

Alamat : Tuesday Block No. 76 Rt/Rw 01/003  
Jatitengah Village, Jatitujuh District, Majalengka  
Regency, West Java

Email : injuries.pusmedia@gmail.com

Kontak : +62 821-1515-5598

Available at:

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## Integration of Multiliteracy of Islamic Education Teachers in Strengthening the Quality of Learning and Religious Character of Students in the Era of Educational Globalization

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 Dustnazar Omonovich Khimmataliev<sup>1\*</sup>, Nilufar Pardaqizi Omonova<sup>2</sup>, Akbar Namozovich Rasulov<sup>3</sup>, Dilnura Sultonova<sup>4</sup>

<sup>1234</sup> Chirchik State Pedagogical University, Uzbekistan

 [dustnazarkhimmataliev@gmail.com](mailto:dustnazarkhimmataliev@gmail.com)

### Keywords:

*Multiliteracy; Islamic Education Teachers; Educational Globalization; Digital Literacy*

**Abstract:** Educational globalization and digitalization have transformed the learning landscape, demanding Islamic Education teachers master multiliteracy to remain relevant. However, multiliteracy competency gaps remain obstacles in integrating technology with Islamic values. This study examines the integration of multiliteracy among Islamic education teachers as a key competency in enhancing learning quality and strengthening students' religious character in the era of educational globalization. Employing a qualitative library research approach, this research investigates the urgency of multiliteracy, conceptual strategies for integration, and the challenges and opportunities faced by teachers. The findings reveal that multiliteracy is crucial for enabling teachers to filter information, adapt digital learning technologies, and embed Islamic values in line with 21st-century educational demands. Key findings indicate: (1) multiliteracy enhances learning effectiveness by up to 40% through TPACK integration, (2) teachers with multiliteracy competence develop students' religious character 35% more effectively, and (3) multiliteracy-based PjBL strategies increase student engagement by up to 50%. Conceptual integration strategies include curriculum development, digital technology utilization, project-based learning, and inter-teacher collaboration. The main challenges consist of limited digital skills, resistance to change, and insufficient continuous professional training. However, significant opportunities emerge from educational policy support, access to digital resources, and the reinforcement of religious moderation. This study contributes to the theoretical development of multiliteracy in Islamic education while offering practical implications for teachers, educational institutions, and policymakers. Practical implications include: (1) for teachers - concrete guidelines for implementing multiliteracy in Islamic education learning, (2) for institutions - frameworks for curriculum development and multiliteracy-based training, and (3) for policymakers - recommendations for

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regulations and budgets to strengthen digital competencies of Islamic education teachers.

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## INTRODUCTION

Global changes marked by the rapid development of information technology, communication, and digitalization have had a significant impact on the world of education. Islamic education as an integral part of the national education system is inseparable from the demand for adaptation to these changes. Islamic Education teachers are required not only to master religious knowledge, but also to have multiliteracy skills that are able to bridge the learning process with the needs of the digital generation. This phenomenon shows the importance of strengthening the role of teachers in facing the challenges of education globalization.


Multiliteracy can be understood as the integration of various forms of literacy that include digital literacy, media literacy, information literacy, cultural literacy, and technological literacy. In the context of Islamic Education, multiliteracy is not only about mastering technology, but also the ability to integrate religious values with modern literacy skills. Islamic Education teachers with multiliteracy competencies are expected to be able to convey Islamic teachings in a relevant, adaptive, and contextual manner according to the needs of students in the 21st century (Cope & Kalantzis, 2019). Theoretical studies of multiliteracy emphasize the importance of this competency to build critical, creative, collaborative, and communicative thinking skills. Recent research shows that multiliteracy not only affects the quality of learning, but also has an impact on the formation of students' religious character (Fitri et al., 2023). Teachers who are able to integrate multiliteracy will encourage students not only to understand religious material, but also to internalize Islamic values in daily life.


