

## Increasing Holistic Intelligence with Digital Literacy in Islamic Boarding Schools: Case Study at Universitas Darussalam Gontor

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### ABSTRACT

This research aims to review the implementation of digital literacy culture in forming holistic intelligence at University of Darussalam Gontor students. In the era of digital transformation, it has affected all aspects of life, including the world of education. Through digital literacy, education can predict developments in information and digital technology by presenting updates of relevant knowledge and understanding that can be accessed easily and quickly. The research method used in this research is descriptive qualitative with a case study approach. The research subjects were students at University of Darussalam Gontor. Obtaining research stamps is taken from student interviews that match the research topic criteria. Because digital literacy affects students' intelligence holistically both spiritually, physically, intellectually and emotionally. The results of this research are that University of Darussalam Gontor students are able to increase holistic intelligence by wisely using digital literacy media. Thus forming 4 factors that are relevant in the digital transformation era, namely, 1) creativity in innovative thinking, 2) gaining spiritual and religious understanding, 3) being able to interact with society and the environment, 4) being wise in using social media. Therefore, students are expected to be able to increase their holistic intelligence to be able to process data, interact, collaborate and be creative. Therefore, the role of students in digital literacy has a significant influence in forming and improving holistic intelligence.

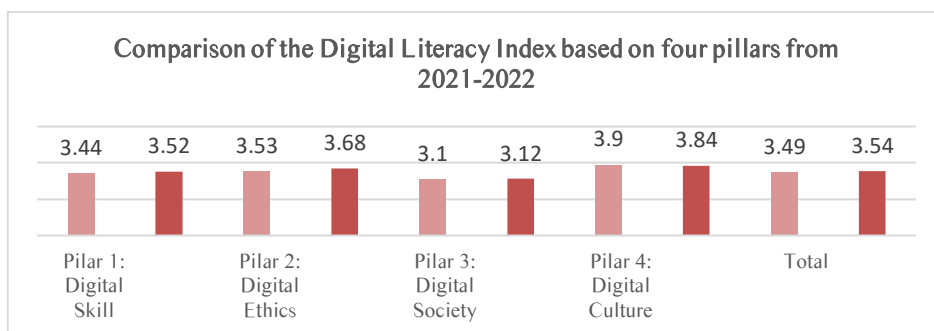
**Keywords:** *Digital Literacy; Holistic Intelligence; Islamic boarding school; University of Darussalam Gontor.*

## Introduction

The literacy culture at University of Darussalam Gontor has a strong effect on student intelligence holistically. Digital literacy policy experts agree that this program must be implemented in the education process (Ahmad, 2022) . Facing the era of the digital transportation revolution, it is hoped that the younger generation will be able to take part in a sustainable manner. Students must have literacy competence within themselves (Menon & Fink, 2019) .

Digital literacy is defined by List as competence in gaining understanding and knowledge through information technology (List, 2019) . The concept of digital literacy always changes with every changing era (Potter, 2010) . However, for students, digital literacy is an individual's ability to use all of their potential and *skills, not just reading and writing* (Buwono & Dewantara, 2020) . Apart from being involved in online learning, students also take part in social media, playing games and listening to music. According to Higgins, low digital literacy has an impact on low self-control which deviates from the rules of cyberspace. Digital literacy skills result in an addictive effect on gadgets if there is no special guidance (Bahrainian et al., 2014) . As stated by (Dewantara et al, 2020), it exclusively influences the future of education but is also able to become a development effort in aspects of informal, formal and non-formal education. The use of digital media really influences the conditions of space and time. The availability of media tends to influence teenagers' lives in terms of cognitive, life and social interactions on digital media. Digital media provides fun information and entertainment but sometimes also distracts teenagers (Putriani et al., 2023) .

The urgency of digital literacy is very necessary for all digital media users. This is caused by a good influence on students' intelligence processes. These efforts can increase students' holistic intelligence in understanding various information circulating. Therefore, every individual needs to understand that digital literacy is an important thing in order to provide a bulwark to protect students from various negative impacts caused by the rapid digital flow.



