

## REALIZATION OF RELIGIOUS MODERATION THROUGH DIGITAL LITERACY WITH ENGLISH SKILLS

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### ABSTRACT

*Indonesia's diversity is unique, but vulnerable to conflict. There is a widespread issue of divisive tolerance between religious communities so that the attitude of religious moderation is needed. Digitalization of information dissemination makes digital literacy and English language skills important to be ready to face disruption and realize religious moderation. Researchers used a mixed method with a sequential exploration design. Data collection techniques used interviews and questionnaires. Qualitative data analysis uses data reduction, data presentation, and conclusions. While quantitative data analysis was carried out using the help of the SPSS version 26.0 program which consisted of classical assumption tests and hypothesis testing, namely simple linear regression analysis. This study aims to explore the effect of digital literacy skills with English on religious moderation. Based on the results of the study, challenges can be optimized in various ways such as providing training, creating educational content, collaborating between parties, being open to novelty. There is an effect of digital literacy with English on religious moderation of 0.536. The effect of digital literacy with English is 28% and 72% is influenced by other variables. Therefore, it needs massive attention and efforts in improving digital literacy with English to realize religious moderation.*

**Keywords:** Religious moderation, Digital literacy, English skills

### ABSTRAK

Keberagaman Indonesia yang unik, namun rentan terjadinya konflik. Marak terjadinya isu perpecahan toleransi antarumat beragama sehingga perlunya sikap moderasi beragama. Digitalisasi penyebaran informasi menjadikan kemampuan literasi digital dan bahasa Inggris penting dimiliki agar siap menghadapi disrupsi dan realisasi moderasi beragama. Peneliti menggunakan metode campuran dengan desain eksplorasi sekuensial. Teknik pengumpulan data menggunakan wawancara dan kuesioner. Analisis data kualitatif menggunakan reduksi data, penyajian data, dan kesimpulan. Sedangkan analisis data kuantitatif dilakukan dengan menggunakan bantuan program SPSS versi 26.0 yang terdiri dari uji asumsi klasik dan uji hipotesis yaitu analisis regresi linier sederhana. Penelitian ini bertujuan untuk mengeksplorasi pengaruh kemampuan literasi digital dengan bahasa Inggris terhadap moderasi beragama. Berdasarkan hasil penelitian, tantangan dapat dioptimalkan dengan berbagai cara seperti pengadaan pelatihan, pembuatan konten edukatif, kolaborasi antarpihak, terbuka dengan kebaruan. Terdapat pengaruh literasi digital dengan bahasa Inggris terhadap moderasi beragama sebesar 0,536. Pengaruh literasi digital dengan bahasa Inggris sebesar 28% dan 72% dipengaruhi oleh variabel-variabel lain. Oleh karena itu, perlu perhatian dan upaya secara masif dalam meningkatkan literasi digital dengan bahasa Inggris untuk mewujudkan moderasi beragama.

**Kata kunci:** moderasi beragama, literasi digital, bahasa Inggris

### Introduction

The diversity of Indonesian society is reflected in the beautiful motto Bhinneka Tunggal Ika. The phrase is interpreted as the spirit of national unity and integrity from the diversity of religions, cultures, regional languages, races, ethnicities, and beliefs. Diversity that is adaptive, inclusive, and tolerant will create a peaceful social force in synergy to build the country (Kamal & Junaidi, 2018). On the other hand, the meaning of unity has not been evenly understood by multicultural Indonesians. As a

result, it has drawn attention from individuals who trigger conflicts such as racism, radicalism, extremism, and discrimination (Nurgiansah & Widyastuti, 2018).

Religious moderation is the most effective alternative to prevent religious issues in the midst of diverse Indonesia. It is necessary for every religious person to understand and practice religious moderation. This is very significant to be instilled in the younger generation as the nation's successor, including students (Christanti & Anwar, 2019). In essence, religious moderation believes in the absoluteness of religion and provides space for religious differences. With fundamental moderate values, it carries an inclusive thinking model and a spirit of cooperation (Asrori, 2019).

