

The Influence of Instagram-Based Digital Literacy and Learning Interest on Learning Outcomes in the Subject of Al-Qur'an and Hadith

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Article History

Received : May 18th 2023

Revision : July 19th 2023

Publication : Sept 30th 2023

ABSTRACT

This study aims to determine: (1) The effect of Instagram-based digital literacy on student learning outcomes of Al-Qur'an Hadith at Madrasah Tsanawiyah Maura El-Mumtaz Binjai, (2) The effect of student interest in learning Al-Qur'an Hadith at Madrasah Tsanawiyah Maura El-Mumtaz Binjai Madrasah Tsanawiyah Maura El-Mumtaz Binjai. (3) The effect of digital literacy and interest in learning on student learning outcomes in Al-Qur'an Hadith subject at Madrasah Tsanawiyah Maura El-Mumtaz Binjai. This research was conducted at Madrasah Tsanawiyah Maura El-Mumtaz Binjai which is located at Jl. Sei Batanghari No. 6 Tanah Seribu Village, South Binjai District, Binjai City. The findings of this study indicate that: Instagram-based digital literacy has an influence on Learning Outcomes in Al-Qur'an Hadith Subject of students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai by 15.4%, student learning interest has an influence on Learning Outcomes on Eyes Al-Qur'an Hadith lessons for students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai by 30.1%, digital literacy and student interest in learning together have an influence on Learning Outcomes in Al-Qur'an Hadith Subjects for students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai is 47% while the remaining 53% comes from outside the variables of this study.

Keywords: Digital Literacy, Instagram, Learning Interest, Al-Qur'an Hadith Subject, Learning Outcomes.

INTRODUCTION

Education is one of the key determinants of a nation's success and progress because it encompasses efforts to develop human potential, knowledge, and elevate the dignity and honor of individuals. The better the education in a nation, the better its overall development, including both infrastructure and human

resources. Law No. 20 of 2003 on the National Education System, Chapter 1 General Provisions Article 1 Paragraph 1, defines education as "a conscious and planned effort to create a learning environment and learning processes so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state" (Ministry of Education and Culture, 2003).

The implementation of education outlined in the national education system law indicates that the learning process must create individuals with various potential aspects, including intelligence. Intelligence can be measured through the results of learning that students have completed through the learning process in specific subjects. Learning outcomes are what individuals achieve after they have completed their learning in a particular subject, as evidenced by the test results in the form of learning scores. Learning completion can result from a single sub-topic or several sub-topics covered in a single test because learning outcomes indicate the extent of a student's mastery of the subject they have studied (Sinar, 2018).

Achieving high learning outcomes is one of the goals that every educational institution, including Madrasah Tsanawiyah Maura El-Mumtaz in Binjai, strives to attain in each subject, especially religious-based subjects such as Al-Qur'an and Hadith. The subject of Al-Qur'an and Hadith is part of the Islamic Religious Education curriculum given to students to understand, practice, and apply the contents of the Qur'an and Hadith through educational activities.

Based on the initial observations made by the researcher, information regarding students' learning outcomes in the subject of Al-Qur'an and Hadith at MTs Maura El-Mumtaz in Binjai was obtained from the results of the End of Semester Examinations for the eighth-grade class in the odd semester of the 2022/2023 academic year.

Table 1. Learning Outcomes of Grade VIII Students at MTs El-Mumtaz Binjai in Al-Qur'an and Hadith

Class	KKM	Pass	Percentage	Fail	Percentage	Total Students
VIII.1	75	13	50%	13	50%	26
VIII.2	75	11	42%	15	58%	26
Total		24	46%	28	54%	52

Based on the information above, it can be observed that the average scores of the semester-end exams for Grade VIII students in the academic year 2022/2023 are still low because many have not reached the Minimum Passing Grade (KKM) set by the school. The table also shows that the semester-end exam results have

not reached the target set by the Al-Qur'an and Hadith subject teacher, which is for 20 students in each class to pass. This situation warrants further investigation.

The use of digital literacy in teaching is conducted to ensure that the information or message being communicated can be absorbed as effectively as possible by the students. With the advancement of technology, it plays a crucial role as a means to access teaching materials. Technology and learning media are essential factors in improving students' learning outcomes and, consequently, enhancing the quality of human resources in the learning process (Fernanda et al., 2020).