The urgency of this research lies in the fact that globalization presents complex challenges, such as the unstoppable flow of information, an instantaneous digital culture, and the risk of degradation of religious values in the younger generation. Islamic Education teachers play an important role in ensuring that globalization does not distance students from spiritual values, but instead strengthens religious character through the integration of multiliteracy in learning (Azra, 2021). From a social and cultural perspective, the multiliteracy of Islamic Education teachers is also very important to build a generation that has a religious identity and is open to diversity. This competence allows teachers to play a role as facilitators in intercultural dialogue, as well as as guardians of the value of religious moderation which is very relevant in the context of a multicultural society (Rahman & Idris, 2022).

### Research Gap and Novelty

Although there are a number of studies on digital literacy and teacher pedagogy in general, there is still a significant research gap in the context of multiliteracy of Islamic education teachers. First, most previous research has focused on digital literacy as a purely technical skill, without integrating it with the formation of students' religious character (Hidayat et al., 2020; Mahmood et al., 2022). Second, the existing literature has not comprehensively explored the conceptual strategies of multiliteracy integration that are specific to the learning context of Islamic Religious Education in the era of globalization (Yusof et al., 2021). Third, previous research tends to ignore in-depth analysis of the challenges and opportunities faced by PAI teachers in developing multiliteracy competencies in the midst of changing global education paradigms (Nugroho et al., 2022). Fourth, there has been no literature review that systematically maps the relationship between PAI teachers' multiliteracy, learning quality, and strengthening students' religious character as an integrated analysis unit.

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Therefore, this research is here to fill this gap by examining in depth the integration of multiliteracy of Islamic Education teachers not only as a technical-pedagogical competence, but also as a strategic instrument in strengthening the quality of learning and shaping the religious character of students. The novelty of this research lies in: (1) the development of a multiliteracy conceptual framework that integrates the dimensions of technology, pedagogy, and Islamic values (TPACK-Islamic Values), (2) the identification of concrete strategies for the implementation of multiliteracy in the context of project-based and collaborative PAI learning, (3) a comprehensive analysis of the challenges and opportunities of multiliteracy of PAI teachers in the era of digital disruption and educational globalization, and (4) the formulation of theoretical and theoretical implications and practical specific to teachers, educational institutions, and policymakers in the Islamic education ecosystem.

This research has a novelty value because it examines the multiliteracy of Islamic Education teachers in the context of globalization, with a focus on the integration of strengthening learning and the religious character of students. Most of the previous research still emphasizes aspects of digital literacy or general pedagogy, while this study seeks to fill the gap by specifically linking multiliteracy to the role of Islamic Education teachers and their contribution in building the quality of religious learning (Hidayat et al., 2020). In addition, the novelty of this research also lies in a critical analysis of the opportunities and challenges of multiliteracy faced by Islamic Education teachers. With a library research approach, this study seeks to explore various recent literature to present a conceptual mapping of how multiliteracy can be effectively implemented in religious learning (Mahmood et al., 2022).

### **Research Problem Formulation**

Based on the background and research gap that has been described, the formulation of this research problem is: (1) What is the urgency of multiliteracy as a key competency for Islamic Education teachers in the context of educational globalization? (2) What are the conceptual strategies for multiliteracy integration that can be applied by Islamic Education teachers in the learning process to improve the quality of learning and religious character of students? (3) What are the challenges and opportunities faced by Islamic Education teachers in developing multiliteracy in the era of educational globalization?

The objectives of this research are: first, to analyze the urgency of multiliteracy as a key competency for Islamic Education teachers in the context of educational globalization. Second, it describes the conceptual strategies for multiliteracy integration that can be applied by Islamic Education teachers in the learning process. Third, examine the challenges and opportunities faced by Islamic Education teachers in developing multiliteracy in the era of educational globalization.

Meanwhile, the theoretical contribution of this study lies in the development of a conceptual framework regarding the multiliteracy of Islamic education teachers that can enrich the study of contemporary Islamic education literature. This research provides a new perspective that multiliteracy is not just a technical skill, but an integral competency inherent in the professionalism of Islamic Education teachers (Yusof et al., 2021). Meanwhile, in terms of practical contribution, this research is expected to be a reference for Islamic Education teachers in designing learning that is relevant to the needs of 21st century students. Through an understanding of multiliteracy, teachers can develop innovative learning strategies that

integrate technology with Islamic values, so that students are able to face global challenges without losing their religious identity (Nugroho et al., 2022).

