AFKARINA: Jurnal Pendidikan Agama Islam
Vol. 8 No. 1 (2023) : 25-34
DOI: https://doi.org/10.33650/afkarina.v8i2.5343
Available online at https://ejournal.unuja.ac.id/index.php/afkarina

The Impact of Mobile Seamless Learning Strategies and Digital Literacy on Students' Concept Mastery in Islamic Education Courses

Ihsan Zikri✉
Universitas Islam Negeri Maulana Malik Ibrahim, Malang, East Java, Indonesia

Article History:
Received: March 2023
Revised: April 2023
Accepted: May 2023
Published: June 2023

Keywords:
Mobile Seamless Learning, Digital Literacy, Students' Mastery of Concepts

✉ *Correspondence*
ihsanzikri@gmail.com

Abstract:
This study aims to investigate the impact of the Mobile Seamless Learning Strategy and digital literacy on students' concept mastery in Islamic Education. The growing development of science, along with social, cultural, and economic growth, demonstrates the positive direction of technology and information development in Indonesia. However, the disconnection between formal and non-formal education has created a lack of coherence among educators, making it difficult for students to master learning concepts. Limited classroom hours necessitate alternative solutions, such as the Mobile Seamless Learning Strategy, which bridges in-school and out-of-school education through digital media. Digital literacy is also considered a critical factor in this process. The research method employed is a literature study, gathering relevant data from books, journals, dictionaries, magazines, and other sources without the need for field research. The findings suggest that this approach can significantly enhance students' understanding of learning material, contributing to the achievement of educational goals.

INTRODUCTION

In this modern era, particularly in the field of technology, everyone relies on technology in every aspect of their lives. Advances in science and technology (IPTEK) have enabled society to utilize these developments to facilitate daily activities(Barrett et al., 2022; Knight et al., 2023). The progress of the digital age has also led to improvements in education in Indonesia. Education in Indonesia today must be able to develop human resources capable of competing on the international stage. In the realm of education, the lessons delivered to students are of paramount importance, as the material presented must be clear and easily understood by students(Eden et al., 2024; Zan et al., 2021). The developments and changes that have occurred pose challenges and problems for education, as they require the development of high-quality human resources. In line with the needs of the 21st century, teachers must not only support students in developing academic competencies but also help them develop other competencies that will

How to Cite:
Zikri, I., (2023). The Impact of Mobile Seamless Learning Strategies and Digital Literacy on Students' Concept Mastery in Islamic Education Courses. *AFKARINA: Jurnal Pendidikan Agama Islam, 8*(1), 25-34.

be essential in the future, such as creativity, communication, collaboration, and adaptability.

The negative impact of the development of information and communication technology over the past decade has brought about extraordinary and rapid changes in all areas of life, including education, where its influence is clearly felt(JANTHAPASSA et al., 2024; Moon et al., 2023). The impact of information and communication technology on students is significant, as they can access an abundance of information sources. Mobile seamless learning introduces the concept of continuous or consistent learning, akin to the concept of *istiqomah* in Islamic education(Kasperski et al., 2022; Moya & Camacho, 2021; Santoianni, 2021). This type of learning allows students to learn at any time in various situations, easily and quickly transitioning from one situation to another using personal devices as intermediaries. This scenario encompasses both individual and group learning, enabling teachers to participate either directly or remotely, whether inside or outside the classroom.

Haguen and Payton describe digital literacy as the ability to effectively use digital devices, enabling individuals to find, select, organize, create, and critically engage with information, collaborate, and communicate well. The rapid advancement of technology is felt not only in urban areas but also in rural communities, particularly among students who can access references from digital media sources(Kandriasari & Yulianti, 2023; Pornpongtechavanich & Wannapiroon, 2021). In this context, learning through digital media is more appealing than conventional methods, as it is more engaging and time-efficient. Therefore, digital literacy has become essential in the implementation of education. The need for students to search for references, identify, access, evaluate, and synthesize information in the learning process is more practically applied using digital media.

Mastery of concepts is a crucial indicator of deep learning, signifying that students have genuinely understood the material they have studied, rather than merely committing it to memory. Unlike rote memorization, which often involves recalling facts without fully grasping their underlying meaning, concept mastery reflects a more profound level of comprehension(Song & Hwang, 2022; Tlili et al., 2023). When students achieve mastery, they are able to internalize the information and connect it with their existing knowledge, allowing them to see the broader implications of the concepts they are learning.

