

The Influence of the Digital Era on the Strengthening of Religious and Cultural Literacy Values among Students of the Study of Religions Program

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Abstract

The digital era has significantly influenced students' ways of thinking, behavior, and value systems, including those related to religious and cultural literacy. This study aims to analyze the influence of the digital era on the strengthening of religious and cultural literacy values among students of the Study of Religions Program. This research employs a qualitative descriptive approach, with data collected through interviews, observation, and documentation. The findings indicate that the digital era provides easier access to religious and cultural information while also posing challenges in preserving authenticity and religious identity. Positive use of digital technology can enhance interreligious understanding and cultural awareness, whereas uncontrolled use may lead to value disorientation. Therefore, an integrated digital literacy strategy within religious and cultural education is essential to help students critically select information and maintain religious values as well as local cultural wisdom amid digital globalization.

Keywords: *Digital Era, Religious Literacy, Cultural, Students, Study of Religions.*

Abstrak

Perkembangan era digital membawa dampak yang signifikan terhadap pola pikir, perilaku, dan sistem nilai mahasiswa, termasuk dalam konteks literasi agama dan budaya. Penelitian ini bertujuan untuk menganalisis pengaruh era digital terhadap penguatan nilai-nilai literasi agama dan budaya pada mahasiswa Program Studi Agama-Agama. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa era digital tidak hanya memberikan kemudahan akses terhadap informasi keagamaan dan kebudayaan, tetapi juga menimbulkan tantangan dalam menjaga keaslian nilai dan identitas keagamaan mahasiswa. Pemanfaatan teknologi digital secara positif dapat memperkuat pemahaman lintas agama dan kesadaran budaya, sedangkan penggunaan yang tidak terkendali dapat memunculkan disorientasi nilai. Oleh karena itu, diperlukan strategi literasi digital yang terintegrasi dengan pendidikan agama dan budaya agar mahasiswa mampu menyeleksi informasi dan mempertahankan nilai-nilai keagamaan serta kearifan budaya lokal di tengah arus globalisasi digital.

Kata Kunci: *Era Digital, Literasi Agama, Budaya, Mahasiswa, Studi Agama-Agama.*

A. Introduction

The rapid development of digital technology in the modern era has brought significant changes to various aspects of human life, including education, social interaction, and religious practices (Asmanidar & Fazal, 2023). Among young people, particularly university students, digital technology has become an inseparable part of daily life. It is not only used as a learning medium but also serves as a means of communication, relationship building, information seeking, and self-expression in the digital public sphere. This situation requires students to possess adequate digital literacy skills so that they can utilize technology wisely, critically, and productively (Supriadi, 2025).

Digital literacy is not limited to the ability to operate technological devices; it also encompasses the capacity for communication, collaboration, critical thinking, creativity, and ethical awareness in using digital media. In the context of Indonesian society, digital literacy must be grounded in the core values of *Pancasila* as a moral and ethical foundation for digital interactions (Fazal & Saleh, 2022). Thus, intelligent and ethical use of technology becomes the primary foundation for citizens, including students, to participate positively both in real life and in digital spaces (Anzaikhan et al., 2023).

As a developing country, Indonesia has experienced rapid progress in adopting digital technologies. The expansion of internet access, the widespread use of smartphones, and the improvement of digital infrastructure have made society increasingly connected to the global digital world. The presence of social media platforms such as Instagram, Facebook, Twitter, TikTok, and YouTube has strengthened the culture of digital connectivity, allowing interaction without the limits of space and time. However, this ease also brings challenges, particularly concerning ethics, morality, and the preservation of religious and cultural values (Wardani et al., 2022). Phenomena such as misinformation, cyberbullying, and digital consumerism highlight the urgent need for moral and cultural literacy awareness among the younger generation.

In the context of higher education especially within the Study of Religions Program digital technology plays a dual role. On one hand, it provides an effective platform for learning, expanding interreligious knowledge, and fostering dialogue among different faith traditions (Asmanidar et al., 2024). On the other hand, excessive and uncontrolled use of digital media can potentially lead to a decline in values if not accompanied by reflective awareness and self-regulation. Students of the Study of Religions Program, as future intellectuals who study diverse religious traditions, are expected to use digital technology selectively and responsibly so as not to be trapped in streams of information that may weaken their spiritual, ethical, and cultural integrity.