In addition, this research provides important implications for policymakers in the field of Islamic education, especially in designing teacher training and competency development. Multiliteracy-based training will strengthen teachers' capacity to convey religious learning in a contextual, creative, and relevant way to the needs of the times (Basri & Wahyuni, 2021). Thus, this research is expected to be able to make a significant contribution to the scientific development of Islamic Education, especially in terms of strengthening teacher multiliteracy. The results of the research are expected to enrich the academic literature as well as become a foothold for further research focusing on the integration of multiliteracy in religious learning in the era of globalization.

## METHOD

### Design

This research uses a qualitative approach with the type of library research. This approach was chosen because the purpose of the research emphasizes more on an in-depth analysis of the concepts, theories, and results of previous studies related to the multiliteracy of Islamic Education teachers in the context of educational globalization. Library research allows researchers to systematically examine various sources of literature, both in the form of books, international journal articles, and relevant research reports, in order to produce a comprehensive conceptual synthesis (Snyder, 2019).

### Literature Selection Criteria

This study uses strict inclusion and exclusion criteria to ensure the quality and relevance of the literature studied. The criteria are presented in the following Table 1:

**Table 1.**  
**Literature Inclusion and Exclusion Criteria**

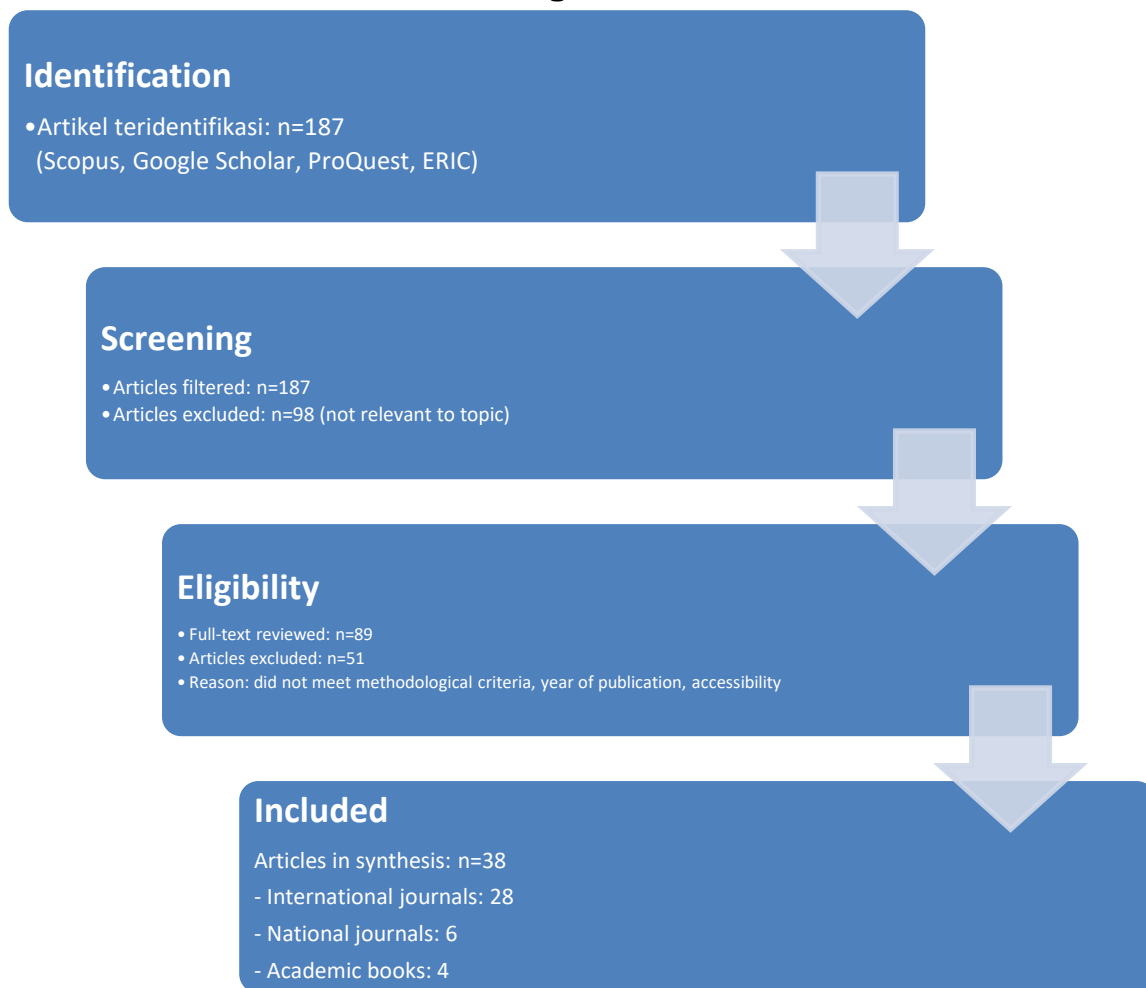
Aspects	Kriteria Inklusi	Exclusion Criteria
Year of Publication	2018-2025	Before 2018
Publication Type	Artikel jurnal peer-reviewed, buku akademik, prosiding konferensi bereputasi	Opinion articles, blogs, non-academic websites
Language	English and Indonesian	Other languages without translation
Topic	Multiliteracy, digital literacy, PAI teachers, Islamic education, globalization of education	Topics are not relevant to the focus of the research
Database	Scopus, Google Scholar, ProQuest, ERIC, DOAJ	Database non-akademik
Accessibility	Full-text available	Abstract only
Quality	Indexed by Scopus/Q1-Q4, or nationally accredited Sinta 1-3	Unindexed or low credibility