Various polemics have occurred such as the cancellation of Indonesia hosting the U-20 world cup due to the rejection of Israel's arrival in March 2023. Netizens linked it to religious issues, even though the Indonesian Minister of Religion said that it had nothing to do with religion (Romadhan, 2023). Then, the accusation against the Army for the eviction of houses of worship in Tanjung Selor was considered by some netizens to be radicalism, even though it did not match the original chronology (Pradewo, 2022). Religious issues have also penetrated the education sector. Based on data from the Indonesian Survey Circle (LSI), there are 31% intolerant students who have a low understanding of Indonesia's diversity and plurality (Ma'arif, 2019). Meanwhile, based on information sourced from the Ministry of Education and Culture and Research, there are 10 universities that have long been exposed to radicalism (Ariefana & Saleh, 2019). Recently, the actions of individuals who have learned the wrong religion resulted in a shooting case at the MUI office that disturbed the peace (Salim, 2019).

The era of the industrial revolution 4.0 led to major changes in communication media, thus realizing digital technology disruption (Tsaniyah & Juliana, 2019). Thus, digitalization is crucial to be considered by its users, both from the positive and negative sides (Kosasih, 2019). Today, hoaxes are developing with matters affiliated with politics, ethnicity, religion, and groups (Hidayatulloh & Hilmi, 2022) It is feared that it will become a serious problem, such as hoax information, hate speech, and provocation deliberately carried out in order to provoke division (UNESCO, 2018).

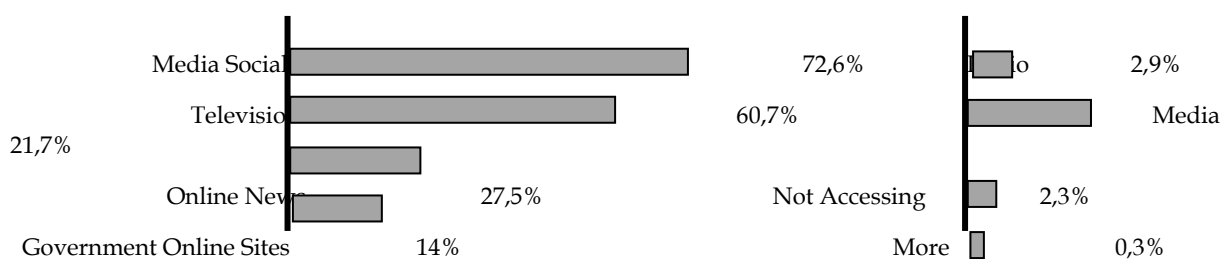
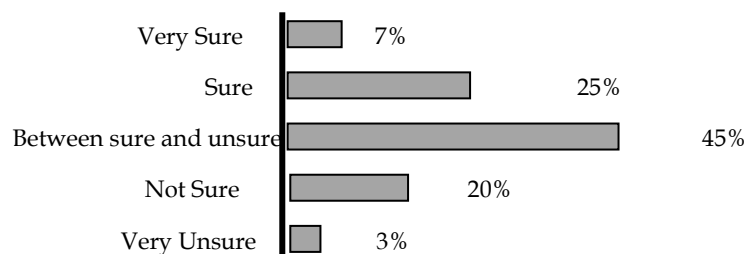


Figure 1. Information Sources (Kominfo, 2022)

Based on the data above, the majority access news through digital technology such as social media, television, and online news. Therefore, the importance of the

role of digital literacy is a solution to using digital technology in dismissing hoaxes (Kosasih, 2019). The following is information on the status of digital literacy in Indonesia on how confident Indonesians are in identifying or recognizing information that does not match the facts.



