



Islamic Education Management: Enhancing Digital Literacy for Environmental and Humanitarian Awareness

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Abstract: Through a comprehensive literature review, the paper identifies key challenges and opportunities faced by Islamic educators in fostering a digitally literate and socially responsible generation. Findings suggest that by engrafting digital literacy in the curriculum and management practices, Islamic educational institutions can significantly contribute to raising awareness and proactive engagement with environmental and humanitarian issues. The paper concludes with recommendations for policy and practice, aiming to provide a roadmap for Islamic educational leaders to effectively draw and rein digital literacy as a tool for transformative education. This research underscores the potential of Islamic Education Management to drive positive change in addressing some of the most pressing global challenges of our time.

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INTRODUCTION

In the contemporary digital age, the integration of digital literacy within educational frameworks has become imperative. Islamic Education Management, with its rich ethical foundation and holistic approach, is uniquely positioned to harness digital tools for promoting environmental and humanitarian awareness (Azzahra Diva Nafisah et al., 2024). This paper explores how Islamic educational institutions can leverage digital literacy to cultivate a generation of students who are not only environmentally conscious but also actively responsive to humanitarian crises.

Digital literacy equips students with critical thinking skills, enhances their ability to access and analyze information, and fosters a proactive approach to problem-solving (Dyanggi et al., 2022). In the context of Islamic education, these skills can be directed towards understanding and addressing pressing global issues. For instance, environmental stewardship, deeply rooted in Islamic teachings, can be reinforced through digital platforms that provide students with up-to-date information on climate change, sustainable practices, and conservation efforts (Eraku et al., 2021).

Lough stated that moreover, digital literacy plays a crucial role in humanitarian education (2022). The ongoing conflicts in Gaza (AlDahdouh, 2021; Traxler, 2018) and the critical situation at the Rafah border nowadays (Quillen & Adler, 2024) highlight the urgent need for informed and compassionate responses. By integrating digital literacy into their curricula, Islamic educational institutions can empower students to engage with these issues more effectively (Reddy et al., 2021).

They can learn about the historical, political, and social dimensions of such conflicts, participate in online advocacy, and support humanitarian initiatives (Feng & Tu, 2022).

The success of integrating Ecology and English Language Teaching (ELT), resulting in the innovative concept of Eco-ELT by Jepri Ali Saiful (Saiful, 2020), underscores the potential of combining environmental education with other disciplines. Eco-ELT has proven effective in enhancing students' language skills while simultaneously fostering environmental awareness. This successful model demonstrates that interdisciplinary approaches can lead to significant educational outcomes (Saiful, 2023). Therefore, the integration of digital literacy and Islamic Education Management is not only timely but also essential. It can similarly enhance environmental and humanitarian awareness among students, ensuring they are well-equipped to tackle contemporary challenges.

Islamic Education Management thus serves as a catalyst for transformative education, aligning technological proficiency with ethical imperatives. This approach not only enhances students' academic and professional competencies but also instills a sense of global responsibility and empathy. By promoting digital literacy, Islamic educational institutions can significantly contribute to creating a more aware, responsive, and ethically driven generation.