*Diagram 1: 4 Pillars of Digital Literacy.*

*Source 1: Library Website (Azis, 2022).*

Based on the data above, it can be seen that Indonesia's 2022 digital literacy index is increasing. It is at the “medium” level with a score of 3.54 points. This is good news for the Indonesian people, because the digital literacy index rose 0.05 points compared to 2021 which was at the level of 3.49 points. When compared to 2020, the figure increased by 0.08 points. This data is measured through four major indicator pillars, namely *Digital Skills, Digital Ethics, Digital Safety, and Digital Culture*.

In previous research, digital literacy was attempted to prevent the practice of freedom of opinion on social media (Sabrina, 2018) . In line with this, digital literacy can also oppose hoax news with effective empowerment. According to Nugraha, digital literacy must be applied in the learning process so that students' focus can be controlled and directed in receiving knowledge and understanding information through digital media (Nugraha, 2022) . Then, according to Rahmat, digital literacy influences the reading, emotional and writing aspects of information obtained on social media so that physically it also influences attitudes and behavior (Syah et al., 2019) . In this research, the integration of digital literacy at Darussalam Gontor University is to form students' holistic intelligence that is relevant to current developments. So that students can adapt and take an active part in the developments and challenges faced in the era of digital transformation. Digital literacy efforts complexly influence physical, emotional, spiritual and social intelligence.

According to various research studies written by (Silvana & Darmawan, 2018) , (Lankshear & Knobel, nd) , (Belshaw, 2012) , (Belshaw, 2012) says that digital literacy is a set of skills and knowledge, understanding (understanding) and awareness (awareness) which form cognitive, creative, productive, responsible and safe aspects in the use of digital technology in accordance with the functional and environmental

context. Meanwhile, according to (Prastyo & Inayati, 2022) digital literacy is an individual's access competency in using technology with skills referring to understanding and selecting information on social media through digital literacy (Sukmawati & Handayani, 2022) . From the research above, it can be said that digital literacy is a person's skill in accessing social media literately and selecting information appropriately. In the era of digital transformation, it is hoped that students can use digital literacy media in various kinds of learning through websites, articles, blogs and other information to be able to form holistic intelligence, namely cognitive, emotional, spiritual and physical aspects.

## Methods

This research uses a qualitative descriptive research method with a case study approach, which aims to interpret images and analyze the implementation of digital literacy culture in forming holistic intelligence for University of Darussalam Gontor students. The research was conducted from October to November 2023. The research location was at University of Darussalam Gontor, Ponorogo. The research subjects were students with the status of Islamic boarding school students who had digital literacy competencies while taking their study program on campus.

This research procedure uses an initial survey, namely an exploratory survey of the location of the University of Darussalam Gontor campus in October 2023 to see and confirm indications of the digital literacy culture that students and female students are accustomed to studying. This research technique uses the Snowball sampling stage, namely conducting interviews with lecturers who apply digital literacy in the teaching and learning process in the classroom. After that, search for data obtained from lecturers in the academic community, then data obtained from observations and interviews of students and female students. Through initial observations, it was discovered that the campus had a digital literacy environment. Then an intellectual review of knowledge information is carried out in the analysis of the situation. Data collection is through field observation data, interviews and documentation. Meanwhile, the analysis stages take the form of flowing data, namely data reduction, data display, and verification and conclusions (Prastyo & Inayati, 2022).



