



DIGITAL LIBRARY UTILIZATION; STRATEGIES TO IMPROVE DIGITAL ISLAMIC LITERACY FOR RELIGION TEACHERS

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Article History:

Received: October 2022

Accepted: November 2022

Published: Desember 2022

Keywords:

Digital Library, Islamic Digital Literacy, Religion Teacher

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Abstract: This study aimed to explore increasing the Islamic digital literacy of religion teachers through digital library training strategies and to determine the percentage of spiritual teacher competence in using digital libraries. Therefore, this study uses a mixed method that combines two approaches: qualitative and quantitative. The participants in this study were 5 lecturers and professors and 30 are religion teachers from one of the State Public Universities in Bandung. This research uses data collection techniques such as interviews, observation, and questionnaires with the analysis data by scoring. The results of this research produce findings. First, digital library training is carried out because of the problems faced by religion teachers, namely lack of time to study (especially online learning), lack of skills in using technology and computers, less quality literature, do not have a personal library, and do not have special funds. To buy much literature. Second, this training activity consists of three stages: 1) the planning stage, 2) the implementation stage, and 3) the evaluation stage. In the planning stage, the trainers started the training activities by analyzing the needs. In addition, this research namely digital libraries can increase Islamic digital literacy activities for religion teachers because the search for references is more practical, fast, and accurate.

INTRODUCTION

Technological progress cannot be avoided in human life because scientific advances will run technological progress. Every innovation is created to provide positive benefits for human life. Technology also offers many conveniences in various fields of life, especially in education (Dragan et al., 2018; Handayani & Sanusi, 2020; Raja & Nagasubramani, 2018; Shatri, 2020). In addition, in the da'wah field, technology is also a new and innovative way for religion teachers in Indonesia to improve their Islamic literacy (Nurcholis et al., 2019).

Literacy culture among religion teachers must be optimized considering their role as intellectuals who are expected to understand religion knowledge better and appreciate and practice it more (Rokhim & Rusydiyah, 2021). In the view of society, a religion teacher is a person who is directly responsible for the religious life of the surrounding community. Religion teachers are seen as people

who understand more about the Qur'an, hadith, and other Islamic sciences than society in general (Asmara et al., 2020) .

Therefore, in the digital era like today, religion teachers must continue studying, searching, and reading and continue exploring Islamic religious knowledge (Anisa et al., 2021). Religion teachers must have extensive and complete religious literature and have a personal library that contains a variety of literature, ranging from original literature by friends to modern literature. In other words, religion teachers must master digital literacy related to science. Digital literacy is the practice of reading, writing, and communication made possible through digital media (Iskandar et al., 2022; Spires et al., 2019; Yustika & Iswati, 2020). Communication through digital media is not ordinary communication. Instead, it involves a way of thinking that can see objectively both the information obtained and the information communicated to the public. This is stated by Anani et al. (2021) and Sauri et al., (2022), who emphasizes that digital literacy should be more than just the ability to use various digital sources effectively. However, the term digital literacy is also a particular way of thinking.

Based on a survey conducted by lecturers who were trainers in Islamic digital library training for religion teachers in the city of Bandung, it was found that religion teacher literacy activities still needed to improve, especially in the Islamic field. Knowledge of religion teachers about the use of Science and Technology (IT) is generally lacking. The unavailability of varied and exciting sources or references, especially those based on computers/electronics, causes them to be unable to utilize internet-based or digital Islamic literature. Besides that, generally, religious teachers need more time to search, collect and download Islamic materials from the internet (Mahmud, 2019).

In excess, religion teachers only rely on a few classic books as a reference for lecturing, and some even refer to only one or two pieces of literature. It is also not the original Arabic literature. The poverty of Islamic literature is partly due to the low purchasing power of Muslims, including religion teachers, of Islamic literature. The main reason is that they also have family and personal problems that cannot be ignored. Another problem faced by religion teachers is that the teaching of Islam carried out by religion is still conventional, less creative, unattractive, and dull.