**Figure 2. Hoax News Identification Skills (Kominfo, 2022)**

Based on the graph above, most respondents still experience doubts about the identification of hoaxes so that digital literacy is needed to become a stronghold from the onslaught of hoaxes. Digital literacy skills in students help in actualizing religious moderation which allows wider access to in-depth information about religion, so as to increase insight, understanding, and relationships regarding religious diversity in society (Kenedi & Hartati, 2022). Meanwhile, English language skills have an existence as a lingua franca, a unifying language for all countries in the world in communicating between countries. Moreover, the features used when accessing information online mostly feature English. If someone has good English skills, then the information can be easily filtered first (Umaemah, 2022). With these two abilities, it can help spread messages of religious moderation through social media and other digital platforms.

This research is still relatively new because it combines the concept of digital literacy with English in the realization of religious moderation. This research makes a new contribution to the fields of education and religion, and provides new insights into how the use of technology and English can support religious moderation in society. Therefore, researchers are interested in researching a study entitled "Realization of Religious Moderation through Digital Literacy Skills with English".

### **Research Method**

By using mixed methods sequential exploratory design model, which mixes qualitative methods and quantitative methods starting with a qualitative approach and continuing with a quantitative approach (Creswell & Poth, 2013) and (Sugiyono, 2013). Qualitative approach with descriptive research design with interviews and quantitative approach with simple linear regression test with coefficient of determination test.

### **Time and Place of Research**

This research was conducted in March-April 2023 at the English Education study program, Faculty of Tarbiyah and Teacher Training, UIN Sultan Syarif Kasim Riau which is located on HR. Soebrantas KM. 15, Simpang Baru, Pekanbaru City.

### **Research Subject**

The subjects of this study were eighth semester students, academic year 2022/2023, who had completed the theory and field practice courses in the English Education study program, Faculty of Tarbiyah and Teacher Training, UIN Sultan Syarif Kasim Riau.

### **Informant and Respondent**

There are 100 active students as the population in the English Education study program in the eighth semester of the 2022/2023 academic year. In the interview technique, the researcher recruited one key informant who was the class leader. Furthermore, the researcher drew a sample of 30 people with purposive sampling according to the inclusion criteria who have the ability to read and write and have gadgets and digital devices. Meanwhile, the exclusion criteria were that the subjects did not fill out the research instrument at the specified time.

### **Procedure**

First, the pre-field stage begins with field exploration to find problems. Then, the field work stage to collect data in accordance with the research focus. Furthermore, the data analysis stage aims to process the results of field data that has been obtained previously. In addition, researchers also go through the process of testing data credibility. In the qualitative stage, researchers interviewed informants based on interview guidelines followed by transcribing and analyzing the data. In the quantitative stage, researchers used a questionnaire, the results of which were analyzed. After that, the researcher interpreted the data results by interpreting the results of the questionnaire and interview results.

### **Technique of Collecting Data**

The interview process was conducted in a semi-structured manner so as to obtain free and unrestricted answers in accordance with the theme. The questions given to informants were in the form of *open-ended questions*. In the questionnaire technique, researchers used a questionnaire adopted from previous research conducted by Mahmudah (2021), which had been tested for validity and reliability. There are 20 statement items using 1-5 Likert scale measurements as responses from respondents. The questionnaire was distributed online by participants through *Google Form*.

### **Technique of Analysing Data**

Qualitative data used data analysis techniques from Miles & Huberman (1994), which included data reduction, data presentation, and conclusion. The data obtained

passed the validity test using the member check technique. While in the quantitative approach, a classical assumption test (data normality test and heteroscedasticity test) was carried out, then a simple linear regression test and a simple correlation coefficient test (determinant). The data obtained from the questionnaire were analyzed using the SPSS Statistics program version 26.0 for Windows.

## RESULT

### Qualitative Analysis

The results obtained from the interview process are used to answer the problem formulation in this study.

#### 1. How can digital literacy skills with English language ability support the realization of religious moderation?

Digital literacy skills with English language skills are instrumental in supporting the realization of religious moderation. "In my opinion, both abilities help religious moderation to remain in existence. Of course, digital literacy skills with English, if done positively, are very helpful in realizing religious moderation". (Interview, April 2023)

Then, digital literacy skills encourage students to select and filter accurate and reliable information amidst the onslaught of hoaxes. Students will be able to easily understand all information from various sources if they have English language skills. In addition, students will easily follow the development of digitalization which is often using English.