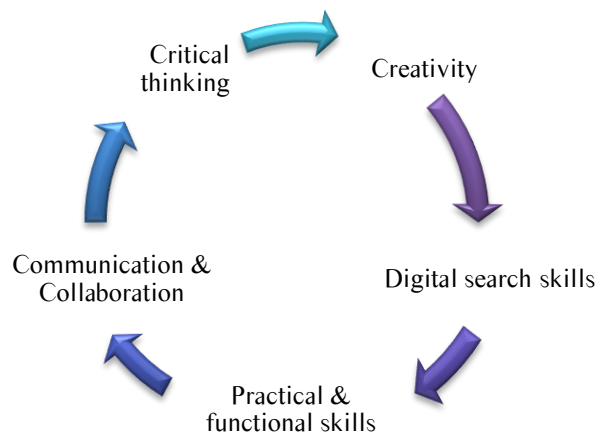
Figure 1: Research Flow

## Results and Discussion

### Digital Literacy

Literacy comes from Latin, namely *Literatus*, which means someone who learns. Etymologically, literacy is defined as the ability to write and read, while in terms of terminology literacy is a person's ability to write or read a certain scientific discipline which is their professional expertise (Anggraeni, 2019). *The Education Development Center (EDC)* states that literacy is a person's ability to maximize all the skills they have in their life to read words and the world (Azhar, 2020). Meanwhile, digital is a form of modernization or renewal of the use of technology which is often associated with the presence of the internet or online media.

With the rapid flow of information technology, the internet has become a trend among teenagers because the various information is packaged comprehensively and is very effective in communicating. Digital literacy can be interpreted as a person's ability to analyze, assess, understand and evaluate various information through digital-based media (Bastian et al., 2021). Another definition put forward by Alexandra (Ahmad, 2022), is defined as the ability to obtain knowledge and understanding from various resources originating from technology. From the definition above, it can be concluded that digital literacy is an effort to integrate a deep understanding of digital-based information media.



Digital literacy refers to an individual's ability to analyze, understand and evaluate digital information in an effective way. Digital literacy has a significant positive impact on each individual's skills such as creativity, critical thinking, practical & functional skills,

communication & collaboration and digital search skills.

In the reading process there are elements of core competencies, namely cognitive, linguistic and social activities. According to UNESCO, literacy is the potential to analyze, understand, interpret, create ideas, communicate, calculate and write information material that has been obtained related to several contexts ( *Digital Literacy in Education - UNESCO Digital Library* , nd) . This literacy involves a series of learning that enables individuals to achieve their goals and hopes in developing their personal potential. Meanwhile, digital comes from the Greek word meaning fingers. Digital is a depiction of numbers consisting of the numbers 0 and 1 or *off and on*. So digital literacy is an individual's basic ability to operate computer and internet devices so that it is easy to understand the concept of critical thinking and evaluate the components of information on social media (Elpira, nd).

The concept of digital literacy can be used as an indicator of the quality of students' work in the digital era, producing scientific experts, and then developing effective communication facilities in the era of industrial transformation 4.0 (Sujana & Rachmatin, 2019) . Bawden stated that digital literacy is related to the following aspects (Bawden, 2001) :

1. Assembling knowledge in building information from various trusted sources.
2. The ability to express information includes critical thinking in understanding information or news from the internet.
3. Skills in reading and understanding non-sequential *and* dynamic material.
4. Understanding conventional media and relating it to digital media.
5. Understanding of internet access that can be used to load certain information.
6. Application of digital media in obtaining information.
7. Partial expectations regarding freedom of access to communication media and news publications.

From these various aspects it can be concluded that digital literacy is interest, behavior and understanding of digital technology and communication tools such as smartphones, tablets, laptops and desktop PCs to access, manage, integrate, analyze and evaluate information, design new concepts, create and interact with other people to establish intense relationships in society.

### ***Digital Literacy Competency***

Paul Gilser groups four core competencies that must be possessed in

digital literacy, including:

- a. Searching on the Internet (*Internet Searching*), a person's ability to browse information on social networks skillfully and responsibly.
- b. Guide Hypertext Directions (*Hypertextual Navigation*), this competency is part of a person's skills in reading and deepening understanding of web browsers.
- c. Information Content Evaluation (Content Evaluation), this understanding is part of identifying critical thinking and providing an assessment of the information that has been found.
- d. Knowledge Assembly, the ability to organize knowledge, build information skills obtained from digital literacy. Analyze and summarize the facts that have been obtained.