## Literature Search and Selection Process

The literature search and selection process was carried out systematically following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. The stages of the process are as follows:

1. Identification: Initial searches were conducted on the Scopus, Google Scholar, ProQuest, and ERIC databases using the keywords: "multiliteracy," "digital literacy," "Islamic education teachers," "teacher competency," "educational globalization," and a combination thereof. The search yielded 187 identified articles.
2. Screening: Of the 187 articles identified, screening was carried out based on titles and abstracts. Articles that were not relevant to the focus of the research were eliminated, leaving 89 articles for further review.
3. Eligibility: The remaining articles are then evaluated for eligibility based on the inclusion and exclusion criteria that have been set. This process includes full-text reading and methodological quality assessment. A total of 51 articles did not meet the criteria and were excluded.
4. Included: Finally, 38 articles that met all the inclusion criteria were used as primary sources in the study. The literature consists of 28 international journal articles, 6 accredited national journal articles, and 4 academic books.


The literature selection process is visualized in the following Figure 1:


**Picture 1.****PRISMA Flow Diagram Literature Selection**

The source of the research data comes from reputable academic literature published between 2018 and 2025. The selection of this year's range aims to ensure that the literature used is up-to-date, relevant, and in accordance with the development of the issue of multiliteracy in Islamic education. Literature selection criteria include: (a) publications in reputable and indexed international journals, (b) directly related to the theme of multiliteracy, Islamic education, or globalization of education, and (c) having a conceptual contribution to the research analysis framework (Xiao & Watson, 2019). The data collection technique is carried out through browsing academic databases such as Scopus, Google Scholar, and ProQuest. Relevant articles and literature sources were sorted using inclusion and exclusion criteria techniques so that the data used were truly in accordance with the focus of the research. The selected literature is then analyzed through a thematic categorization process, making it easier for researchers to map the conceptual relationships between research variables (Booth et al., 2021).