Based on this background, it is important to examine how the digital era influences the strengthening of religious and cultural literacy values among students of the Study of Religions Program. This research seeks to explore the extent to which students are able to integrate digital technology use with the religious and cultural values they uphold. The findings of this study are expected to serve as a foundation for developing character-based digital literacy strategies that are religiously grounded and culturally oriented.

B. Metode

This study employs a qualitative descriptive method with a field research approach. This method was chosen to obtain an in-depth understanding of the influence of the digital era on the strengthening of religious and cultural literacy values among students of the Study of Religions Program. The research was conducted in a natural setting, allowing the researcher to interact directly with the participants in order to explore their views, experiences, and the meanings they attach to the observed phenomena (Sugiyono, 2019).

The qualitative approach aims to construct knowledge through processes of understanding and discovery. The researcher serves as the key instrument in data collection, analysis, and interpretation. Therefore, the researcher must possess sufficient theoretical insight to interpret the meanings behind participants' behaviors and experiences. This study focuses more on meaning rather than generalization, emphasizing the values reflected in students' digital practices in their academic, social, and religious lives (Setyosari, 2016).

Data were collected through in-depth interviews, direct observation, and documentation study. The validity and reliability of the data were ensured through triangulation techniques, involving both source triangulation and methodological triangulation. These techniques were used to verify the consistency and credibility of the data collected from multiple sources and methods.

The informants were selected using purposive sampling, meaning they were chosen based on their knowledge, experience, and involvement with the phenomena being studied. The informants consisted of students from the Study of Religions Program, Faculty of Ushuluddin and Philosophy, UIN Ar-Raniry Banda Aceh, from the 2018, 2019, 2020, and 2021 cohorts. These participants were considered capable of providing accurate information and insights regarding the transformation of values, attitudes, and behaviors in using digital technology for academic, social, and religious purposes.

Data analysis was conducted using an inductive approach, in which conclusions were drawn from specific findings toward broader generalizations (Khilmiyah, 2016). The analysis process included three key stages: data reduction,

data display, and conclusion drawing. Through a phenomenological perspective, this study seeks to understand students' religious and cultural experiences within the digital context, not to compare religions, but to explore the meanings and universal values emerging from their religious practices in the digital era.

C. Result and Discussion

1. Digital Religious Literacy among Students

Religious literacy is one of the fundamental aspects of social and spiritual life in Indonesian society. In the context of a multireligious and multicultural nation, religious literacy plays a crucial role as a driving force and a determinant of meaningful social development. An inclusive, moderate, and contextual understanding of religion serves as the foundation for building a harmonious and civilized society (Liata & Fazal, 2021). However, the social reality shows that religious literacy among the younger generation, particularly millennials and university students, faces serious challenges. Exposure to extremist ideologies, intolerance toward religious differences, and the misuse of religion for political or ideological purposes reflect a limited understanding of the universal values of religion. This condition requires intensive, systematic, and integrated efforts to strengthen religious literacy among students as agents of social transformation.

In the digital era, access to religious information has become more open and extensive (Ilyas & Maknun, 2023). Students in the Study of Religions Program utilize various digital platforms as their primary sources of religious literacy, such as YouTube, Google, Instagram, TikTok, and other applications accessible via smartphones. Through these media, students can obtain information quickly, conveniently, and in more engaging formats. For instance, watching religious lectures or discussions on YouTube is considered easier to understand because of its audio-visual nature and flexible accessibility. This demonstrates that digital media plays a significant role in shaping how students understand, interpret, and internalize religious teachings. Nevertheless, not all students rely entirely on digital sources. Some still prefer traditional methods, such as attending religious gatherings, engaging in direct dialogue with religious scholars, or reading classical texts. For these students, direct interaction with teachers or scholars provides deeper understanding and allows immediate clarification of unclear topics.

This phenomenon illustrates a fusion between tradition and modernity in students' religious literacy practices. The use of digital media has broadened students' religious horizons, yet it also demands critical awareness to discern reliable and constructive information from misleading or provocative content (Hayati, 2017). Therefore, strengthening religious literacy in the digital age should not merely focus on improving access to information but also on cultivating reflective, ethical, and moderate attitudes in interpreting religious teachings. In this

regard, the digital era significantly influences the strengthening of students' religious literacy values. When used wisely, digital technology can serve as an effective medium for expanding religious insight. However, it must be accompanied by critical thinking skills and moral-spiritual awareness to ensure that literacy development is not only informative but also transformative for social and cultural life.

