DIGITAL LITERACY SKILLS IN STRENGTHENING THE ISLAMIC FAITH OF THE Y AND Z GENERATIONS AT UIN ALAUDDIN MAKASSAR

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ABSTRACT

This study aims to analyze the role of digital literacy skills in strengthening the Islamic faith among the Y and Z generation at UIN Alauddin Makassar. The method used is a quantitative approach with a survey design, where data is collected from 500 respondents through a questionnaire. The questionnaire covers ease of use of digital technology, religious information validation, and digital literacy's influence on the Islamic faith. The results showed that 56.6% of respondents perceived digital technology as easy, while 47.2% often validated the religious information they received. In addition, 47.0% of respondents felt that digital literacy has a significant influence in strengthening the Islamic faith. This finding indicates that while the younger generation has good skills in using technology, the challenge of validating information still needs to be addressed. The conclusion of this study confirms that digital literacy plays an important role in strengthening the Islamic faith among the younger generation. Therefore, improving digital literacy education in higher education is necessary to help students access and understand religious information better.

Keywords: Digital literacy; Islamic faith; Y and Z Generation

1. INTRODUCTION

Digital literacy skills have become increasingly important in today's digital era, especially for young generations like Y and Z, who have grown up with easy access to various information platforms. Digital literacy allows them to access, understand, and critically assess information related to religious teachings. This is highly relevant for the academic community in higher education, including at UIN Alauddin Makassar, where digital literacy plays an important role in supporting the understanding and practice of Islamic values. With platforms such as YouTube, Instagram, and official websites, digital literacy is an important means to strengthen the Islamic faith during an overload of information, which often potentially contains misleading information.

Therefore, this study aims to analyze the digital literacy skills of Generation Y and Z at UIN Alauddin Makassar, especially in strengthening the Islamic faith.

Digital literacy is the ability to search, understand and evaluate information found in digital media critically and responsibly.[1] According to Buckingham[2], digital literacy includes skills in selecting credible sources of information and filtering relevant information from those that are not. In a religious context, digital literacy helps individuals access Islamic information that can strengthen their faith, avoid hoaxes, and increase understanding through trusted sources. In the digital era, social media platforms and websites allow the younger generation to learn about Islamic teachings. According to Nasution and Fatimah in Astuti[3]Digital literacy in the scope of religion allows individuals to strengthen their religious understanding and prevent them from being influenced by deviant information.

Previous studies conducted by Lusiana Dewi and Nuraini explained the challenges Muslims face in using digital technology properly. The results showed that it is important to increase understanding of the use of digital media by Islamic teachings, strengthen understanding of Islamic beliefs and values, and be active in creating positive digital content and strengthening faith.[4] Previous researchers conducted research using qualitative data analysis. At the same time, this study uses quantitative data analysis and focuses on digital literacy skills in strengthening the Islamic faith, specifically for generations Y and Z.

2. METHODS

The title of this research, "Analysis of Digital Literacy Skills in Strengthening Islamic Belief for Generation Y and Z at UIN Alauddin Makassar," reflects the important role of digital technology in the religious life of today's young generation. With the rapid development of new media, such as social media and religious applications, students have wider access to search and explore information related to the Islamic faith.[5] However, the challenge faced is how they can sort out valid and valuable information during abundant information flow.[6] Through a quantitative approach, this study collected data from 500 respondents who are students of UIN Alauddin Makassar from various faculties and postgraduate programs. The results are expected to provide a clear picture of the role of new media and digital literacy in a religious context and provide recommendations for developing educational programs to improve digital literacy among students.

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[1] Saenal Abidin, 'Komunikasi dan Media Baru: Perkembangan Teknologi Media Informasi dari Media Lama Hingga Media Baru Dalam Kajian Ilmu Perpustakaan'. Rajawali Pers: Depok. hal. 3.

[2] David Buckingham, 'Defining Digital Literacy: What Do Young People Need to Know about Digital Media?', *Nordic Journal of Digital Literacy*, 2015 <https://doi.org/10.18261/issn1891-943x-2015-jubileumsnummer-03>.

