and institutional policy problems. These barriers must be addressed holistically for digital literacy to be effectively utilized to foster students' critical attitudes and prevent the spread of radical ideologies. Technical barriers, such as limited facilities, insufficient teacher competence, and a lack of policy support, exacerbate the challenges in implementing digital literacy in education.

The emerging pattern in the data indicates a strong relationship among infrastructure limitations, teacher competence, student attitudes, and school policies, collectively constituting the primary inhibiting factors for implementing digital literacy. This pattern emphasizes that the success of digital literacy as a tool for preventing radicalism depends heavily on the synergy among the provision of facilities, teacher training, engaging learning approaches, and adequate policy support. By improving these four areas simultaneously, digital literacy programs are expected to be more effective in shaping students' critical attitudes and preventing the spread of radical ideologies.

Discussion

The emerging pattern in the data indicates a strong interrelation among technical constraints, teacher competence, student attitudes, and school policies, which together constitute the main inhibiting factors in implementing digital literacy to prevent radicalism (Huang, 2024). This pattern aligns with existing literature, emphasizing that the success of digital literacy as a tool for countering radicalism relies heavily on the synergy between infrastructure provision, teacher training, engaging learning methods, and adequate policy support (Qadri et al., 2024; Khakim, 2024). Compared with the literature, this study reveals that, although there is consensus on the importance of these factors, a notable difference lies in the limited teacher capacity and insufficient institutional support (Wahyudin et al., 2023; Mokski et al., 2023). According to several studies, these elements should serve as foundational pillars for developing adequate digital literacy, yet they remain significant challenges in many educational settings.

Furthermore, the study's findings on teachers' strategies to integrate digital literacy, including the use of interactive digital media and fostering critical discussions, are consistent with constructivist pedagogical theory. This theory underscores the active role of students in their learning process, a critical element in shaping attitudes against radical ideologies (Huda & Djono, 2025). The integration of digital literacy through these strategies aligns with existing research that positions technology not only as a tool for delivering content but also as a means of promoting values of moderation and tolerance (Wathon, 2025). However, the study highlights a gap in teachers' ability to implement these strategies consistently, attributable to insufficient professional development and institutional support. This finding underscores the need for ongoing training and institutional interventions, particularly in sensitive areas like Islamic Education (Wahyudin et al., 2024; Anggraini et al., 2025).

The challenges identified in this study, such as limited infrastructure, insufficient teacher competence, and inadequate policy support, are consistent with widespread discussions in the literature on the digital divide and the barriers to digital literacy in education (Rawal, 2024; Christanti et al., 2024). These obstacles underscore the necessity of adopting a holistic approach that addresses

both technical limitations and human resource development (Murtadlo et al., 2023; Magliocca et al., 2025). The need for a balanced ecosystem to support digital literacy, particularly in the context of deradicalization, is emphasized by the theoretical implications of this study. Digital literacy must be seen as an integrated system where all components, technology, human capacity, and policies work together to create effective educational outcomes, including the prevention of radicalization (Alda et al., 2023; Tinmaz et al., 2023).

The theoretical implications of this research reinforce the importance of integrating digital literacy into the PAI curriculum to enhance students' critical thinking and awareness of radical content. This aligns with Freire's (1970) concept of education as liberation, which encourages students to critically engage with the information they receive rather than passively absorb it (Takona et al., 2025; Sadiyah et al., 2025). Such an approach is particularly relevant in the context of Islamic Education, where sensitive content must be carefully managed to ensure that students develop the ability to discern radical ideologies. From a practical standpoint, the study encourages policymakers, educational institutions, and teachers to focus on improving technological infrastructure, providing ongoing digital literacy training, and fostering learning environments that engage students in critical, digitally based education.

In conclusion, the findings from this study highlight the critical importance of harmonizing understanding of digital literacy, effective teaching strategies, and the management of existing challenges to prevent radicalism through Islamic Education. The synergy between theory and practice provides a solid foundation for designing more effective interventions that address the threat of radicalism in the digital era. The study emphasizes that an integrative, sustainable approach that incorporates both the technological and pedagogical dimensions of digital literacy is essential to ensure optimal functioning as a preventive tool in secondary school settings.

CONCLUSION

This study offers valuable insights into the development of Islamic Education (PAI) in the digital era, emphasizing that digital literacy goes beyond technical skills to encompass critical awareness necessary for both teachers and students to prevent radicalism. The active role of teachers as facilitators and content filters is essential for fostering a moderate and tolerant understanding among students. Strategies that integrate interactive media and critical discussions have been shown to strengthen students' critical attitudes toward the digital information they encounter. However, challenges such as limited infrastructure, teacher competence, student resistance, and insufficient policy support must be addressed comprehensively for digital literacy to function effectively as a tool for deradicalization.

While the study significantly contributes to the discourse on digital literacy in religious education by linking theory and practice in the context of deradicalization, it also has limitations. The research was conducted in a limited

number of secondary schools within a specific region, so the findings may not fully reflect the broader conditions in other areas. Additionally, the study relied primarily on qualitative data, which may not provide a comprehensive view of the effectiveness of digital literacy. Future research should broaden its scope and employ mixed-method approaches to enhance the validity of findings. Further studies could also explore the roles of parents and communities in supporting digital literacy as part of a broader strategy to prevent radicalism.

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