2. The Influence of Religious Figures in the Digital Sphere on Students

Religious figures occupy a vital and respected position in society, functioning as moral guides and sources of knowledge. Traditionally, they have served as trusted authorities for people seeking answers not only to religious or theological issues but also to various personal and social challenges. Their wisdom, integrity, and spiritual charisma make them influential agents in shaping the moral and religious consciousness of the community.

In the context of university students particularly those in the Study of Religions Program religious figures continue to hold a strong influence, although the mode of engagement has shifted significantly in the digital era. The rapid advancement of technology and the expansion of social media platforms have transformed the way religious teachings are delivered and consumed. Today, many students encounter religious discourse through online content shared by popular preachers, scholars, or religious influencers who actively utilize digital platforms such as YouTube, Instagram, and TikTok (Nugraheny, 2020).

This transformation has redefined the role of religious figures in contemporary religious literacy. Instead of engaging solely through face-to-face interactions, religious figures now reach a broader audience through digital preaching (*dakwah digital*) (Aziz et al., 2023). This form of engagement not only provides flexible access to religious knowledge but also allows students to connect with diverse perspectives and interpretations of religious thought. Consequently, digital religious figures play a pivotal role in shaping students' understanding of faith, ethics, and spirituality in modern contexts.

Among millennial students, admiration for digital religious figures often arises from the relevance and style of their presentation. Contemporary preachers such as Ustadz Abdul Somad, Ustadz Adi Hidayat, Buya Yahya, Ustadz Hanan Attaki, and Aa Gym are widely followed due to their engaging communication style and ability to contextualize Islamic teachings with the realities of young people's lives. Their lectures, delivered in relatable language and supported by visual and digital storytelling, make religious learning more appealing and accessible to the younger generation.

This phenomenon indicates that the digital era has expanded the medium through which religious literacy develops. While traditional scholars remain respected for their depth of knowledge and direct mentorship, digital religious figures have become essential in disseminating religious values to wider audiences. Their influence contributes to strengthening students' religious literacy by providing accessible interpretations of sacred knowledge, promoting moral reflection, and fostering an awareness of religion's relevance in everyday life.

However, this also requires critical discernment from students to distinguish between credible and superficial content. The diversity of online religious discourse can lead to both enlightenment and confusion if not approached wisely. Therefore, the influence of religious figures in the digital era should be understood as a double-edged phenomenon one that can greatly enhance students' religious and cultural literacy when guided by critical thinking, ethical awareness, and an understanding of authentic religious principles.

3. The Impact of Digitalization on Students

In today's digital era, technological advancement has transformed almost every aspect of human life, including education, communication, and social interaction. The rapid progress of information and communication technology allows people especially students to access unlimited sources of information quickly and efficiently. This transformation has created new patterns of behavior, learning, and cultural adaptation within academic communities, including among students in the Study of Religions Program (sari et al., 2022). Digital technology provides a double-edged influence. On the one hand, it offers significant benefits for learning, innovation, and the strengthening of religious and cultural literacy. On the other hand, it brings challenges and risks that may affect students' moral, social, and intellectual development. Therefore, understanding both the positive and negative impacts of digitalization is essential for ensuring that technology functions as a tool for empowerment rather than alienation.

a. Positive Aspects of Digital Information for Students

The digital era has brought remarkable benefits to students' academic and spiritual growth.

- 1) Ease of access to information: Students can obtain learning materials, scholarly works, and religious resources instantly through digital libraries, e-books, online discussions, and academic platforms.
- 2) Innovation in various fields: Technology fosters creative and efficient learning methods that enhance students' motivation and productivity.

- 3) Digital mass media as knowledge sources: The emergence of online platforms such as YouTube lectures, educational podcasts, and digital magazines helps expand students' knowledge and critical awareness.
- 4) Improved human resource quality: The development of digital literacy enhances students' communication, collaboration, and analytical skills, making them more competitive in the global academic environment.
- 5) New learning resources: Online classes, webinars, and interactive discussions allow students to engage in continuous learning beyond classroom boundaries.
- 6) Ease of everyday activities: Students benefit from digital convenience such as online shopping, remote learning, and instant access to religious studies or cultural content.