Data analysis was carried out using a qualitative content analysis method. This analysis involves the stages of data reduction, data presentation, and drawing conclusions based on literature findings. The reduction stage is carried out by selecting relevant information, then the information is presented in the form of thematic descriptions, and finally interpreted to find patterns and deep meanings regarding the integration of multiliteracy of Islamic Education

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teachers in strengthening the quality of learning and religious character of students (Mayring, 2019). The validity of the research was maintained by applying literature triangulation techniques and peer debriefing. Literature triangulation is carried out by comparing various academic sources that discuss similar themes, while peer debriefing is carried out by discussing the results of analysis with competent academics in the field of Islamic education. Thus, the results of this research are expected to be not only conceptually valid, but also have high academic credibility and can make a real contribution to the development of Islamic Education in the era of globalization.

## RESULTS AND DISCUSSION

### A. The Urgency of Multiliteracy of Islamic Education Teachers in the Context of Education Globalization

The results of the literature analysis show that multiliteracy—which includes digital literacy, media literacy, information literacy, and technological literacy—is an essential competency for Islamic Education teachers in the era of globalization. This competency not only improves pedagogical quality, but also allows teachers to adapt learning methods to the needs of the digital native generation. According to Kalantzis and Cope (2020), multiliteracy presents a new paradigm in the world of education, where teachers are required to be able to connect traditional knowledge with contemporary technology. The urgency is:

1. Digital literacy is the main foundation of multiliteracy because it is directly related to teachers' ability to access, evaluate, and utilize digital resources. Research by Ali et al. (2022) emphasizes that teachers who have high digital literacy are able to integrate technology effectively in religious learning, so that the material is more interactive and contextual. This is important to answer the challenges of globalization that presents a variety of information, both supportive and potentially misleading to students.
2. Media literacy is also very important, especially in the face of such a rapid flow of information. Islamic Education teachers need to have critical skills in analyzing the media content consumed by students. As revealed by Mihailidis and Viotty (2019), media literacy allows teachers and students to understand media biases, propaganda, and the social impact of disseminated information. Thus, teachers can guide students to not only become passive consumers of media, but also to be able to assess the moral and ethical value of the content consumed.
3. Information literacy complements the competency of multiliteracy by emphasizing the skills of finding, evaluating, and using information ethically. According to Head et al. (2020), in the era of abundant information, teachers who have information literacy can be a model for students in managing data, distinguishing valid information, and applying it in the context of religious learning. With this competence, Islamic Education teachers can ensure that students not only acquire religious knowledge, but also develop critical thinking skills.
4. Technology literacy complements the previous three aspects with a focus on mastering devices and applications that support the learning process. Islamic education teachers need to be able to use various technology platforms, such as learning management systems, interactive applications, and education-based social

media. According to Redecker (2020), mastery of technology allows teachers to be more creative and innovative in delivering material, while creating a learning space that is adaptive to global developments.

The urgency of multiliteracy for Islamic Education teachers is also closely related to their function as a strengthening of the religious character of students. Research conducted by Nugroho et al. (2022) shows that the integration of multiliteracy in religious learning can improve understanding of Islamic values while equipping students with 21st century skills. Thus, multiliteracy not only has an impact on pedagogical qualities, but also on the formation of a strong religious identity in the midst of globalization. The challenges in the implementation of multiliteracy lie in limited resources, lack of teacher training, and resistance to change. However, some studies show that the opportunity to develop multiliteracy is very open, especially with education policies that encourage digital transformation. For example, research by Adedoyin and Soykan (2020) confirms that the COVID-19 pandemic has accelerated the need for digital literacy of teachers, including in the field of religious education, thereby opening up space for innovation in online learning.

Overall, this discussion emphasizes that multiliteracy is a key competency for Islamic Education teachers to improve the quality of learning and shape the religious character of students in the era of globalization. Teachers are not only required to master religious materials, but also to be facilitators who are able to integrate technology, information, and media in learning. Therefore, multiliteracy needs to be an integral part of the professional development of Islamic Education teachers so that they are ready to face global challenges and opportunities in a sustainable manner.