This understanding extends beyond the surface level, enabling students to grasp the meaning of lessons from multiple perspectives, whether through scientific reasoning, theoretical frameworks, or practical applications. For instance, in a science class, mastery of a concept might involve not only understanding the theoretical principles behind a scientific phenomenon but also being able to apply these principles to real-world situations, such as conducting experiments or solving problems(Kandriasari & Yulianti, 2023; Moon et al., 2023). This level of comprehension ensures that students are better equipped to transfer their knowledge to new and diverse contexts, making their learning more relevant and applicable to their daily lives.

One of the primary indicators of concept mastery is reflected in students' learning outcomes. When students have truly mastered a concept, it is evident in their performance on assessments, projects, and other forms of evaluation. Their ability to demonstrate their understanding through critical thinking, problem-

solving, and the application of knowledge to unfamiliar situations shows that they have moved beyond mere memorization to a more comprehensive and integrated understanding(Kasperski et al., 2022; Zan et al., 2021). This deeper level of learning not only prepares students for academic success but also for lifelong learning, as they develop the skills to think critically, adapt to new challenges, and apply their knowledge in meaningful ways throughout their lives.

The focus of the research problem that the researcher will conduct is centered or directed at the strategy of mobile seamless learning and digital literacy towards students' mastery of concepts. In general, students' conceptual mastery abilities vary, but with technology such as mobile phones, notebooks/laptops which are digital media can provide opportunities for students to exchange knowledge with other students. In the results of observations, in its use it will allow them to discuss with each other related to the material that has been passed. If this is done continuously, it will realize that students can master concepts with problems that occur around them.

RESEARCH METHOD

This research was conducted using library research, and the method used in this research is a library study(Ezer & Aksüt, 2021; Keahey, 2021). As for developing research knowledge, it has special characteristics as a basis, including: this research is directly faced with using existing data and texts, not using data from the field or through observation. In this case, researchers only use sources that are already in the library or from ready-to-use data, and can use secondary data that is used. Based on the results of the literature review, non-research articles are written works that discuss conceptual studies without being preceded by a research process. This paper also examines several principles, concepts, and several theories. The discussion and content of this paper are based on literature studies such as in journals, books, and scientific articles that have proven their authenticity and credibility. In this study, researchers use ready-to-use data and source analysis by relying on theories and concepts which are then interpreted with writings that are relevant to the discussion.

FINDINGS AND DISCUSSION

In the 21st century, where everyone is increasingly connected to technology and new innovations are emerging as the backbone of learning activities, the era of Industry 4.0 has made it easier to access real-time information. The rapid and widespread development of science and technology has effectively bridged the gap of time and space, enabling people to communicate effortlessly, even over great distances.

The continuous advancement of technology has brought numerous positive impacts in today's world. The growth of science and technology has facilitated ongoing interaction among individuals, making it easier for people to stay connected. Additionally, this progress has had a significant positive impact on the future of education in Indonesia. Today, technology plays a vital role in education, serving as an essential tool in the teaching and learning process through online media. However, technology and science also have their downsides, such as the rise of cybercrimes, including online fraud, the spread of fake news (hoaxes), pornography, and more. Therefore, it is essential for individuals and groups to uphold strong principles, one of which is critical thinking.

Mobile Seamless Learning

Mobile seamless learning is an innovative educational approach that emphasizes continuous, uninterrupted learning experiences beyond the confines of traditional settings. It leverages mobile technologies to allow students to learn anytime and anywhere, ensuring that the learning process is not limited by space or time(Musyafa, 2023; Suhandi & Robi'ah, 2022). This model supports a holistic approach to education by integrating various aspects of the learning experience, including formal and informal learning, individual and collaborative learning, and learning through both physical and virtual environments. By doing so, it enhances teaching skills, encourages innovation in digital assessments, and promotes the development of digital games and electronic-based teaching materials.

A key feature of mobile seamless learning is its ability to provide continuity and progression in the learning process. This approach allows learners to transition smoothly between different learning contexts, such as moving from classroom-based learning to independent study or collaborative projects outside of school hours(Kasperski et al., 2022). This flexibility fosters a more personalized learning experience, catering to the diverse needs and preferences of students. By supporting learning across different contexts and platforms, mobile seamless learning helps bridge the gap between formal education and real-world application, making education more relevant and engaging.