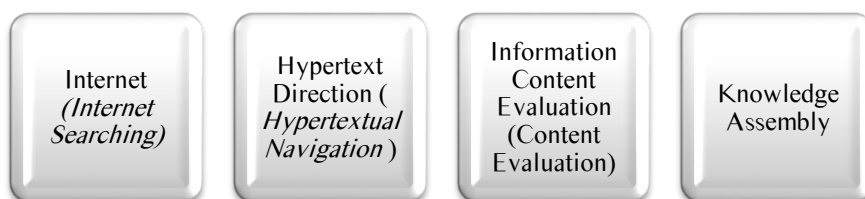


Figure 3: Digital Literacy Competencies

So that by implementing digital literacy in schools, students are able to receive information in a broad and in-depth scope so that it can increase student insight and help students complete their obligations in finding information from digital literacy content. Sorting information is precise, accurate, and relatively fast. Digital Literacy can be a learning material to support an interesting learning process in the classroom.

#### ***Digital Literacy Indicators***

The success of digital literacy has several indicators. First, *Practical and Functional Skills* are individual abilities related to the use of technology. Second, *Creativity* includes creativity and the ability to think creatively and imaginatively use technology wisely. Third, *Collaboration* encompasses a person's ability to discuss, dialogue and create new ideas. Fourth, *Proficient Communication* is correlated with individual potential in interacting and understanding the communication of interlocutors in the digital space. Fifth, *Curate Information* emphasizes the competency to select and analyze information selectively. Sixth, *Critical Thinking and Evaluation* focuses on conveying information and also the attitude of data analysis and efforts to criticize the information obtained. Seventh, *Cultural and Social Understanding* regarding the digital learning process

which is in line with social and cultural understanding. Eighth, *E-Safety* emphasizes digital security (Dinata, 2021) .



Source 2: Components of Digital Literacy. (Kuncoro et al., 2022)

### ***Utilization of Digital Literacy***

Through digital literacy, information is transformative in the learning process so it is necessary to find, understand, evaluate and be wise in obtaining information in learning in order to achieve National Education goals. The use of media ( *digital literacy* ) in the learning process is very important in exploring competencies and skills in students, such as the ability to observe, analyze problems, be observant, collaborate, communicate, and appreciate diversity of differences (Sujana & Rachmatin, 2019) . To revive a digital literacy culture, efforts are needed to create environmental conditions or school institutional facilities that are comfortable and support students' interest in reading (Afghani et al., 2022) .

### ***The Role of Digital Literacy in the Scope of Education***

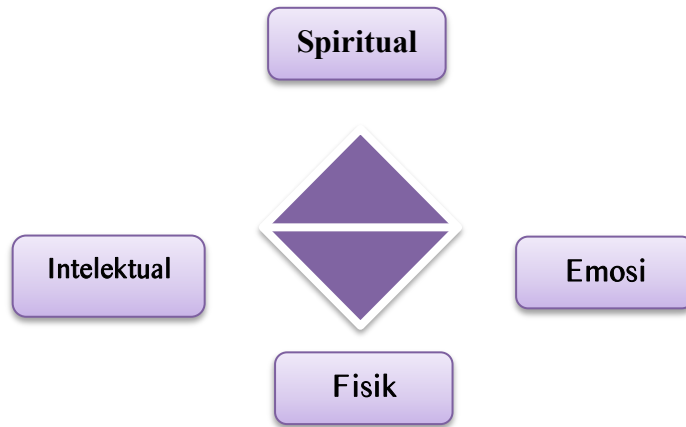
Wilson stated the role of digital literacy in the educational environment, including *first*, a source of information and a means of communicating quickly and easily. *Second*, Facilitate discussion sites on creative platforms. Third, information is provided in outline. Fourth, independent learning site. Fifth, government transformation in spreading transparency in the interests of the state. Sixth, means of cultural expression. Seventh, functions as an advisor and advises on social issues.

### **Holistic Intelligence**

Holistic learning is a learning model that involves all components of students' lives, including physical, emotional, spiritual and social. From a holistic educational perspective, the main element in the formation of



intelligence is spiritual intelligence ( Malili et al., 2023) . If you describe the elements of holistic education in Islam, it is like a pyramid.



*Figure 4. Five Elements of Islamic Holistic Education*

In the concept of Holistic Islamic education which is comprehensive, continuous, committed, structured, objectives and evaluation of learning that are clearly oriented towards individual abilities ( *Islamic Education: Journal of Islamic Education* , nd) . Holistic education seeks to maximize students' abilities in non-academic aspects which can integrate students' academic values. In this case, students are not only objects but also active learning subjects in the learning environment. The concept of holistic education focuses more on individual abilities in various aspects of life, not just in one particular aspect ( *Holistic Learning* , 2023) .