[3] Sri Astuti, 'Strategi Peningkatan Literasi Digital Dalam Pembelajaran Pendidikan Agama Islam Di SMKN 3 Metro' (IAIN Metro, 2021).

[4] Lusiana Dewi, 'Penguatan Literasi Digital Untuk Memperkuat Akidah Islam', in *Proceeding International Conference on Tradition and Religious Studies*, 2024, III, 166–77.

[5] Nur Akhda Sabila, 'Integrasi Akidah Dan Akhlak (Telaah Atas Pemikiran Al-Ghazali)', *NALAR: Jurnal Peradaban Dan Pemikiran Islam*, 3.2 (2019), 74–83.

[6] Parentah Lubis, Mardianto Mardianto, and Muhammad Irwan Padli Nasution, 'Gerakan Literasi Sekolah: Tantangan Literasi Di Era Digital Dan Cara Mengatasinya', *Jurnal Media Infotama*, 19.2 (2023), 487–96.

The methodological references used in this research refer to Sugiyono's work.[7] This explains quantitative research methods and effective data collection techniques in social contexts. In addition, this research also refers to Creswell's opinion. A systematic research design is important to obtain valid and reliable results.

3. RESULTS AND DISCUSSION

The results and discussion of this research are described as follows. The table below show The ease of using digital technology (e.g., searching for information online, evaluating information sources, and using religious applications).

Table 1. The ease of using digital technology

No.	The ease of using digital technology	Frequency	Percentage
1	Very difficult	2	0,4%
2	Difficult	6	1,2%
3	Moderate	67	13,4%
4	Easy	283	56,6%
5	Very easy	142	28,4%
	Total	500	100,0%

(Source: primary data processed using Ms. Excel 2021, 2024)

The results show that the majority of respondents (56.6%) found it "easy" to use digital technology to search for religious information, while 28.4% found it "very easy". This shows that the community has adopted digital technology well in the religious context, although a small proportion still find it difficult.

Table 2. Validating the truth of religious information found in new media before it is believed accurate or shared

No.	Validating	Frequency	Percentage
1	Never	0	0%
2	Rarely	8	1,6%
3	Sometime	144	28,8%
4	Always	112	22,4%
5	Often	236	47,2%
	Total	500	100,0%

(Source: primary data processed using Ms. Excel 2021, 2024)

This table indicates that 47.2% of respondents "often" validate the religious information they find, and 22.4% "always" do so. This shows a high awareness among respondents of the importance of checking the veracity or the truth of information before trusting or sharing it, which is an important aspect of digital literacy.

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[7] Sugiyono, 'Metode Penelitian Kombinasi (Mix Methods). Bandung: Alfabeta.', *Metrologia*, 2015.

Table 3. The impact of digital literacy skills in strengthening Islamic faith

No.	Impact of Digital Literacy Skills	Frequency	Percentage
1	Not impactful at all	1	0,2%
2	Slightly impactful	2	0,4%
3	Moderately impactful	120	24,0%
4	Strongly impactful	235	47,0%
5	Very strongly impactful	142	28,4%
	Total	500	100,0%

(Source: primary data processed using Ms. Excel 2021, 2024)

Most respondents (47.0%) believed that digital literacy skills have a "great" influence on strengthening Islamic beliefs, and 28.4% felt the influence was "very great". This suggests that digital literacy is not only important for finding information but also plays a role in strengthening individuals' religious beliefs and understanding.

Table 4. The type of social media most often used in searching for Islamic information or Islamic discussions.

No.	Type of Media	Frequency	Percentage
1	Facebook	16	3,2%
2	WhatsApp Group	25	5,0%
3	Instagram	107	21,4%
4	Situs Web	51	10,2%
5	Tik-Tok	155	31,0%
6	YouTube	128	25,6%
7	Others	18	3,6%
	Total	500	100,0%

(Source: primary data processed using Ms. Excel 2021, 2024)

This table shows that TikTok (31.0%) and YouTube (25.6%) are the most used social media platforms to search for Islamic information. Instagram also has a significant percentage (21.4%). This shows that the younger generation is likelier to use video and visual-based platforms to obtain religious information, which may reflect their preference for more interactive and engaging content.