Previous research related to Digital Literacy for Environmental and Humanitarian Awareness has been conducted by several researchers, including (Nurjali, 2024), this research explains that. The teachers of Islamic Religious Education play a crucial role in molding the character traits of the pupils at SMP Negeri 24 Tanjung Jabung Timur. Islamic religious education and a variety of teachers' role models are necessary for students to develop their character. Consequently, they have a responsibility to foster a positive learning environment and serve as role models. The following tactics/steps from the study's findings can be applied to help students develop their character: 1. Instructors assign students to groups according to their personalities and skill levels. 2. Applying the approach of discovery learning. 3. Individual and group instruction. Another study was conducted by (Irfus Indrawan, 2024), the purpose of this study was to find out which public universities offer Islamic religious education. This essay takes a qualitative approach to its analysis. Data were gathered using research techniques from libraries. The study's findings suggest that the following subjects are covered in Islamic Religious Education in Public Universities: The topics covered include Humans and Religion, Islamic Religion, Islamic Religion's Sources, Islamic Teachings' Basic Framework, Aqidah, Sharia, Worship, and Mu'amalah, Morals, Piety, Knowledge in Islam, and Islamic Science Discipline. Islamic religious education is taught as a general foundations course in public universities, and it plays a vital role in the process of imparting knowledge as well as changing students' attitudes and behaviors. Further research was also conducted by, (Senata Adi Prasetya, 2021), this study shows that the TPACK framework is built on Lee Shulman's pedagogical construction with three core elements, namely content, pedagogy, and technology. In addition, this paper argues that Islamic education needs to adopt TPACK as a new pedagogical approach to its learning model in the pandemic era. The development, strengthening, and mainstreaming of TPACK by Islamic education teachers are essential for effective teaching with technology. TPACK as a new pedagogical approach to the Islamic education learning model in the pandemic era allows Islamic education teachers to become agents of change to encourage Islamic education to be more inclusive, accommodating, and adaptive to the demands of the times.

The GAP analysis of several studies as above is different from the study of this article. The novelty of this article is more emphasis on identifying the main challenges and opportunities faced by Islamic educators in fostering a digitally literate and socially responsible generation. In addition, this article concludes with recommendations for policy and practice, which aim to provide a roadmap for Islamic educational leaders to effectively utilize digital literacy as a tool for transformative education. This study underscores the potential of Islamic Educational Management to drive positive change in addressing some of the most pressing global challenges of our time.

METHODS

This study primarily relies on library research to assess how information literacy influences Islamic education in Indonesia. Library research, also known as desk research or secondary research, involves examining existing literature, scholarly papers, books, reports, and other relevant sources of information (Fatha Pringgar & Sujatmiko, 2020; Hadiati, Setianingrum, & Dwiyanto, 2024). By using this method, the study systematically investigates the existing knowledge, theories, and viewpoints on the enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management, drawing from the resources available in libraries and digital databases. Through analyzing scholarly publications, this approach provides valuable insights into the current state of enhancement of digital literacy for environmental and humanitarian awareness. It establishes a solid foundation for exploring key topics, identifying research gaps, and understanding enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management. The aim of this study is to contribute to the existing knowledge on enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management by utilizing library research as the primary method. Additionally, it seeks to lay the groundwork for future research and inform the development of effective digital literacy programs in Indonesia.

The primary aim of this study is to explore enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management, utilizing a library research methodology. By systematically analyzing existing literature, scholarly papers, books, reports, and other relevant sources of information, the study seeks to gain insights into the current state of enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management. Specifically, the research aims to identify the key themes, research gaps, challenges, and opportunities related to enhancement of digital literacy for environmental and humanitarian awareness. Furthermore, it aims to contribute to the existing body of knowledge on enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management by providing a comprehensive understanding of the subject matter. Ultimately, the study aspires to inform the enhancement of digital literacy for environmental and humanitarian awareness through Islamic education management.

Literature review, according to Chigbu et al., (2023) in Hadiati et al., (2023), is an examination of accessible research works on a given academic theme, topic, or subject under investigation by a researcher. It is the process of analyzing previously authored and published collections of writing in order to reach specific research objectives that the works under inquiry do not already meet. Snyder (2019) in (Hadiati, Ayu Setianingrum, & Dwiyanto, 2024) emphasized that literature reviews are useful when presenting an overview of a certain subject or research problem. This type of literature review is frequently used to measure the amount of knowledge on a specific topic. It can be used to establish research agendas, identify research gaps, or simply discuss a particular issue. They can also serve as a foundation for knowledge growth, make policy and practice suggestions, provide evidence of an effect, and, if done well, have the ability to generate new ideas and directions for a certain subject (Miles & Huberman, 1994).