Previous researchers have made various efforts to improve teacher digital literacy, such as providing education about the importance of digital literacy for teachers in responding to the transformation of education during the Covid-19 pandemic online (Kuncoro et al., 2022). The results of Rohmah's research (2019) emphasize that digital literacy can be strengthened by using digital technology as an additional learning resource, using digital technology-based learning media, accessing information quickly, promoting schools, and publishing works and information. This is important because a teacher's digital literacy competence affects educational achievement (Hibana & Surahman, 2021).

Based on the researcher's identification results, it is clear that efforts to improve digital literacy carried out by previous researchers tend to be at the theoretical level and are aimed at teachers in schools. In contrast to this study, this

research focuses on exploring strategies for increasing Islamic digital literacy in Arabic for religion teachers through digital libraries. This research is necessary to study because it explores concrete steps that can solve some of the problems experienced by religion teachers in Islamic digital literacy. In addition, this research also provides and equips religion teachers with Islamic literature that is abundant, very adequate, qualified, innovative, engaging, IT-based, and internationally standardized.

RESEARCH METHOD

This research is mixed method research, combining two approaches: qualitative and quantitative. The mixed method in this study aims to explore increasing Islamic digital literacy for religion teachers through digital library training strategies starting from the urgency of digital library training and planning and implementing digital library training. In addition, the evaluation phase of this study also aims to determine the percentage of competence of religion teachers in using digital libraries.

The first research objective uses a qualitative approach. Meanwhile, the second research objective uses a quantitative approach. In a qualitative approach, the researcher explores matters relating to the urgency of Islamic digital library training for religion teachers and the implementation of digital library training. While in the quantitative approach, the researcher uses simple calculations by looking at the ability of the participants to operate a digital library, especially *maktabah syamilah*.

This research was conducted in one of the Islamic boarding schools in Bandung with 35 participants. Five people are a team of trainers on the use of digital libraries are lecturers and professors from one of the State Public Universities in the city of Bandung, and 30 participants are religion teachers. The characteristics of religion teachers who are participants in this study generally have a solid and routine schedule of lectures/sermons in the city of Bandung. In addition to their lectures, they have personal activities. Working for the family is like being a teacher. Then, they are also chosen because they are not skilled in using information and communication technology (ICT) for lectures/sermons and do not have much literature and quality, let alone a personal library.

This research uses data collection techniques such as interviews with five lecturers and 30 religion teachers to obtain information regarding the urgency of Islamic digital library training for religion teachers and its implementation. Then, in observation, researchers made careful and actual observations of Islamic digital library training activities. In addition, questionnaires were distributed to religious teachers to determine the percentage of their competency after attending the training. Furthermore, the researcher uses data reduction, data presentation, and concluding the data analysis technique.

RESULT AND DISCUSSION

The Urgency of Training in Islamic Digital Libraries for Religion Teachers

The digital library is a term used to describe the use of digital technology to obtain, store, preserve, and provide access to information and materials published in digital form or digitized from printed, audio-visual, and other forms (Yaqin, 2022). The main goal is to provide access to all users, which is oriented toward delivering and disseminating information that is fast, precise, accurate, and reliable.

Digital libraries also offer users convenience for accessing electronic information resources with fun tools at limited times and opportunities. Users are no longer physically bound to library service hours, where users have to visit the library to get information (Mehta & Wang, 2020; Ortega-Martínez et al., 2021). Thus, a digital library is a library that uses information technology and its collections in digital form, which can be accessed anytime and anywhere. The dissemination of information is speedy, precise, and accurate.

Today, digital libraries can help improve the Islamic digital literacy of religion teachers. Therefore, the competence to use digital libraries as a medium in increasing Islamic digital literacy activities for religion teachers is a necessity. These competencies relate to using digital media such as pads, tablets, gadgets, laptops, and other types of screen media that no longer use print media (books or paper). Digital literacy does not necessarily replace the importance of traditional (print) literacy as a stage. Digital literacy emphasizes the ability to read, write, and analyze digital objects usually presented on non-printed screens (Rodin & Nurrisqi, 2020).