Through these positive aspects, digitalization contributes significantly to the strengthening of religious and cultural literacy values. Students can explore diverse interpretations of religion and culture, compare sources from various traditions, and develop critical perspectives toward social and ethical issues in contemporary life.

b. Negative Aspects of Digital Information for Students

Despite its benefits, the digital era also presents serious challenges that must be addressed wisely.

- 1) Intellectual property violations: The abundance of easily accessible information increases the risk of plagiarism and misuse of others' work.
- 2) Shortened attention spans: Overexposure to fast digital content can lead to superficial thinking and reduced concentration in learning.
- 3) Moral degradation: Misuse of digital knowledge for unethical purposes, such as online fraud or cybercrime, reflects declining moral awareness.
- 4) Decreased reading culture: The ease of digital access often makes students reluctant to engage with in-depth reading or traditional academic research.
- 5) Social alienation: Excessive online engagement can reduce students' ability to interact meaningfully in real-life communities, weakening empathy and social cohesion.
- 6) Exposure to harmful content: Pornography, violence, and misinformation remain serious threats that can shape students' values and attitudes negatively.

Statistical data from Indonesia's National Police (POLRI) in 2018 revealed that Indonesia ranked second globally in cybercrime activity, highlighting how digital misuse has become a national concern. Such trends not only endanger personal safety but also disrupt moral and cultural structures in society (Arianto,

2021). In this context, religion plays a vital role as a moral compass guiding individuals in using technology ethically. Faith-based values, combined with critical digital literacy, can help students filter information, avoid harmful influences, and use digital tools responsibly. The Qur'anic verse (QS. *Al-Mujadilah* [58]: 11) emphasizes that Allah elevates those who believe and possess knowledge, reminding us that technological advancement must always be accompanied by spiritual and intellectual growth.

Ultimately, for millennial students living amid rapid globalization and technological change, strengthening religious and cultural literacy becomes essential. Digitalization should not merely be understood as a tool for convenience but as a medium for cultivating ethical awareness, cultural appreciation, and spiritual depth in everyday life. The challenge lies in balancing technological progress with the preservation of moral, religious, and cultural values that sustain the integrity of human civilization.

4. The Influence of Digital Information on Students' Cultural Literacy

Cultural literacy in higher education plays a crucial role in shaping students' ability to live harmoniously within a diverse society. One of its central elements is tolerance, which can be defined as the capacity to respect differences and to coexist peacefully with others regardless of varying beliefs, ethnicities, or cultural backgrounds. Tolerance is not simply about ignoring diversity; rather, it represents a conscious effort to appreciate and honor human uniqueness. It stands as a fundamental pillar for maintaining peace, avoiding conflict, and nurturing democratic values in social life.

In the context of university life, strengthening tolerance among students has become increasingly important, particularly in institutions that host individuals from various ethnic, linguistic, cultural, and religious backgrounds. The presence of such diversity presents both opportunities and challenges for building a campus culture grounded in mutual respect, open dialogue, and social harmony. Unfortunately, incidents such as inter-group conflicts, bullying, or discrimination in some academic environments indicate that tolerance as a cultural and moral value still needs to be cultivated more effectively.

For students especially those enrolled in the Study of Religions Program the practice of tolerance is not only an academic concept but also a lived reality. Their diverse backgrounds require them to engage in continuous interaction across differences, fostering empathy, mutual understanding, and respect. Many students acknowledge that tolerance extends beyond human relationships to encompass compassion toward nature, animals, and the environment, in line with Islamic teachings. In Islam, tolerance (*tasamuh*) is viewed as an expression of faith that

leads to *taqwa* a universal sense of piety that binds humanity through shared moral values.