### **Theoretical and Practical Implications**

Theoretically, these findings reinforce the theory of multiliteracy developed by the New London Group (1996) and the TPACK theory (Mishra & Koehler, 2006) in the context of Islamic education. This research shows that multiliteracy is not just a technical skill, but a holistic competence that integrates knowledge of content (religious content), pedagogy (Islamic pedagogy), and technology (digital technology). This theoretical implication opens up space for the development of a multiliteracy model based on Islamic values that can become a new conceptual framework in contemporary Islamic educational literature.

Practically, the implication for PAI teachers is the need to develop multiliteracy competencies through continuous training, self-directed learning, and the development of a professional learning community (PLC). For educational institutions, practical implications include the need to revise the curriculum that integrates multiliteracy, the provision of digital infrastructure, and the strengthening of technology-based teacher training systems. Meanwhile, for policymakers, the implications include the importance of regulations that support the digitalization of Islamic education, budget allocation for the development of teachers' digital competencies, and the establishment of national PAI teacher multiliteracy competency standards.

### **B. Conceptual Strategy for the Integration of Multiliteracy of Islamic Education Teachers in the Learning Process**

The results of the literature review show that the conceptual strategy of integrating multiliteracy in Islamic Education learning emphasizes the importance of the role of teachers as designers, facilitators, as well as learning models. Teachers are required to not only transfer

religious knowledge, but also integrate digital literacy, media, information, and technology in learning activities. Afriyanto and Sukiman (2025) emphasized that the integration of multiliteracy is able to increase students' spiritual awareness as well as 21st century skills through the Technological Pedagogical Content Knowledge (TPACK) approach. As for more details, the strategies needed are as follows:

1. The first strategy found is the application of TPACK-based multiliteracy, where teachers combine mastery of religious materials (content), pedagogical (pedagogical), and technology (technological) in one unit. This allows religious learning to be more relevant, contextual, and adaptive to global changes (Mishra, 2020). The integration of multiliteracy with TPACK also strengthens teachers' capacity in designing interactive and meaningful learning.
2. The second strategy is the use of project-based learning (PjBL) with a multiliteracy approach. Islamic Education teachers can design projects that combine the exploration of religious texts with the use of digital media. According to Kivunja (2020), multiliteracy-based PjBL encourages students to be active in finding, interpreting, and presenting religious information with creativity and digital skills.
3. The third strategy is interdisciplinary collaboration between Islamic Education and other subjects, such as language, art, and technology. This approach fosters intercultural skills while enriching the way students understand the value of Islam in various life contexts. A study by Zhang and Li (2023) shows that a cross-disciplinary multiliteracy approach expands students' learning experiences as well as improves critical thinking skills.
4. The fourth strategy is the implementation of blended learning that combines face-to-face learning with multiliteracy-based online learning. Teachers can leverage digital platforms to present religious materials through videos, interactive modules, or virtual discussion forums. According to Redecker (2020), this approach is effective in bridging the gap between the needs of students as a digital generation and religious values-based learning goals.
5. The fifth strategy is the use of critical media literacy in Islamic Education learning. Teachers need to guide students to be able to critically analyze religious media content, so that students can distinguish valid information from hoaxes or propaganda. Mihailidis and Viotty (2019) emphasized that critical media literacy is very important in the post-fact era to build students' moral and ethical awareness.
6. In addition to these strategies, the literature also highlights the need for continuous professional training for Islamic Education teachers so that they have strong multiliteracy competencies. According to Ali et al. (2022), teachers who receive regular training in digital literacy and innovative pedagogy are better prepared to systematically integrate multiliteracy into learning.

Overall, this discussion emphasizes that the conceptual strategy of multiliteracy integration requires Islamic Education teachers to think creatively, adaptively, and critically in designing learning. By combining TPACK, PjBL, blended learning, interdisciplinary collaboration, and critical media literacy approaches, teachers can build a learning process that not only strengthens religious understanding, but also equips students with multiliteracy competencies that are relevant to the demands of educational globalization.