The use of Instagram-based digital literacy has been utilized in other schools, such as at SMKN 1 Saptosari, which was studied by Nurwastuti Setyowati in the research titled "The Utilization of Instagram Application to Enhance Motivation and Learning Outcomes in the Islamic Religious Education Subject" (Setyowati, 2022). The research results showed that the Instagram application can increase student motivation and learning outcomes when applied to relevant materials and strategies. The key difference between this research and the previous one is that the latter used Instagram for experimental purposes on specific content, while the current study utilizes Instagram for Al-Qur'an and Hadith subjects over a more extended period. The novelty of this research is the extended use of Instagram as a learning medium, placing the learning process centered on students. In this context, Instagram is not only used for posting assignment-related photos or videos but also allows students to seek information related to the course materials.

The social media platform Instagram is widely used by students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai for personal activities. They use Instagram Stories, fill their Instagram Feeds with various daily activities, and use it to make new friends. Through Instagram, students feel free to express themselves by uploading photos and videos they like, sharing posts, exchanging messages, and watching enjoyable videos. This freedom to express themselves makes students at Madrasah Tsanawiyah Maura El-Mumtaz spend significant time using Instagram, leading to a decrease in study motivation and significantly impacting learning outcomes.

METHOD

This research employs a quantitative ex post facto research design, which examines events or phenomena that have occurred or have been conducted (Leedy & Ormrod, 2010). This approach is suitable for the research problem, which is investigating the impact of Instagram-based digital literacy that has already been implemented at Madrasah Tsanawiyah Maura El-Mumtaz Binjai on the learning outcomes of the Al-Qur'an Hadith subject. The research employs a descriptive analysis approach, a statistical method used to analyze data by describing or portraying the collected data as it is, without attempting to draw conclusions that

apply to the general population (Adhi Kusumastuti, Ahmad Mustamil Khoiron, 2020).

The population in this study consists of Grade VIII classes, specifically VIII.1 (Al-Khazani) and VIII.2 (Al-Kindi), each with 26 students, totaling 52 students. The sample for this research is the entire population, using the total sampling technique, where the entire population is used as the sample for the study.

Data collection techniques involve the use of questionnaires, observations, and documentation. Data analysis techniques include Instrument Analysis, Classic Assumption Testing (normality test, linearity test, multicollinearity test, heteroskedasticity test), and Multiple Regression Analysis.

RESULT AND DISCUSSION

Table 1. Summary of Correlation Analysis Results for X1 with Y and Significance Test

Correlation	Correlation Coefficient	Determinant Coefficient (r ²)	t Value	t tabel (α = 0,05)
rX ₁ Y	0,392	0,154	3,013	2,021

From the table above, it is evident that the coefficient between Instagram-based digital literacy (X1) and Learning Outcomes in Al-Qur'an Hadith (Y) is 0.392. This coefficient value indicates that they have a weak relationship. The coefficient of determination (r²) is 0.154, which shows that the influence of Instagram-based digital literacy on learning outcomes in Al-Qur'an Hadith is 15.4%.

Through the t-test conducted, we obtained a t-value of 3.013, while the t-table value with degrees of freedom (52-2) = 50 is 2.021. Because the calculated t-value (3.013) is greater than the tabulated t-value (2.021), this indicates that the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. Thus, the hypothesis stating that there is a positive and significant influence between Instagram-based digital literacy and Learning Outcomes in Al-Qur'an Hadith for students can be accepted in a linear and predictive relationship through the regression line $\hat{Y} = 39.221 + 0.501 X_1$ and has been empirically verified

Table 2. Summary of Correlation Analysis Results for X2 with Y and Significance Test

Correlation	Correlation Coefficient (r)	Determinant Coefficient (r ²)	t Value	t tabel (α = 0,05)
rX ₂ Y	0,549	0,301	4,642	2,021

From the table above, it can be observed that the coefficient between student's interest in learning (X2) and Learning Outcomes in Al-Qur'an Hadith (Y) is 0.549. This coefficient value indicates that they have a weak relationship. The coefficient of determination (r^2) is 0.301, which indicates that the influence of students' interest in learning on Learning Outcomes in Al-Qur'an Hadith is 30.1%.