RESULTS AND DISCUSSION

Digital Literacy for Environmental Awareness Through Islamic Education Management

This study aimed to explore the integration of digital literacy within Islamic education management to promote environmental awareness. Through an extensive review of literature and case studies, several key findings emerged. Students exposed to digital literacy programs within Islamic educational settings demonstrated a significant increase in their understanding of environmental issues (Asrori et al., 2023). These programs utilized digital platforms to provide up-to-date information on climate change, conservation practices, and sustainable living, all grounded in Islamic teachings on stewardship. The integration of these digital resources allowed students to access a wealth of information, enhancing their knowledge and awareness of environmental challenges (AlDahdouh, 2021; Das et al., 2023).

Furthermore, Muhdi et al., (2024) conveyed the incorporation of digital tools encouraged students to actively participate in environmental initiatives. Online campaigns, digital workshops, and virtual seminars facilitated by Islamic educational institutions saw high engagement rates. Students not only consumed information but also contributed to discussions, advocacy efforts, and on-ground activities. This active participation underscored the effectiveness of digital literacy in motivating students to take meaningful action in addressing environmental issues (Feng & Tu, 2022; Tugiah et al., 2022).

The digital literacy programs were effectively integrated with Islamic values (Hussain, 2023), emphasizing the moral responsibility to protect the Earth. This alignment with religious teachings resonated deeply with students, reinforcing their commitment to environmental stewardship as both a religious and ethical duty (Nikmatullah et al., 2023). The seamless integration of Islamic principles with digital learning resources provided a compelling framework for students to engage with environmental issues from a faith-based perspective (Usman et al., 2023).

Additionally, the use of digital resources in education fostered critical thinking and problem-solving skills among students (Eraku et al., 2021). They learned to analyze environmental data, evaluate the impact of human activities on ecosystems, and propose viable solutions for sustainable living (Eraku et al., 2021; Muhdi et al., 2024; Saiful, 2023). This development of critical thinking was crucial in empowering students to understand the complexities of environmental issues and to contribute effectively to their resolution.

Digital Literacy for Humanitarian Awareness Through Islamic Education Management

This study also explored the impact of integrating digital literacy within Islamic education management to promote humanitarian awareness. Through an extensive review of literature and case studies, several significant findings were identified.

Students engaged in digital literacy programs within Islamic educational settings showed a notable increase in their understanding of humanitarian issues. These programs utilized digital tools to provide comprehensive information on global humanitarian crises, such as the ongoing conflicts in Gaza and the situation at the Rafah border (AlDahdouh, 2021; Quillen & Adler, 2024; Traxler, 2018). By accessing real-time data, news, and expert analyses through digital platforms, students gained a deeper insight into the complexities and human impacts of these crises (Zada et al., 2019). For instance, through digital literacy and strengthened Islamic education, one may be able to comprehend that there is a shift of Maslow's pyramid of needs in Gaza, Palestine. This is justified by the study conducted by Alah (2024) on the beginning of 2024, February to be precise.

Alah (2024) thoroughly in details explained that in times of difficulty (especially in the areas of conflicts), it is crucial to implement strategies that prioritize both immediate survival and long-term personal and social growth. In addition to providing immediate relief such as food, shelter, and healthcare, it is crucial to include online education and capacity-building programs tailored to the specific needs of Gaza, given the widespread destruction of educational institutions during the war. These projects include vocational training, digital literacy, and leadership development through virtual learning collaborations with international educational institutions, allowing for continued higher education and professional development despite siege-imposed constraints, which is in line with the study carried on by Obe et al., (2024). Combining economic stability projects with resilience, trauma-informed teaching, and community-led development can help Gazans rebuild their communities, promote economic self-sufficiency, and enhance social cohesion in the face of ongoing adversity.

Moreover, the use of digital tools facilitated active student participation in humanitarian efforts. Online platforms enabled students to engage in virtual discussions, participate in advocacy campaigns, and organize fundraising activities for affected communities. The ease of access to digital resources allowed students to connect with global humanitarian networks, thereby broadening their scope of influence and action (AlDahdouh, 2021; Lough, 2022). The digital literacy programs were deeply integrated with Islamic values of compassion, charity, and social justice. This integration reinforced students' sense of moral and religious duty to assist those in

need (Das et al., 2023; Reddy et al., 2021). The alignment of humanitarian education with Islamic principles provided a powerful motivational framework, inspiring students to contribute actively to humanitarian causes.