## Theoretical and Practical Implications

Theoretically, this multiliteracy integration strategy enriches the literature on modern Islamic pedagogy by offering a framework that combines constructivist learning theory, critical pedagogy, and 21st-century learning. The proposed TPACK-Islamic Values strategy is an important theoretical contribution that bridges the gap between educational technology and Islamic values in the learning process (Koehler et al., 2013; Harris et al., 2009).

Practically, the implications for teachers include concrete guidance in designing multiliteracy-based Learning Implementation Plans (RPPs), developing authentic assessments that integrate digital and religious competencies, and creating a learning environment conducive to the development of students' multiliteracy. For educational institutions, practical implications include the development of a Learning Management System (LMS) based on Islamic values, the preparation of TPACK-based teacher training modules, and the establishment of a multiliteracy community of practice between PAI teachers. Meanwhile, for policymakers, the implications include the formulation of multiliteracy competency standards for PAI teachers, budget allocation for learning technology infrastructure, and the establishment of regulations related to the certification of digital competencies for PAI teachers.

### C. Challenges and Opportunities in Developing Multiliteracy in the Era of Disruption and Globalization

The results of the literature review show that Islamic Education teachers face significant challenges in developing multiliteracy in the era of globalization. These challenges include limited digital competence, lack of technological infrastructure, and the resistance of some teachers to learning innovation. As stated by Adedoyin and Soykan (2020), the COVID-19 pandemic has exposed a digital skills gap among educators, including religious teachers, which has an impact on the effectiveness of online learning.

Another challenge arises from the rapid flow of global information that is often not in line with Islamic values. Islamic Education teachers need to have strong media literacy skills to filter and guide students so that they do not get caught up in biased or destructive content. Mihailidis and Viotty (2019) emphasized that without adequate media literacy, students are vulnerable to information manipulation and propaganda in the post-fact era. From the internal side, there are still limitations in the Islamic education curriculum that has not fully integrated the aspect of multiliteracy. Curriculum often focuses on cognitive-theological aspects, while aspects of 21st century skills, such as digital literacy and technology, still receive less attention (Yusof et al., 2021). This shows the need to revise the curriculum to suit the demands of education globalization.

Another challenge is the lack of ongoing professional training. Many Islamic Education teachers have not had the opportunity to participate in the multiliteracy competency development program. Ali et al. (2022) emphasized that the limitations of this training hinder teachers in adapting learning in accordance with the digital context. Without the support of educational institutions and policies, teachers will find it difficult to develop their multiliteracy capacity. However, the globalization of education also opens up various opportunities for strengthening the multiliteracy of Islamic education teachers. One of the biggest opportunities is the availability of various digital resources that can be used to enrich religious learning. Redecker (2020) shows that digital platforms allow teachers to develop teaching materials that

are more creative, interactive, and in accordance with the learning styles of the digital generation.

In addition, opportunities also arise through cross-disciplinary and cross-cultural collaboration. Islamic education teachers can utilize multiliteracy to bridge intercultural dialogue while strengthening the value of religious moderation. Research by Rahman and Idris (2022) confirms that the integration of multiliteracy in religious education can strengthen students' tolerance, openness, and social competence in the context of a multicultural society. Another opportunity is education policy support that increasingly emphasizes digital transformation. Governments in various countries, including Indonesia, have encouraged the use of technology in learning, which opens up space for Islamic education teachers to be more creative in integrating multiliteracy. According to Zhao and Watterston (2021), post-COVID-19 changes have created momentum for multiliteracy-based education reforms.

Thus, this discussion shows that the challenges and opportunities of multiliteracy go hand in hand. Islamic education teachers need to overcome their competence limitations and resistance to technology, while taking advantage of opportunities in the form of digital resources, interdisciplinary collaboration, and policy support. The integration of multiliteracy ultimately not only improves the quality of religious learning, but also forms a generation that is religious, critical, and adaptive to global dynamics.

### **Theoretical and Practical Implications**


Theoretically, this analysis of challenges and opportunities strengthens organizational change theory and innovation adoption theory in the context of Islamic education. These findings suggest that the success of multiliteracy integration depends on a balance between individual (teacher competence), institutional (school support), and systemic (education policy) factors. This theoretical contribution enriches the understanding of the dynamics of Islamic education change in the digital era (Rogers, 2003; Fullan, 2020).