Principles for the Formation of Holistic Intelligence , namely, Respecting individual uniqueness, Focusing on spiritual, intellectual, emotional and physical formation, Increasing intelligence in social interaction or collaboration with other people in a positive, creative, innovative and significant manner. So that a close relationship is established. The learning objectives in forming students' Holistic Intelligence through establishing a person's balance and integration in life must be considered in an effective and efficient learning process. So this learning also explores students' individual potential in strengthening their existing soft skills, and can improve the quality of life in a sustainable way in the future.

Therefore, learning education is very important to shape students' holistic intelligence in facing the era of society 5.0. Which prioritizes

students' intelligence in critical thinking, collaboration, interaction, and being able to identify problems in order to find a solution point (Rochmat et al., 2023). So that students' holistic abilities can support or face current developments. The benefits of holistic learning include; a) Increase understanding of digital materials and applications. b) Form positive character and behavior. c) Increasing Student Creativity and Innovation. d) Preparing a generation that is qualified and able to face technological advances.

The concept of education has actually been designed since the time of Rasulullah, but because of the progress of the times and the evaluation of every aspect of life is very complex, especially in education, therefore every country forms an educational system or design which aims to increase educational capabilities, knowledge, knowledge and creativity for sustainable community development. . To improve the quality of education in Indonesia, there are several government efforts to achieve the nation's ideals, namely ( *Fun Holistic Learning* , 2015) *First*, using transformative learning, namely, learning that emphasizes student learning independence, new models of learning, namely discussions to develop critical thinking skills and explanation of problem-based learning, and differentiation of teacher competencies. *Second*, Flexible Learning, namely, giving assignments, providing teaching materials in the form of books, videos and applications that support students' independent learning ( *Flexible Learning: Ways to Improve Learning Outcomes* , nd) , *Third*, Providing work that triggers students to think critically such as analyzing cases and solving problems. *Fourth*, Meaningful learning is a concept of learning to know and understand knowledge and matters relating to related facts through the potential for independent learning. *Fifth*, learning that includes individual communication, namely interaction with other people under any circumstances. Kumidan, able to face the challenges and opportunities of changing times.

### **Digital Literacy in Increasing Holistic Intelligence in Universitas Darussalam Gontor Students**

In the era of globalization, all aspects of life are complexly influenced by digital technology. Therefore, students have an active role in digital literacy culture. The implementation of digital literacy culture in Islamic boarding schools such as University of Darussalam Gontor functions to form students' holistic intelligence, namely cognitive, emotional, physical and spiritual aspects. Islamic boarding schools have an important role in the process of building awareness of religious identity

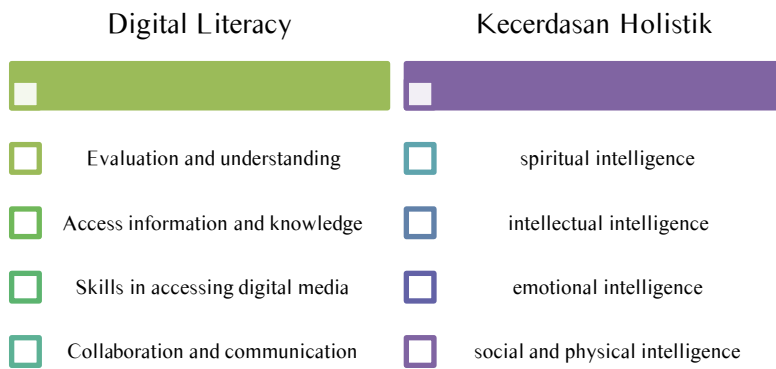
by instilling Islamic values so that students can selectively and critically respond to information from digital media. Even Islamic boarding schools can carry out research whose research focus is the study of the Islamization of science, which nowadays sees Islamic values being sidelined or even eliminated. Cognitively, students can secure and process the intellectual knowledge gained at the University of Darussalam Gontor Islamic boarding school. In line with this, students can contribute and collaborate with society to raise human awareness and form a just and tolerant pattern of life. This can build emotional awareness in individuals so that students can control their emotions in various conditions and environments.