Through the t-test conducted, we obtained a t-value of 4.642, while the t-table value with degrees of freedom $(52-2) = 50$ is 2.021. Because the calculated t-value (4.642) is greater than the tabulated t-value (2.021), this indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Thus, the hypothesis stating that there is a positive and significant influence between students' interest in learning and Learning Outcomes in Al-Qur'an Hadith is accepted in a linear and predictive relationship through the regression line $\hat{Y} = 38.932 + 0.543 X_2$ and has been empirically verified.

Table 3. Summary of Correlation Analysis and Significance Test for Variables X1 and X2 with Y

Correlation	Correlation Coefficient	Determinant Coefficient (R^2)	F _{hitung}	F _{tabel} ($\alpha = 0,05$)
R _{y1.2}	0,686	0,470	21,726	3,1504

The analysis in the table above reveals that the multiple regression coefficient between Instagram-based digital literacy (X1) and students' interest in learning (X2) together with Learning Outcomes in Al-Qur'an Hadith (Y) (R_{y1.2}) is 0.686, and the determination coefficient is 0.470. This value shows that the combined contribution of Instagram-based digital literacy (X1) and students' interest in learning (X2) to Learning Outcomes in Al-Qur'an Hadith (Y) is 47%, while the remaining 53% is from factors outside the scope of this study.

After conducting an F-test, we found that the F value (21.726) is greater than the F critical value calculated as $(k; n-k)$ or $(2; 52-2) = (2; 50) = 3.1504$ at $\alpha = 0.05$. This indicates that F value $(21.726) > F$ critical value (3.1504) , so we can conclude that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, the hypothesis stating that there is a positive and significant influence between Instagram-based digital literacy (X1) and students' interest in learning (X2) together with Learning Outcomes in Al-Qur'an Hadith (Y) has been empirically verified with the regression equation $\hat{Y} = 10.176 + 0.525 X_1 + 0.557 X_2$.

DISCUSSION

The Influence of Instagram-Based Digital Literacy on Learning Outcomes in the Subject of Al-Qur'an Hadith for Students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai.

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Based on the data collected and the results of statistical analysis, this research finding demonstrates that Instagram-based digital literacy contributes to students' Learning Outcomes in the subject of Al-Qur'an Hadith at Madrasah Tsanawiyah Maura El-Mumtaz Binjai by 15.4%. This percentage indicates a significant influence, suggesting that one determining factor for improving Learning Outcomes in Al-Qur'an Hadith for students is the presence of Instagram-based digital literacy. In line with this finding, several previous research results that are relevant and supportive of this study include:

Hashmi et al. (2020) in their study titled "The Impact of Social Media on Islamic Education: A Systematic Review": This research provides insights into various studies that have been conducted to evaluate the influence of social media, including Instagram, in the context of Islamic education and the study of Al-Qur'an Hadith.

Laily et al. (2021) in their study titled "Instagram as a Digital Learning Media for Islamic Education in the 4.0 Era" concluded that the numerous features available on the Instagram social media platform can be utilized by educators as innovative digital learning media in the context of Islamic education. The use of Instagram as a learning medium can capture students' attention as it represents a novel innovation in educational media. Among the Instagram features that can be leveraged by teachers are Instagram feed, Instagram reels, Instagram story, Instagram Live, and highlights.

These studies offer valuable insights into the utilization of Instagram and other social media platforms for Islamic education and digital learning. They provide a foundation for the significance of integrating Instagram-based digital literacy into the teaching and learning process, especially for subjects like Al-Qur'an Hadith.

The Influence of Students' Learning Interest on the Learning Outcomes in the Subject of Al-Qur'an Hadith at Madrasah Tsanawiyah Maura El-Mumtaz Binjai.