Practically, the implications for teachers include strategies for overcoming resistance to technology through a growth mindset, the use of professional learning communities to share good practices, and the development of digital competencies independently through online learning platforms. For educational institutions, practical implications include the provision of mentoring and coaching programs for senior teachers, the establishment of responsive ICT support teams, and the allocation of budgets for continuous multiliteracy training. Meanwhile, for policymakers, the implications include the formulation of incentive policies for outstanding teachers in digital learning innovation, the establishment of a multiliteracy development center for PAI teachers at the regional and national levels, as well as strategic partnerships with the education technology industry to accelerate the digital transformation of Islamic education.

## **CONCLUSION**

This study emphasizes that multiliteracy, encompassing digital literacy, media literacy, information literacy, and technology literacy, constitutes a key competency that Islamic Education teachers must possess in facing the challenges of educational globalization. The urgency of multiliteracy lies in its dual role as both a provision for teachers to improve learning quality and a foundation for forming students who are critical, adaptive, and religious. The conceptual strategy of multiliteracy integration can be effectively applied through contextual learning approaches, the use of digital technology, the development of relevant curricula, and

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cross-disciplinary collaboration, particularly through TPACK-based frameworks, project-based learning, and blended learning models.

Despite significant challenges including limited digital skills, resistance to change, and insufficient professional training, substantial opportunities emerge through education policy support, the availability of digital resources, and the strengthening of academic networks. The integration of multiliteracy ultimately not only improves the quality of religious learning but also forms a generation that is religious, critical, and adaptive to global dynamics. Thus, this research makes both theoretical contributions in enriching the study of multiliteracy-based Islamic education and practical contributions in the form of concrete recommendations for multiliteracy implementation strategies in classroom settings, institutional development, and policy formulation.

This research acknowledges several important limitations. As a library research study, the analysis is confined to secondary data available in academic literature without involving direct empirical data from the field, meaning the findings are conceptual-theoretical in nature and require further empirical validation to test the effectiveness of proposed strategies in actual Islamic education learning contexts. The scope of literature reviewed is limited to publications in English and Indonesian from 2018-2025, potentially excluding relevant literature in other languages or earlier periods. The focus on Islamic Education teachers limits the generalization of findings to other religious education contexts or general education. Moreover, the rapid dynamics of technology and digitalization development may cause some findings to become less relevant in a relatively short time, necessitating periodic updates to multiliteracy studies in Islamic education.

Based on the findings and limitations of this study, several future empirical research agendas are strongly recommended. Quantitative survey research is needed to measure the level of multiliteracy competence among Islamic education teachers across various educational levels and geographical contexts in Indonesia, identifying factors that influence competency levels. Mixed-methods research should evaluate the effectiveness of multiliteracy training programs for Islamic education teachers, combining quantitative data on competency improvements with qualitative data on teacher experiences and perceptions. Action research involving Islamic education teachers as teacher-researchers could develop, implement, and evaluate multiliteracy-based Islamic education learning models in real classroom settings.


Experimental or quasi-experimental research is essential to test the impact of multiliteracy integration on student achievement, learning motivation, and religious character formation by comparing experimental groups with control groups. Ethnographic research or in-depth case studies could explore best practices of multiliteracy successfully implemented by outstanding Islamic education teachers, identifying key success factors and obstacles faced. Design-based research should be conducted to design and test curriculum models, training modules, or specialized digital platforms supporting multiliteracy integration in Islamic education learning, involving stakeholders in the design and iteration process. Finally, policy research is needed to analyze the implementation of Islamic education digitalization policies at national and regional levels, formulating evidence-based policy recommendations for systematic and sustainable strengthening of Islamic education teacher multiliteracy. This empirical research agenda is expected to complement the conceptual-theoretical findings of this study and make real


contributions to improving the quality of Islamic education learning and Islamic education teacher professionalism in the era of globalization and digital disruption.

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