Islamic boarding schools have an important role in the process of effective social and cultural acculturation. (Belshaw, 2012) in his thesis entitled "what is digital literacy?" explains that there are 8 elements in the development of digital literacy that can encourage development in various aspects that are applied in the implementation of digital literacy culture at the University of Darussalam Gontor Islamic boarding school, namely as a). Cultural is an understanding related to individual context in using digital media; b). Individual thinking power when assessing information cognitively and selectively first; c). Can constructively create an idea or object with actual experts; d). Communicative in understanding, work and communication as digital literacy development; e). Have self-confidence; f). Creative in acting and creating different creativity; g). Critical in obtaining information; h). Have a strong sense of responsibility. Of the eight elements described by Douglas, this is also reflected in the condition of students at the University of Darussalam Gontor Islamic boarding school which seeks to form and improve the holistic intelligence of its students, namely the understanding aspect can influence students' spiritual life, the dependency aspect can influence the student learning process through digital media. With literacy as additional knowledge, social aspects can influence students' emotions in reading, sorting, creating and disseminating their own information, then curation is an act of collecting data related to a topic and being able to contribute and collaborate with other people on social media.

The impact of implementing digital literacy culture in increasing the holistic intelligence of students at the Islamic boarding school, University of Darussalam Gontor, shows an increase in understanding and knowledge related to holistic intelligence, namely spiritual, intellectual, physical and emotional. Through policies and regulations, this Islamic boarding school guides students to be wise, disciplined and

free in exploring information through digital media. The benefits of digital literacy have a big influence on accelerating students' adaptation to current developments, where the literacy culture in Islamic boarding schools is able to provide selective information so that it can provide knowledge and emotional understanding of a person as well as networks and relationships with the community and to All SWT. This can build a correlation between social media, humans and the times.

The effectiveness of the application of digital literacy in increasing holistic intelligence at the University of Darussalam Gontor Islamic boarding school provides great benefits which include important things in the digital era, namely providing access to precise, accurate and up-to-date information, facilitating online or long-distance communication, providing convenience or development. A person's skills in working digitally, providing space for collaboration with people who are far away, safely and time efficiently. In this way, students' intellectual ability to access the latest information can develop rapidly and critically, being able to evaluate and use digital technology well and wisely. In this way, students can develop skills in the 21st century (21st century skills) in cognitive, creative, collaborative and communication which are very necessary in the development of an increasingly complex and connected world. Therefore, literacy plays an important role in improving students' holistic intelligence, including intellectual, spiritual, emotional and physical or social intelligence.



*Figure 2: Analysis of the Effect of Digital Literacy on Holistic Intelligence*

From the explanation above, even though the Islamic boarding school has become a university, the system, values and spirit of the missionary struggle remain intact. K.H Imam Zarkasyi added that the spirit of Islamic boarding schools is a characteristic that must be instilled

in every student so that the values embedded become tools or guidance in facing significant developments over time (Rochmat et al., 2022).

## **Conclusion**

Digital Literacy has become a necessity in realizing educational operations. The use of digital literacy at Darussalam Gontor University has become a culture in the classroom learning process. Of course, education feels the good and bad impacts of digital media, but this application is an important thing to pay attention to because digital technology has influenced all aspects of life in a complex way. The implementation of digital literacy in the learning process is to increase students' intelligence holistically, namely physical, emotional, intellectual and emotional which can help them face and adapt to current developments. By increasing holistic intelligence, students can collaborate, socialize and be creative by actively using technology in the era of digital transformation. The application of digital literacy in increasing students' holistic intelligence is very important, namely in increasing their ability to face challenges and opportunities in the digital era, strengthening character values, being able to understand socio-cultural and economic impacts, having communication skills, encouraging creativity, then improving the quality of education in literacy-based learning digital at Darussalam Gontor University. This can build holistic intelligence in a sustainable manner to achieve educational inclusivity in the digital era.

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