In this regard, religion teachers in the Bandung area have a Friday sermon schedule and a busy lecture schedule. In this case, increasing Islamic digital literacy through digital libraries is an important matter that must be done. In line with the results of interviews with digital library trainers:

Participant 1

Ideally, religion teachers are required to continue to study, seek, read, and write and continuously explore Islam's science. He must have extensive and complete religion literature, have a personal library containing various classical and modern Islamic literature.

Participant 2

We have a large and complete amount of ancient literature that requires many funds, including the book of interpretation of Al-Qurtuby, which consists of 13 thick volumes. The current price is Rp. 3,400,000. Likewise, Ath-Tabari's interpretation which consists of 26 volumes, currently costs Rp. 4,600,000, the interpretation of Fi Dzilalil Quran costs Rp. 1,440,000, and many other interpretations. This is only one kind, namely the interpretation of the Qur'an, not yet books on the science of the Qur'an, books on hadith and hadith science, books on fiqh, and Arabic books, all of which are needed by the public. a religion teacher.

Participant 3

Religion teachers delivering and teaching Islam to the public are still monotonous, classical, less creative, unattractive, and dull. Only use conventional sources or reference materials. The reason is that many of them are not technologically literate

or technically literate, the knowledge of religion teachers about IT is generally lacking due to a busy lecture schedule, plus the lack of availability of varied and exciting Islamic sources or references, especially computer-based/electronic ones, which are practical. Moreover, easy to use.

Based on the results of interviews with participants 1, 2, and 3 show that digital library training is carried out because of the problems faced by religion teachers, namely the lack of time to study (especially online learning), less skilled in the use of technology and computers, little/less literature and quality, does not have a private library, and does not have special funds to buy much literature.

The problems faced by religion teachers must be resolved immediately because the community needs the figure of a religion teacher. His presence is always awaited and coveted to be able to spread wisdom and knowledge that can awaken humanity towards a society that is peaceful, peaceful, and respectful of each other, and provides solutions to various problems in society.

Therefore, nowadays, religion teachers must improve their knowledge and understanding in order to be able to answer complex and contemporary problems faced by society. One of the efforts to increase the volume of Islamic literacy for religion teachers is to conduct digital library training.

According to the trainers, the digital library training has the following objectives.

Participant 5

Participants who take part in the digital library training will have a lot of Islamic and Arabic books and a personal library of more than 20,000 electronic books (e-books).

Participant 4

The cost of having books in a digital library is very cheap compared to having the books in conventional form/regular print, which will require up to hundreds of millions of rupiah.

Participant 1

After the participants participate in the digital library training, they can search for books or literature. It will be easier, faster, and more accurate because it is in the form of an electronic program. Safe and not risky (because it can be duplicated/made copies), and practical so that it can be carried everywhere and is very light.

The interviews with participants 5, 4, and 1 show that the digital library training organized by trainers from one of the state universities in Bandung facilitates religion teachers in improving their quality and Islamic literacy. In addition, religion teachers who take part in digital library training will get several advantages, such as; 1) Getting many books with a total of 20,000 titles, but they do not need a vast place/space and enough to have cellphones, laptops, and other electronic media; 2) Searching for books or literature will be easier, faster, and more accurate because they are in the form of electronic programs; 3) It is safe and not risky (because it can be duplicated/made copies), and practice can be carried everywhere and is very light.

Thus, digital library training for religion teachers has a vital role because, in addition to religion teachers having to keep up with the times, this training can also help increase their competence as religion teachers.

Digital Library Training in Improving Islamic Digital Literacy

This digital library training is conducted to increase competence, skills, and creativity, especially in Islamic digital literacy for religion teachers. This training was held directly on Sunday, May 29, 2022, at one of the Islamic boarding schools in Bandung. This training activity consists of three stages: 1) the planning stage, 2) the implementation stage, and 3) the evaluation stage.