Moreover, mobile seamless learning promotes sustainability in education by utilizing digital tools and resources that are easily accessible and cost-effective. It encourages the use of mobile devices, which are already widely available and familiar to students, to access a wide range of educational content and activities(Barrett et al., 2022; Knight et al., 2023; Zan et al., 2021). This not only makes learning more convenient and accessible but also supports the development of digital literacy skills, which are essential in the modern world. Additionally, this approach fosters a sense of autonomy and self-regulation among students, empowering them to take charge of their learning journey and engage in lifelong learning.

Mobile seamless learning represents a significant shift in how education is delivered and experienced(Naimah & Abidin, 2024; Putri et al., 2024). By breaking down the barriers of time, place, and social context, it provides a flexible, inclusive, and dynamic learning environment that can adapt to the evolving needs of learners. As technology continues to advance, mobile seamless learning will likely play an increasingly important role in shaping the future of education, making learning more accessible, engaging, and effective for all students.

The concept of mobile seamless learning reflects a transformative shift in educational practices, integrating technology to create more flexible and accessible learning environments. This approach not only transcends traditional boundaries of time and space but also promotes a more holistic learning experience by blending formal and informal education, and accommodating both individual and collaborative learning styles. By enabling students to learn across various contexts, mobile seamless learning fosters a more personalized and continuous learning journey(Asror et al., 2023; Sudrajat et al., 2021), adapting to the unique needs of each student. Furthermore, the use of widely available mobile devices makes this approach highly sustainable and scalable, ensuring that educational resources are more evenly distributed and accessible. As

highlighted by the works, this model is crucial for developing essential digital literacy skills and fostering a sense of autonomy and self-regulation among learners. However, the successful implementation of mobile seamless learning depends on addressing challenges such as ensuring equitable access to technology, providing adequate training for educators, and developing engaging and high-quality digital content. As the field continues to evolve, ongoing research and innovation will be essential to fully realize the potential of mobile seamless learning in enhancing educational outcomes and preparing students for the demands of the modern world.

Literasi digital

Digital literacy refers to the ability to use and comprehend information from various sources in a wide range of formats, accessible through digital media. It involves the skills necessary for individuals to effectively use digital media and the internet to achieve specific outcomes(Shohel et al., 2021). A digitally literate person can strategically use technology to find and evaluate information, connect with others, and collaborate to achieve professional and personal goals.

In education, digital literacy can be developed through various methods or models during the learning process. It is described as the creation of social customs in the personal lives of individuals and communities, with the ability to reflect on this process using digital tools appropriately(Cuprianto & Firmansyah, 2023; Gupta, 2023; Muhammad et al., 2023). Digital literacy involves not only the ability to use technology, information, and communication devices but also the critical thinking, socialization, creativity, and inspiration needed as part of digital competencies.

One form of literacy applied in educational activities is digital literacy, which can be enhanced through electronic-based learning or e-learning. In this context, skills such as reading, writing, and listening can be developed using digital media, such as computers(Akib, 2024; Nafa et al., 2022; Purwaningrum et al., 2021), the internet, and smartphones. By using these digital tools, students can be guided to differentiate between true and false information spread online. This can be done by providing useful websites for educational purposes and showing students how to use them effectively. This approach can greatly facilitate the information search process, making subjects that might seem boring more engaging and encouraging greater enthusiasm for learning.

Digital literacy encompasses the critical ability to effectively utilize and interpret information from diverse digital sources, leveraging technology to meet specific goals. This competency involves not only navigating digital media and the internet but also applying critical thinking, creativity, and social skills to harness the full potential of digital tools. In educational settings, digital literacy can be cultivated through electronic-based learning methods, which integrate digital media such as computers, the internet, and smartphones to enhance traditional skills like reading, writing, and listening. By guiding students in differentiating between credible and unreliable information and utilizing digital resources effectively, educators can transform potentially dull subjects into engaging learning experiences. This approach not only facilitates the search for accurate information but also fosters a more interactive and motivating learning environment, ultimately preparing students to thrive in a digital age.