Additionally, the development of digital literacy skills enhanced students' ability to critically assess humanitarian situations and devise practical solutions. They learned to evaluate information from multiple sources, discern credible data, and develop informed perspectives on humanitarian issues. This critical thinking ability was essential for fostering a generation of empathetic and proactive individuals capable of making meaningful contributions to humanitarian efforts.

Discussion

The integration of digital literacy within Islamic education management has proven to be a powerful tool in promoting both environmental and humanitarian awareness among students. By leveraging digital platforms, Islamic educational institutions can provide comprehensive and accessible information on these critical issues, making learning more engaging and impactful. The successful implementation of digital literacy programs in these settings highlights the potential for similar approaches to be adopted more widely.

Aligning digital literacy with Islamic principles of stewardship, compassion, and social justice enhances the relevance and resonance of education in these areas. Students are more likely to engage with and commit to environmental and humanitarian initiatives when they are framed within the context of their religious and moral values. This approach not only educates but also inspires students to take proactive steps in addressing these global challenges. Furthermore, the development of critical thinking and problem-solving skills through digital literacy programs prepares students to navigate and address the complexities of both environmental and humanitarian issues. These skills are essential for fostering a generation of informed, responsible, and proactive individuals who can contribute to sustainable development and global humanitarian efforts.

In conclusion, the integration of digital literacy into Islamic education management is essential for fostering awareness and action in both environmental and humanitarian spheres. This approach not only enhances students' knowledge and engagement but also aligns with their ethical and religious values, creating a holistic educational experience. Islamic educational institutions have the opportunity to lead by example, demonstrating how digital literacy can be harnessed to address some of the most pressing global challenges of our time.

CONCLUSION

This study, through an extensive literature review, has explored the integration of digital literacy within Islamic education management to address environmental and humanitarian issues. The findings highlight the significant potential of combining digital tools with Islamic educational principles to foster a generation that is both environmentally conscious and humanitarily engaged.

The literature review revealed that digital literacy programs within Islamic educational settings substantially enhance students' understanding of environmental issues. By utilizing digital platforms to disseminate information on climate change, conservation practices, and sustainable living, these programs effectively embed the principles of stewardship and ethical responsibility inherent in Islamic teachings. Additionally, students actively participating in environmental initiatives, both online and offline, demonstrate the practical impact of digital literacy on promoting sustainable behaviors.

In parallel, the review of literature on humanitarian education shows that digital tools play a crucial role in raising awareness about global crises, such as the conflicts in Gaza and the Rafah border. Digital platforms provide students with real-time data, news, and expert analyses, deepening their understanding of these complex issues. The integration of Islamic values of compassion, charity, and social justice further inspires students to engage actively in humanitarian efforts, whether through advocacy, fundraising, or direct action.

Moreover, the development of critical thinking and problem-solving skills through digital literacy programs prepares students to navigate and address both environmental and humanitarian challenges. The success of interdisciplinary models like Eco-ELT underscores the effectiveness of integrating digital literacy with Islamic education to achieve substantial educational outcomes. Islamic Education Management, therefore, stands as a crucial catalyst for transformative education in the digital era. By aligning technological proficiency with ethical imperatives, it offers a holistic educational experience that equips students to be informed, responsible, and proactive global citizens. The literature reviewed suggests that Islamic educational institutions have a unique opportunity to lead by example, demonstrating how digital literacy can be harnessed to address some of the most pressing global challenges of our time.

In conclusion, the integration of digital literacy within Islamic education management, as evidenced by the literature, is essential for fostering awareness and action in both environmental and humanitarian spheres. This approach not only enhances students' knowledge and engagement but also aligns with their ethical and religious values, creating a comprehensive educational framework. As Islamic educational institutions continue to innovate and adapt, they can significantly contribute to shaping a future where technology and ethics converge to create a more just, sustainable, and compassionate world.

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