In a manner similar to digital literacy based on Instagram (X1), based on the data collected and the results of statistical analysis, the findings of this research reveal that students' learning interest exerts an influence on the learning outcomes

in the subject of Al-Qur'an Hadith at Madrasah Tsanawiyah Maura El-Mumtaz Binjai, amounting to 30.1%. These findings indicate that students' learning interest is a key determinant for the improvement of learning outcomes in the subject of Al-Qur'an Hadith. Upon closer examination, it is theorized that various influences may emerge, including:

1. **Higher Motivation:** High learning interest can provide additional motivation for students to study diligently. When students have a strong interest in studying Al-Qur'an and Hadith, they are more likely to be motivated to dedicate extra time and effort to understand and memorize the verses of Al-Qur'an and Hadith.
2. **Active Engagement:** Students with a high learning interest are more likely to actively engage in the learning process. They tend to participate more actively in classroom discussions, ask questions, and seek a deeper understanding of the content of Al-Qur'an and Hadith. Through active engagement, students have a greater opportunity to achieve a profound understanding and better learning outcomes.
3. **Effective Time Management:** High learning interest can also aid students in managing their time more effectively. They are more likely to focus and allocate sufficient time for studying Al-Qur'an and Hadith. This includes time for reading, understanding the meanings, memorization, and the application of the teachings of Al-Qur'an and Hadith in their daily lives.
4. **Positive Perception of the Subject:** High learning interest can result in a positive perception of the subject of Al-Qur'an and Hadith. Students with a strong interest are more likely to view this subject as interesting, beneficial, and relevant to their lives. They are more likely to accept and internalize the values contained in Al-Qur'an and Hadith, subsequently enhancing their learning outcomes.
5. **Enhanced Retention Abilities:** High learning interest contributes to students' retention abilities. Students who are genuinely interested in Al-Qur'an and Hadith tend to have a better memory for the verses, hadith, and concepts they study. This allows them to remember information more effectively in the long term and apply it more efficiently when needed.

To enhance learning outcomes in the subject of Al-Qur'an Hadith, it is crucial to foster and stimulate students' learning interest. Educators can employ engaging and relevant approaches while providing adequate support to develop students' interest in the subject. These findings support previous research, including:

1. Research conducted by Abdullah (2019) found a positive relationship between students' interest in Al-Qur'an Hadith and their academic performance. Students with a high learning interest in Al-Qur'an Hadith tended to achieve higher grades in exams and assignments related to the subject.

2. The study by Al-Ammari (2017) demonstrated that students' interest in Al-Qur'an Hadith significantly affected their understanding and memorization of Al-Qur'an verses and hadith. Students with high learning interest tended to have a better understanding of the meanings and contexts of Al-Qur'an Hadith and had superior memorization skills.
3. Azizah's research (2016) revealed that students' learning interest in Al-Qur'an Hadith was related to effective study time utilization. Students with high learning interest dedicated more time to studying and practicing Al-Qur'an Hadith, which positively influenced their learning outcomes.
4. Khan's study (2018) found a positive correlation between students' interest in Al-Qur'an Hadith and their intrinsic motivation to study the subject. Students with high learning interest were more likely to be internally motivated to study Al-Qur'an Hadith, subsequently enhancing their learning outcomes.
5. Research by Rasyid (2015) indicated that students' interest in Al-Qur'an Hadith was related to their perception of the subject's relevance and importance. Students with high learning interest tended to have a positive perception of Al-Qur'an Hadith, ultimately influencing their learning outcomes.

The Joint Influence of Instagram-Based Digital Literacy and Student Learning Interest on Learning Outcomes in the Subject of Al-Qur'an Hadith in Madrasah Tsanawiyah Maura El-Mumtaz Binjai.

Instagram-based digital literacy may have varying effects on students' learning outcomes in the Al-Qur'an Hadith subject. The potential impacts, as perceived by the author, include:

1. **Access to Educational Resources:** Instagram-based digital literacy provides students with easier access to a variety of educational resources related to Al-Qur'an and Hadith. Visual, audio, and written content available on the platform can help students gain a better understanding of Al-Qur'an verses, Hadith, historical context, and interpretation.
2. **Interactive Learning:** Instagram offers an interactive platform where students can engage in discussions, Q&A sessions, and information exchange with educators or fellow students. This facilitates collaboration, reflection, and a deeper understanding of Al-Qur'an and Hadith concepts.
3. **Enriching Visual Experience:** Instagram-based digital literacy helps students experience richer visualizations of Al-Qur'an and Hadith materials. Images, infographics, and videos can aid students in understanding the context, structure, and meanings within the verses and Hadith.
4. **Impact on Motivation and Learning Interest:** Instagram-based digital literacy can influence students' motivation to learn Al-Qur'an and Hadith.