Planning

In the planning stage, the trainers started the training activities by analyzing the needs. Factually, the needs analysis stage is carried out by conducting in-depth observations and interviews with several religion teachers to obtain information about the difficulties and obstacles in using Islamic digital libraries. This is in line with EL Hajjar & Alkhanaizi (2018), Kanellopoulou & Darra (2018), and Siddik et al., (2017), which needs analysis aims to determine the skills and needs of candidates to be trained and develop measurable, specific knowledge and achievement goals.

In line with the results of interviews with trainers who were participants 3 in this study:

Most prospective trainees do not have experience using Islamic digital libraries, especially maktabah syamilah. Therefore, it is essential to introduce the software to operate according to the needs of the lecture.

This was confirmed by the results of interviews with religion teachers who were participants in the training.

Participant 12

I have never received special training on the use of digital libraries or the use of other lecture media.

Participant 9

I have never used maktabah syamilah software in looking for Islamic references. So far, I have always used printed books as references in Friday sermons.

Participant 19

I always look for references on the internet for Friday sermons, but that, too, is limited.

The interviews with participants 3 and 12, 9, and 19 show that religion teachers in Bandung have never fully received training on digital libraries, especially *maktabah syamilah*. Therefore, this training is expected to be applied in various past disciplines, which improves the scientific quality of religion teachers through literacy activities.

Furthermore, instrument preparation was carried out as a follow-up to the needs analysis. This activity is carried out by analyzing the information obtained by compiling learning tools in the form of a training curriculum, training media, and teaching materials in which the *maktabah syamilah* software and other supporting software are already included.

Implementation

Based on the results of observations, this training activity begins with a pretest to determine the participants' mastery level of the *maktabah syamilah* digital library. In addition, it will assist in the training management framework so that it is more targeted, especially in individual coaching. Furthermore, training briefings were provided by the trainers using the lecture, question-and-answer, and practice methods with the assistance of the trainers. The debriefing process was carried out in a dialogical and interactive manner. This training is more practical than theory.

The training activities are carried out using the lecture method. The lecture method conveys a subject matter through an oral narrative to the general public. This understanding directs that the lecture method emphasizes the provision of learning material through oral narrative. Oral is used as the primary tool in using the lecture method to teach the material. In addition, the delivery must pay attention to voice skills and techniques in the lecture method (Shanmugavelu et al., 2020; Wibowo et al., 2018; Zakirman et al., 2019).

In using digital libraries, the trainers explain by talking about the *maktabah syamilah* software. *Maktabah syamilah* is a Microsoft Windows-based software for reading text (reader). As the name implies, *maktabah* means library. *Shamilah* means complete. In other words, this *maktabah syamilah* is a kind of Islamic digital library (Islamic Digital Library) or a complete collection of books.

Muassasah al-Maktabah ash-Syamilah started developing this digital library of *Maktabah syamilah* in April 2005. *Al-Maktabah ash-Syamilah* is allegedly the best yellow book application to date. Interestingly, this digital yellow book application can be downloaded on the official website, *shamela.Ws*. Even with the latest developments, the *maktabah syamilah* Online version can be accessed directly from the official website.

In this training, religion teachers were also given material related to video/youtube media use in developing da'wah. They were also taught how to install *maktabah syamilah* on laptops or mobile via Playstore for Android phones. The number of books contained in the *maktabah syamilah* is around 7,533 books. Among the themes contained in the *maktabah syamilah* is the book of faith, the book of interpretation, the book of nahwu and sharf, and the book of fiqh (Kardi et al., 2021). The list of books listed in the *maktabah syamilah* is shown in Figure 1 as follows.



Figure 1. Display of The List of Books in *Maktabah Syamilah*

Furthermore, after finishing the presentation, the religion teachers were allowed to ask questions to express their opinions or questions about the material they did not understand. The question and answer session carried out in this session aim to interrupt the discussion to stimulate the participants' attention in learning so that there is a cooperation between the participants and the trainer and can raise the spirit of the religion teachers (Cicekci & Sadik, 2019; Schmidt, 2020).