Concept Mastery

Mobile seamless learning refers to an educational approach that emphasizes continuous, integrated learning experiences across various contexts, both formal and informal, without the constraints of time and space. Mastering this concept involves understanding its core principles, which include the seamless transition between different learning environments such as moving from individual study to group work or from classroom learning to real-world applications while utilizing mobile devices as the primary tools for accessing educational content.

Students and educators who master the concept of mobile seamless learning are able to effectively leverage technology to create and participate in learning experiences that are fluid and adaptable. This means that learning is not confined to a specific location or time; instead, it happens continuously as students move between different activities and environments(Kandriasari & Yulianti, 2023; Pornpongtechavanich & Wannapiroon, 2021; Song & Hwang, 2022). Key aspects of mastering mobile seamless learning include understanding how to integrate various digital tools and resources into the learning process, how to facilitate collaboration among students through mobile platforms, and how to use these tools to personalize learning experiences(Kasperski et al., 2022; Knight et al., 2023; Moya & Camacho, 2021). Additionally, it involves recognizing the importance of context-awareness, where the learning content is relevant to the learner's current situation or environment, thus making the learning experience more meaningful and engaging. Mastery of mobile seamless learning allows educators and students to break down the traditional barriers of education, making learning more dynamic, accessible, and relevant to the needs of the 21st-century learner.

Mobile seamless learning represents a progressive educational approach designed to provide continuous and integrated learning experiences that transcend traditional boundaries of time and space(Kasperski et al., 2022; Moon et al., 2023). This concept hinges on the ability to move fluidly between different learning contexts—whether transitioning from solitary study to collaborative group work or from structured classroom settings to practical, real-world applications. At its core, mobile seamless learning leverages mobile devices as essential tools for accessing and interacting with educational content, enabling students to engage in learning activities that are not confined to a specific location or time.

Mastering mobile seamless learning involves a comprehensive understanding of how to integrate various digital tools and resources into the educational process, ensuring that learning remains cohesive and relevant across different contexts(Eden et al., 2024; Zan et al., 2021). This means that students can continuously build on their knowledge and skills as they navigate between different environments, such as a classroom, a study group, or a field trip, all while using their mobile devices to access information and collaborate with peers(Nedungadi et al., 2023; Yetti, 2024). The seamless transition between these environments supports a more dynamic and adaptable learning experience, where students can apply their learning in diverse situations and contexts.

The concept of mobile seamless learning emphasizes the importance of context-awareness, where the learning content is tailored to fit the learner's current situation, making the educational experience more meaningful and

engaging. This approach not only enhances the accessibility and flexibility of learning but also encourages students to take a more active role in their educational journey. By mastering mobile seamless learning, educators and students can break down traditional barriers in education, fostering a more fluid, interconnected, and responsive learning environment that aligns with the demands of the 21st-century educational landscape.

CONCLUSION

Mobile seamless learning offers a transformative approach to education by integrating various dimensions of the learning experience, allowing for continuous and uninterrupted learning beyond traditional settings. This model leverages mobile technologies to support learning anytime and anywhere, making education more flexible and accessible. By bridging the gap between formal and informal learning, individual and collaborative experiences, and physical and virtual environments, mobile seamless learning ensures that the educational process is adaptable to the diverse needs of students. This adaptability not only enhances the learning experience but also fosters innovation in teaching methods and digital evaluation, contributing to the development of more engaging and effective educational practices.

Furthermore, the emphasis on continuity, progression, and sustainability in mobile seamless learning encourages lifelong learning and digital literacy, equipping students with the skills they need to thrive in a rapidly changing world. As technology continues to evolve, the potential of mobile seamless learning to reshape educational landscapes becomes even more significant. By providing a more personalized, inclusive, and dynamic learning environment, this approach empowers students to take control of their learning journeys, making education more relevant and meaningful. As such, mobile seamless learning represents a crucial step forward in the quest to create more equitable and effective educational opportunities for all.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to all those who have supported and contributed to this research. My deepest thanks go to my advisors and mentors for their invaluable guidance and encouragement throughout the study. I also extend my appreciation to my colleagues and peers for their insightful feedback and collaborative spirit. Special thanks are due to the educational institutions and participants whose involvement made this research possible. Your contributions have been instrumental in the completion of this work.

REFERENCES

Akib, M. (2024). Urgensi Literasi Al-Qur'an Sebagai Preventif Atas Penafsiran Yang Radikal. *Shād: Jurnal Ilmu Al-Qur'an Dan Tafsir, 2*(1), 48-61.