The following is the conclusion table, which is a reference in concluding the results of research on the analysis of digital literacy skills in strengthening the Islamic faith for generations Y and Z at UIN Alauddin Makassar.

Table 5. Concluding the results of research on the analysis of digital literacy skills in strengthening the Islamic faith for generations Y and Z at UIN Alauddin Makassar.

No.	Aspects	Main Result	Conclusion
1	Ease of Using Digital Technology	56.6% of respondents find it easy to use digital technology	The younger generation has good skills in utilizing technology for religious information.

No.	Aspects	Main Result	Conclusion
2	Validating the Truth of Religious Information	47.2% of respondents often validate religious information	High awareness of the importance of digital literacy to prevent the spread of misinformation.
3	Impact of Digital Literacy Skills	47.0% of respondents feel digital literacy has a significant influence	Good digital literacy strengthens the Islamic faith among the younger generation.
Total		*500*	*100,0%*

(Source: primary data, 2024)

The results show that most respondents find it comfortable and easy to use digital technology, with 56.6% stating that using digital technology is easy. This reflects that today's younger generation has good skills in utilizing technology to access information, including religious information. This ease is an important asset in improving their understanding and practice of Islamic teachings, as better access to valid sources of information can help them deepen their religious knowledge.

However, although 47.2% of respondents often validate the religious information they receive, this figure shows there are still challenges regarding digital literacy. Awareness of the importance of validating information is necessary to prevent the spread of misinformation, which can damage the understanding of faith. In an era of fast-paced information, sorting and selecting the correct information is crucial. Therefore, digital literacy education should be integral to the higher education curriculum, especially in religious institutions.

Furthermore, 47.0% of respondents felt that digital literacy has a significant influence in strengthening the Islamic faith. This shows that when young people have good digital literacy skills, they can more easily access and understand Islamic teachings in a more contextual and relevant way. Thus, digital literacy serves not only as a tool to access information but also as a means to strengthen religious identity and beliefs during diverse information flows.

This study shows that the digital literacy skills of Generation Y and Z at UIN Alauddin Makassar have a significant influence on strengthening the Islamic faith. The analysis results show that students with a high level of digital literacy tend to be more able to evaluate and validate the religious information they encounter in new media. This is important given the information circulating on digital platforms that is not always accurate or by Islamic teachings.

Generations Y and Z, known as digital natives, show ease in using technology to search for religious information. They often use social media such as Instagram, TikTok and YouTube to gain an understanding of Islamic beliefs. This study found that TikTok and YouTube are the platforms most used by university students to seek religious information, with a significant percentage of usage.

Furthermore, good digital literacy skills enable students to access information and participate in Islamic discussions critically. They can distinguish between valid and invalid information and know the need to validate the truth of information before sharing it. This shows

that digital literacy is a tool to access information and an important skill in building a deeper understanding of the Islamic faith.

This study confirms that improving digital literacy among Generation Y and Z at UIN Alauddin Makassar can strengthen the Islamic faith positively. Therefore, educational institutions must continue developing programs that support improving digital literacy so that students can use new media more effectively to deepen their religious understanding.

4. CONCLUSION

Based on the results of the analysis, digital literacy skills have a significant role in strengthening the Islamic faith among generations Y and Z at UIN Alauddin Makassar. Although most respondents feel comfortable using digital technology, there are still challenges in validating the religious information they receive. Therefore, it is important to improve digital literacy education among students so that they can be more critical in accessing and validating information. Good digital literacy education will help the younger generation understand and apply Islamic teachings daily. Thus, digital literacy is expected to strengthen the Islamic faith among the younger generation, making them better prepared to face information challenges in today's digital era.

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