

ABSTRAK

Fatimatul Aulia. 220211020061. *Literasi Digital Guru PAI dalam Penguatan Moderasi Beragama pada Pembelajaran PAI dan Budi Pekerti di SMPN Kota Banjarbaru.* Pembimbing I: Dr. M. Noor Fuady, M.Ag.; Pembimbing II: Dr. Muhammad Nur Effendi, S.Ag., SS., M.Pd.I. Tesis Program Magister Pendidikan Agama Islam, Pascasarjana UIN Antasari Banjarmasin, 2026.

Kata Kunci: Literasi Digital, Guru PAI, Moderasi Beragama, Pembelajaran PAI dan Budi Pekerti

Transformasi digital menuntut guru PAI memiliki literasi digital yang memadai sebagai sarana strategis penguatan moderasi beragama, mengingat peserta didik SMP rentan terpapar konten keagamaan yang tidak moderat melalui media digital. Penelitian ini bertujuan mengetahui tingkat literasi digital guru PAI dalam penguatan moderasi beragama serta penerapannya pada pembelajaran PAI dan Budi Pekerti di SMP Negeri Kota Banjarbaru.

Penelitian ini menggunakan pendekatan *mixed methods* dengan desain *sequential explanatory*. Tahap kuantitatif menggunakan total sampling terhadap 40 guru PAI, dengan 29 responden mengembalikan angket lengkap (*response rate* 72,5%), dianalisis dengan statistik deskriptif setelah uji validitas dan reliabilitas menggunakan aplikasi *SPSS*. Tahap kualitatif memilih tiga informan secara *purposive (maximum variation sampling)* yang mewakili kategori tinggi, sedang, dan rendah, dengan data dari observasi, wawancara mendalam, dan studi dokumentasi, dianalisis melalui model interaktif Miles dan Huberman serta triangulasi sumber dan teknik.

Hasil penelitian menunjukkan tingkat literasi digital guru PAI berada pada kategori sedang (68,97% sedang, 17,24% tinggi, 13,79% rendah), dan dengan pola serupa pada variabel penguatan moderasi beragama. Secara kualitatif, penerapan literasi digital berlangsung bertingkat: kompetensi mengakses, memahami, dan menyeleksi relatif merata dikuasai, sedangkan kompetensi memproduksi dan mendistribusikan konten digital secara mandiri hanya dikuasai informan kategori tinggi dan sedang. Temuan ini dimaknai sebagai paradoks kesiapan digital, kesenjangan antara kebijakan digitalisasi pendidikan kota dan kesiapan praktik pembelajaran di kelas yang belum merata. Keterbatasan penelitian meliputi cakupan informan kualitatif yang terbatas dan lokus penelitian pada satu kota, sehingga diperlukan kebijakan distribusi sarana digital yang lebih merata serta program pengembangan kapasitas guru PAI yang berjenjang sesuai sifat hierarkis kompetensi literasi digital.

ABSTRACT

Fatimatul Aulia. 220211020061. *Digital Literacy of Islamic Education Teachers in Strengthening Religious Moderation in Islamic Education and Character Building Learning at State Junior High Schools in Banjarbaru City.* Advisor I: Dr. M. Noor Fuady, M.Ag.; Advisor II: Dr. Muhammad Nur Effendi, S.Ag., SS., M.Pd.I. Thesis, Master's Program in Islamic Education, Postgraduate School of Antasari State Islamic University Banjarmasin, 2026.

Keywords: *Digital Literacy, Islamic Education Teachers, Religious Moderation, Islamic Education and Character Building Learning*

Digital transformation requires Islamic Education (PAI) teachers to possess adequate digital literacy as a strategic means of strengthening religious moderation, given that junior high school students are vulnerable to exposure to non-moderate religious content through digital media. This study aims to determine the level of digital literacy of PAI teachers in strengthening religious moderation and its application in Islamic Education and Character Building learning at State Junior High Schools in Banjarbaru City.

This study employed a mixed-methods approach with a sequential explanatory design. The quantitative phase used total sampling of 40 PAI teachers, with 29 respondents fully completing the questionnaire (a 72.5% response rate), analyzed using descriptive statistics following validity and reliability testing with SPSS. The qualitative phase purposively selected three informants using maximum variation sampling, representing high, medium, and low categories, with data obtained through observation, in-depth interviews, and documentation study, analyzed using the Miles and Huberman interactive model along with source and technique triangulation.

The results show that PAI teachers' digital literacy level falls into the medium category (68.97% medium, 17.24% high, 13.79% low), with a similar pattern found in the religious moderation strengthening variable. Qualitatively, the application of digital literacy occurs in a tiered manner: competencies in accessing, understanding, and selecting information were relatively evenly mastered across categories, whereas the competency to independently produce and distribute digital content was the most distinguishing indicator, mastered only by informants in the high and medium categories. This finding is interpreted as a digital readiness paradox—a gap between the city's aggressive education digitalization policy and the uneven readiness of classroom learning practices. The study is limited by its narrow scope of qualitative informants and its research locus confined to a single city. Based on these findings, more equitable school policies for digital facility distribution are needed, along with tiered capacity-building programs for PAI teachers that align with the hierarchical nature of digital literacy competencies.