Asror, M., Mahfudloh, R. I., Kusaeri, K., & Rusydiyah, E. F. (2023). Educational Innovation of Islamic Boarding Schools in Indonesia and Malaysia in Facing the 21st Century Challenges. *Jurnal Tarbiyatuna, 14*(1), 27-50. https://doi.org/10.31603/tarbiyatuna.v14i1.8802

Barrett, N. E., Liu, G.-Z., & Wang, H.-C. (2022). Seamless Learning for Oral Presentations: Designing for Performance Needs. *Computer Assisted Language Learning, 35*(3), 551-576. https://doi.org/10.1080/09588221.2020.1720254

Cuprianto, C., & Firmansyah, M. (2023). Optimalisasi Pembelajaran Sejarah Dengan Pendekatan Kontekstual Untuk Meningkatkan Literasi Politik Siswa Sekolah Menengah Atas. *Naradidik: Journal of Education and Pedagogy, 2*(1), 61-67. https://doi.org/10.24036/nara.v2i1.118

Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Harnessing Technology Integration in Education: Strategies for Enhancing Learning Outcomes and Equity. *World Journal of Advanced Engineering Technology and Sciences, 11*(2), 1-8. https://doi.org/10.30574/wjaets.2024.11.2.0071

Ezer, F., & Aksüt, S. (2021). Opinions of Graduate Students of Social Studies Education About Qualitative Research Method. *International Education Studies, 14*(3), 15-32. https://doi.org/10.5539/ies.v14n3p15

Gupta, V. P. (2023). Integration of New-Age Technologies in Education System to Achieve Sustainable Development Goals (SDGs) in Emerging Economies. In Q. T. Islam, R. Goel, & T. Singh (Eds.), *Fostering Sustainable Businesses in Emerging Economies* (pp. 259-280). Emerald Publishing Limited. https://doi.org/10.1108/978-1-80455-640-520231016

Janthapassa, S., Chanthapassa, N., & Kenaphoom, S. (2024). The Role of Digital Literacy in Shaping Education in the Next-Normal. *Asian Education and Learning Review, 2*(1), 29-41.

Kandriasari, A., & Yulianti, Y. (2023). Mobile Learning American Service as Digital Literacy in Improving Students' Analytical Skills. *Journal of Advanced Research in Applied Sciences and Engineering Technology, 31*(2), 184-196. https://doi.org/10.37934/araset.31.2.184196

Kasperski, R., Blau, I., & Ben-Yehudah, G. (2022). Teaching Digital Literacy: Are Teachers' Perspectives Consistent with Actual Pedagogy? *Technology, Pedagogy and Education, 31*(5), 615-635. https://doi.org/10.1080/1475939X.2022.2091015

Keahey, J. (2021). Sustainable Development and Participatory Action Research: A Systematic Review. *Systemic Practice and Action Research, 34*(3), 291-306. https://doi.org/10.1007/s11213-020-09535-8

Knight, J., Dooly, M., & Barberà, E. (2023). Getting Smart: Towards Critical Digital Literacy Pedagogies. *Social Semiotics, 33*(2), 326-349. https://doi.org/10.1080/10350330.2020.1836815

Moon, J., Lee, D., Choi, G. W., Seo, J., Do, J., & Lim, T. (2023). Learning Analytics in Seamless Learning Environments: A Systematic Review. *Interactive Learning Environments*, 1-18. https://doi.org/10.1080/10494820.2023.2170422

Moya, S., & Camacho, M. (2021). Identifying the Key Success Factors for the Adoption of Mobile Learning. *Education and Information Technologies, 26*, 3917-3945. https://doi.org/10.1007/s10639-021-10447-w

Muhammad, I., Rusyid, H. K., Maharani, S., & Angraini, L. M. (2023). Computational Thinking Research in Mathematics Learning in the Last Decade: A Bibliometric Review. *International Journal of Education in Mathematics, Science and Technology, 12*(1), 178-202. https://doi.org/10.46328/ijemst.3086