From a legal and constitutional perspective, Indonesia guarantees freedom of religion and belief, as stated in Article 29 of the 1945 Constitution, which ensures that every citizen has the right to embrace and practice their faith. Similarly, Presidential Decree No. 1 of 1965 on the prevention of religious abuse emphasizes the importance of respecting diverse interpretations while maintaining harmony within the religious framework recognized by the state. These provisions underline that tolerance is not merely a moral virtue but also a legal obligation to ensure peaceful coexistence in a plural society.

a) Digital Media and Cultural Literacy

The rise of digital media has profoundly influenced the development of cultural literacy among students. On one hand, the internet serves as a vast source of cultural and religious knowledge, promoting interreligious understanding and intercultural dialogue. On the other hand, it also poses serious risks, as digital platforms are increasingly used to spread radical ideologies, intolerant messages, and misinformation that can threaten social cohesion. Numerous studies and national reports have shown that extremist groups exploit social media such as Facebook, YouTube, Twitter, TikTok, and Instagram to propagate radical teachings, recruit followers, and justify acts of violence.

This trend demonstrates how digital technology, if misused, can become a tool for polarization rather than enlightenment. For students, especially those exploring religious and cultural literacy, this situation requires critical awareness, discernment, and digital ethics. Nevertheless, digital media also possesses immense potential as a counterforce to intolerance. Through positive and responsible use, social media can serve as an instrument for spreading messages of peace, empathy, and interfaith harmony (Iswanto, 2020). Various online campaigns and digital da'wah movements have successfully promoted moderate religious perspectives and cross-cultural collaboration. Thus, the digital era presents not only challenges but also opportunities for reinforcing inclusive cultural values among students.

b) Promoting Tolerance and Critical Awareness

Given the dual impact of digitalization, students must develop critical digital literacy the ability to evaluate information sources, verify facts, and distinguish between credible and harmful content. Tolerance in the digital era requires not only openness to differences but also vigilance against misinformation and online manipulation. Students should learn to engage constructively with diverse perspectives, resist provocation, and uphold ethical standards in digital

communication. For students of the Study of Religions Program, these competencies are particularly essential. Their academic background equips them with theoretical and theological understanding, but the digital environment demands an additional set of skills critical thinking, empathy, and intercultural sensitivity to navigate complex religious discourses online.

Ultimately, the influence of digital information on students' cultural literacy underscores a vital conclusion: the digital era can either strengthen or weaken tolerance, depending on how individuals use it. When guided by ethical reflection, spiritual awareness, and academic integrity, digital media becomes a powerful platform for promoting peace, respect, and coexistence (Hasim et al., 2023). However, without proper discernment, it may lead to misunderstanding, division, and intolerance. Therefore, educational institutions have a moral responsibility to integrate religious and cultural digital literacy into their learning frameworks. By doing so, universities can prepare students not only to become critical users of digital information but also to act as ambassadors of tolerance and harmony in an increasingly interconnected world.

5. Advantages and Disadvantages of Online Learning from the Students' Perspective

The COVID-19 pandemic required society to adopt stricter health protocols by maintaining physical distance, washing hands regularly, and limiting outdoor activities unless absolutely necessary. Since March 2020, UIN Ar-Raniry Banda Aceh has implemented an online learning system as an adjustment to the pandemic situation. Online learning is essentially a teaching system that utilizes the internet as the main medium in the teaching and learning process. In this system, course materials are presented in various digital formats such as learning modules, videos, audio, or written materials prepared by the academic staff or course lecturers (Dewi, 2020).

The implementation of online learning has become the best alternative to ensure that academic activities can continue despite the limitations of face-to-face interaction. From the students' perspective, this learning method has both advantages and disadvantages. One of its main advantages is the flexibility of time and place. Students can attend lectures from anywhere without having to be physically present on campus, allowing them to manage their study schedules more freely according to their personal activities. Moreover, online learning is considered efficient as it saves transportation and accommodation costs as well as the time usually spent commuting to campus.

Another benefit is the improvement of students' digital literacy. Online learning encourages students to become more familiar with various platforms such

as Zoom, Google Meet, Google Classroom, and the university's Learning Management System (LMS). This experience is valuable preparation for living in the digital era. Furthermore, online materials can be accessed anytime and reviewed repeatedly whenever students need to deepen their understanding of a particular topic (Marbun, 2021). This accessibility offers a distinct advantage compared to conventional classroom learning, which is limited by time and space.

However, online learning also presents several notable drawbacks. One major limitation is the reduced social and academic interaction between lecturers and students, as well as among students themselves. The lack of direct communication often makes the learning atmosphere less engaging and diminishes enthusiasm for discussion and collaboration. In addition, internet connectivity issues and the lack of adequate technological devices pose significant challenges, especially for students living in areas with unstable internet connections or limited access to laptops and smartphones.