Based on observations during the training activities, the participants' interest and attention to the material presented by the trainers were relatively high. This can be seen from the number of questions asked by the training participants.

After giving the material and asking questions, the next step is mentoring and monitoring. Then, as a companion, the trainer helps religion teachers overcome the obstacles they face in using *maktabah syamilah*. This ultimately aims for religion teachers so that they can operate digital libraries so that they are accustomed to using them. This is in line with Masrur & Subandi (2020) opinion that the function of mentoring is to prevent mistakes and correct errors so that the work to be carried out does not experience obstacles. Miller et al. (2021) asserts that monitoring functions to analyze all monitoring results to be used as material in considering decisions and efforts to improve and perfect.

In addition, in realizing continuous improvement and refinement, the trainers facilitated religion teachers to communicate intensively about using digital libraries via email or WhatsApp.

Evaluation

One of the objectives of evaluation is to collect information, measure performance, and assess the benefits of the evaluation object related to indicators, goals, or standards in the evaluation object (Al Shobaki et al., 2018). Therefore, based on the evaluation, Islamic digital library training can improve the competence of religion teachers. This competency improvement will indirectly facilitate the digital literacy activities of religion teachers in their daily life. This is evidenced by the test result data that pay attention to indicators of competence in using digital libraries.

The ability of religion teachers to use digital libraries is described in the following table.

Table 1. Percentage of Religion Teacher Competence in Using *Maktabah Syamilah*

Indicator	Yes	No	Percentage
Able to find and select references that suit your needs	24	6	80%
Able to import books	20	10	67%
Integrating a book into <i>maktabah syamilah</i>	19	11	63%
Doing book export	22	8	73%

Table 1 shows that of the 30 religion teachers who were present as participants in the training, 80% of them were able to find and select references

according to their needs, 67% were able to import books, 63% integrated a book into the *maktabah syamilah*, and 73% export book.

Thus, in the evaluation stage, the highest percentage in table 1 is that religion teachers can find and select references that suit their needs. At the same time, the lowest percentage indicates integrating a book into the *maktabah syamilah*.

Furthermore, in the evaluation stage of training on the use of Islamic digital libraries, of course, the inhibiting factors were found, namely: the difficulty of finding the right time so that it was possible for all religion teachers who were present according to the invitation to take part in this training, this was because they had personal activities and there were still participants. Who does not understand the use of *maktabah syamilah*. This is because some of them are not familiar with digital libraries, and not all participants have attended similar training.

Therefore, using a digital library, among others, will make it easier for religion teachers to prepare Islamic references as material for sermons or lectures. In addition, digital libraries can increase Islamic digital literacy activities for religion teachers because the search for references is more practical, fast, and accurate. After all, it is in the form of an electronic program.

CONCLUSION

This study explores increasing the Islamic digital literacy of religion teachers through digital library training strategies. The results of this research produce findings. First, digital library training is carried out because of the problems faced by religion teachers, namely lack of time to study (especially online learning), lack of skills in using technology and computers, less quality literature, do not have a personal library, and do not have special funds. To buy much literature. Second, this training activity consists of three stages: 1) the planning stage, 2) the implementation stage, and 3) the evaluation stage. In the planning stage, the trainers started the training activities by analyzing the needs. While in the implementation phase, this training begins with a pre-test to determine the level of mastery of the participants towards the *maktabah syamilah* digital library.

Furthermore, training briefings were provided by the trainers using the lecture, question-and-answer, and practice methods with the assistance of the trainers. Then in the evaluation stage, the highest percentage is that religion teachers can find and select references that suit their needs, which is as much as 80%. At the same time, the lowest percentage is the indicator of integrating a book into the *maktabah syamilah*, as much as 63%. Furthermore, this research is still limited to increasing the Islamic digital literacy of religion teachers through digital library training strategies. Therefore, further research is still needed on increasing traditional digital literacy by using other strategies that are more effective and innovative at every level of education. In addition, this research namely digital libraries can increase Islamic digital literacy activities for religion teachers because the search for references is more practical, fast, and accurate.

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