Musyafa, A. (2023). Implementasi Evaluasi Hasil Belajar Pendidikan Agama Islam Berbasis Kurikulum Merdeka. *Proceedings of the National Conference*, 8(December), 209-215.
Nafa, Y., Sutomo, M., & Mashudi, M. (2022). Wawasan Moderasi Beragama Dalam Pengembangan Desain Pembelajaran Pendidikan Agama Islam. *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam, 7*(1), 69-82. https://doi.org/10.35316/edupedia.v7i1.1942
Naimah, F., & Abidin, Z. (2024). Exploring Multicultural Islamic Education: Insights from KH Ahmad Hasyim Muzadi. *Multicultural Landscape, 1*(1), 41-52.
Nedungadi, P., Devenport, K., Sutcliffe, R., & Raman, R. (2023). Towards a Digital Learning Ecology to Address the Grand Challenge in Adult Literacy. *Interactive Learning Environments, 31*(1), 383-396. https://doi.org/10.1080/10494820.2020.1789668
Pornpongtechavanich, P., & Wannapiroon, P. (2021). Intelligent Interactive Learning Platform for Seamless Learning Ecosystem to Enhance Digital Citizenship's Lifelong Learning. *International Journal of Emerging Technologies in Learning (IJET, 16)*(14), 232-248. https://doi.org/10.3991/ijet.v16i14.22675
Purwaningrum, S., Arifin, S., In'am, A., & Khozin, K. (2021). Inovasi Bahan Ajar Pengayaan Pendidikan Agama Islam Berbasis Multidisipliner di Sekolah. *Literasi Nusantara*.
Putri, A. A., Nurhuda, A., Assajad, A., & Sinta, D. (2024). The Importance of Building Religious Tolerance in Indonesia Through Multicultural Education from an Islamic Perspective. *FALASIFA: Jurnal Studi Keislaman, 15*(1), 1-9. https://doi.org/10.62097/falasifa.v15i1.1480
Santoianni, F. (2021). Key Aspects of Mobile Digital Education. In *Teaching and Mobile Learning* (pp. 3-28). CRC Press. https://doi.org/10.1201/9781003052869-2
Shohel, M. M. C., Ashrafuzzaman, M., Alam, A. S., Mahmud, A., Ahsan, M. S., & Islam, M. T. (2021). Preparedness of Students for Future Teaching and Learning in Higher Education: A Bangladeshi Perspective. In E. Sengupta & P. Blessinger (Eds.), *New Student Literacies Amid COVID-19: International Case Studies* (Vol. 41, pp. 29-56). Emerald Publishing Limited. https://doi.org/10.1108/S2055-364120210000041006
Song, Y., & Hwang, G.-J. (2022). What "Seams" Have Been Bridged in Seamless Vocabulary Learning? A Review of the Literature. *Interactive Learning Environments, 30*(10), 1967-1983. https://doi.org/10.1080/10494820.2020.1789667
Sudrajat, A., Badaruddin, K., & Nazaruddin, M. (2021). Analysis of Situational Leadership Model in Maintaining Tradition of Salafiah Education and Science at the Sabilul Hasanah Islamic Boarding School Banyuasin South Sumatra. *Istawa: Jurnal Pendidikan Islam, 6*(2), 109-125. https://doi.org/10.24269/ijpi.v6i2.4926
Suhandi, A. M., & Robi'ah, F. (2022). Guru dan Tantangan Kurikulum Baru: Analisis Peran Guru Dalam Kebijakan Kurikulum Baru. *Jurnal Basicedu, 6*(4), 5936-5945. https://doi.org/10.31004/basicedu.v6i4.3172
Tlili, A., Padilla-Zea, N., Garzón, J., Wang, Y., Kinshuk, K., & Burgos, D. (2023). The Changing Landscape of Mobile Learning Pedagogy: A Systematic

Literature Review. *Interactive Learning Environments, 31*(10), 6462-6479. https://doi.org/10.1080/10494820.2022.2039948

Yetti, E. (2024). Pedagogical Innovation and Curricular Adaptation in Enhancing Digital Literacy: A Local Wisdom Approach for Sustainable Development in Indonesia Context. *Journal of Open Innovation: Technology, Market, and Complexity, 10*(1), 100233. https://doi.org/10.1016/j.joitmc.2024.100233

Zan, B., Çolaklar, H., Altay, A., & Taşkın, N. (2021). A Study on Digital Literacy Skills of Faculty of Letters Students: Use of University Library. *International Journal of Emerging Technologies in Learning (IJET, 16*(1), 152-171. https://doi.org/10.3991/ijet.v16i01.16567