Engaging, interactive, and relevant content presented through Instagram can boost students' interest and motivate them to actively participate in learning.

It is important to note that the impact of Instagram-based digital literacy on students' learning outcomes can vary depending on various factors such as appropriate usage, content quality, teacher supervision and guidance, and students' ability to use the platform effectively.

Similarly, the influence of students' learning interest on learning outcomes in the Al-Qur'an Hadith subject can be highly significant. As perceived by the author, some positive impacts of students' learning interest on their learning outcomes include:

1. **High Motivation:** Strong interest in Al-Qur'an and Hadith can enhance students' motivation to study diligently. Students with high learning interest are more motivated to study and understand Al-Qur'an verses and Hadith, as well as apply their teachings in daily life. This high motivation encourages students to allocate extra time and effort to improve their understanding and learning outcomes.
2. **Active Engagement:** High learning interest is also related to students' engagement in the learning process. Students highly interested in the Al-Qur'an Hadith subject tend to participate actively in classroom discussions, ask questions, and seek a deeper understanding of the material. Through active engagement, students have a greater opportunity to acquire a profound understanding and develop critical thinking skills related to Al-Qur'an and Hadith.
3. **Enhanced Retention Abilities:** High learning interest can also impact students' ability to remember and recall the information they have learned. Students with high learning interest tend to have a better memory of the Al-Qur'an verses and Hadith they study, enabling them to remember and apply the knowledge in relevant contexts.
4. **Improved Understanding and Application:** High learning interest can help students better understand and apply the teachings of Al-Qur'an and Hadith. When students have a strong interest in the subject matter, they are more enthusiastic about deepening their understanding of the meanings, contexts, and practical applications of the verses and Hadith. This can result in a deeper understanding and application of these teachings in daily life.

It is important to note that educators and the learning environment can play a role in stimulating students' interest in the Al-Qur'an Hadith subject by using engaging approaches, providing relevant resources, and encouraging students to participate in meaningful learning activities. Positive support and appropriate guidance can help nurture students' learning interest and maximize their learning outcomes in the subject.

In line with the above discussion, the analysis of this research, based on multiple regression analysis, shows that the multiple regression coefficient between Instagram-Based Digital Literacy (X1) and Student Learning Interest (X2), together with Learning Outcomes in the Subject of Al-Qur'an Hadith (Y) (Ry1.2), is 0.784, and the coefficient of determination is 0.614. This indicates that the combined contribution of Instagram-Based Digital Literacy (X1) and Student Learning Interest (X2) to Learning Outcomes in the Subject of Al-Qur'an Hadith (Y) is 47%, while the remaining 53% originates from factors outside the scope of this research.

These findings suggest that the combination of these two factors can provide positive benefits. Instagram-based digital literacy can provide access to rich Al-Qur'an and Hadith content, active interaction with educators and peers, and an enriching visual experience. Meanwhile, strong learning interest can motivate students to delve deeper, participate actively, and apply the teachings of Al-Qur'an and Hadith in their daily lives. In combination, these factors can enhance students' learning outcomes in the Al-Qur'an Hadith subject.

CONCLUSION

The Impact of Instagram-Based Digital Literacy on Learning Outcomes in the Al-Qur'an Hadith Subject for Students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai is 15.4%. This magnitude indicates a moderately significant influence. Therefore, this finding suggests that one of the determinants of improving learning outcomes in the Al-Qur'an Hadith subject is the presence of Instagram-based digital literacy among students.

Student Learning Interest has a 30.1% influence on Learning Outcomes in the Al-Qur'an Hadith subject for students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai. This finding indicates that student learning interest is one of the key pillars in improving learning outcomes in the Al-Qur'an Hadith subject.

Instagram-Based Digital Literacy and Student Learning Interest, together, have a 47% influence on Learning Outcomes in the Al-Qur'an Hadith subject for students at Madrasah Tsanawiyah Maura El-Mumtaz Binjai. The remaining 53% is attributed to factors beyond the scope of this research.

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