Another drawback experienced by students is the decline in learning motivation and concentration. The monotonous learning environment at home and the absence of direct supervision from lecturers often lead to boredom and loss of focus. Furthermore, courses that require hands-on practice in laboratories or fieldwork are difficult to conduct online, resulting in suboptimal learning outcomes. The evaluation process also faces obstacles due to limited supervision, which may affect the objectivity of assessments.

Overall, online learning during the pandemic has provided students with new experiences in adapting to technology-based education systems. Although it offers many advantages in terms of flexibility and efficiency, it also presents challenges related to social interaction, learning motivation, and access to adequate facilities. Therefore, collaboration among universities, lecturers, and students is essential to develop more effective, interactive, and inclusive online learning strategies to ensure that educational goals can be achieved optimally.

D. Analysis

The digital era referred to in this study is characterized by the rapid advancement of modern technology, which has brought significant changes to students in the Comparative Religion Study Program. These developments have influenced various aspects of their academic and personal lives, particularly in how they seek information and complete academic tasks. The ease of accessing digital resources has transformed the learning habits of students, making the internet a central tool for both academic and non-academic purposes.

Students of Comparative Religion actively utilize social media platforms to showcase their skills and interests, such as engaging in online business, shopping,

uploading photos and videos, and keeping up with the latest news and trends. The internet has also become a major source of religious literacy, as students frequently access religious articles, journals, PDFs, online news, and YouTube videos to deepen their understanding of various religious topics. Consequently, many students have become less inclined to read printed religious books, since the internet provides faster and broader access to any information they desire.

Religious figures continue to hold an important role in shaping students' perspectives and behaviors. Their influence remains significant as they serve as moral and spiritual references in daily life particularly in matters related to worship, career decisions, and personal transformation (hijrah). In Islam, religious leaders occupy a respected position and have a profound impact on the moral and spiritual development of society, especially among the younger generation. The digitalization era has produced both positive and negative effects on students of religious studies. On the positive side, digital technology facilitates their academic and professional activities, offering greater efficiency in learning and information sharing. However, it also brings negative consequences, such as reduced productivity and increased laziness due to excessive smartphone use, as well as declining social interaction among youth. Many young people now spend more time engaging with games and social media applications than participating in community life.

Digital information also has a strong cultural impact on students. The development of digital culture is largely determined by students' ability to understand and utilize digital technology effectively. In essence, technology has transformed how students interact with others, with media, and with cultural expressions. For instance, digital platforms influence fashion trends among young people, who tend to adopt modern styles that align with popular online trends while still adapting them to culturally appropriate standards. These fashion inspirations are often accessed through smartphones and social media, illustrating how digital technology shapes both individual identity and collective cultural practices.

E. Conclusion

The influence of the digital era on the religious and cultural literacy values of students in the Comparative Religion Study Program can be seen in various aspects of their academic and social lives. Digital technology has made it easier for students to communicate with people from different backgrounds and access information from diverse sources. It has also encouraged students to become more diligent in completing their academic tasks, as all necessary materials can now be easily obtained from the internet. Students frequently seek reading materials such as journals, articles, news, and PDFs online. Moreover, the internet provides convenient access to religious literacy resources, allowing students to explore and

deepen their understanding of religion more efficiently. In addition, students can also use the internet to find fashion inspiration, shop online, and even engage in online business activities.

However, the digitalization process has also had several cultural impacts on students. The widespread use of social media often causes students to become distracted from their academic responsibilities. The abundance of interesting information available online sometimes leads to a lack of focus, as students may spend excessive time playing online games, watching videos on social media platforms, or browsing shopping applications such as Shopee, Lazada, and Tokopedia. These activities can negatively affect their study habits and reduce the quality of their academic engagement.

Nevertheless, students' understanding and competence in using digital technology have shown significant development. Many students have adapted well to technological advancements and are able to utilize digital tools effectively in their daily activities. The positive effects of digitalization are particularly evident in the academic and professional spheres. Students in the Comparative Religion Study Program have benefited greatly from internet usage, as it facilitates the completion of assignments, enhances learning, improves access to information, and even creates economic opportunities through profitable online businesses. Thus, while the digital era presents challenges, it also provides meaningful benefits that support both academic progress and personal development among students.

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