"In the midst of the rise of hoax information that divides the nation, digital literacy is a solution to receiving accurate information and not just swallowing it all at once. English is also vital because a lot of information comes from all over the world. If we don't know the unifying language of the world, English, and then we will find it difficult to absorb information. As a result, we will be left behind". (Interview, April 2023)

#### 2. What are the challenges in implementing digital literacy skills with English in an effort to objectify religious moderation?

First, students' lack of awareness of the significance of the integration of these abilities because they do not fully understand the concept of religious moderation. "Lack of awareness to improve digital literacy skills with English. Some feel there is no urgency. Some also still do not fully understand what the concept of religious moderation is". (Interview, April 2023)

Second, the inequality of digital literacy and English language skills among students makes it difficult to utilize existing information. Moreover, many are not consistent in improving both skills. "Not everyone has these skills. Some are good at digital literacy but not good at English, and vice versa. The problem that often arises is the difficulty in processing and utilizing information effectively and efficiently. Also, inconsistency in learning English". (Interview, April 2023)

Third, with regard to different backgrounds, beliefs, and values, it becomes a challenge in manifesting religious moderation. "The heterogeneous background of each student is also a barrier. With different cultural backgrounds, beliefs, and values, it will be difficult to reach agreement and tolerance". (Interview, April 2023)

### 3. How to optimize the application of digital literacy skills with English in supporting religious moderation in society?

By various ways such as consistent training or workshops, creating creative educational content, collaborating with various parties, always being open to existing updates so that they are up to date, and making positive use of the opportunities and facilities that are optimally owned.

“In my mind, training or workshops on improving these two skills need to be held consistently. Then, increase educational content because usually students are creative. It is also possible to collaborate with various parties, such as mass media, inter-communities, and institutions. In addition, students must be open to updates so that they are up to date. Students can also maximize existing opportunities and facilities. If there are none, they can find other alternatives”. (Interview, April 2023)

#### Quantitative Analysis

##### *Classical Assumption Test*

The classical assumption test used data normality test and heteroscedasticity test. The normality test used the Shapiro Wilk statistical test. Table 1 presents the test results with a significance value of 0.231 ( $> 0.05$ ), so the data is normally distributed.

**Table 1. Normality Test**

Variable	Pr	Description
<i>Unstandardized Residual</i>	0,231	Normal

Test heteroscedasticity with the Glejser test. Heteroscedasticity test to test whether in the regression model there is an inequality of variance from the residuals of one observation to another. The test results show a significance value  $> 0.05$  means there is no heteroscedasticity problem, if the significance result  $< 0.05$  means there is a heteroscedasticity problem (Ghozali, 2018). In Table 2, the results of the heteroscedasticity test show that the significance value is  $0.614 > 0.5$ , so there is no heteroscedasticity problem.

**Table 2. Heteroscedasticity Test**

Variable	Sig.	Description
<i>Digital literacy with English</i>	0,614	There is no heteroscedasticity

##### *Simple Linear Regression Test*

Ho = there is no influence of digital literacy with English (X) on religious moderation (Y)

Ha = there is an influence of digital literacy with English (X) on religious moderation (Y)

In testing the hypothesis, it can be seen from the significance value. If the significance result  $<0.05$   $H_a$  is accepted and if the significance result  $> 0.05$   $H_o$  is accepted. Table 3 shows the regression test results.

**Tabel 3. Simple Linear Regression Test**

Model	Regression Coefficient	$t_{count}$	Sig.
Constant	21,354	3,390	0,002
Digital Literacy with English	0,523	3,362	0,002

Table 3 showed that the significance value of  $0.002 < 0.05$ , so  $H_a$  is accepted, namely there is an effect of digital literacy with English (X) on religious moderation (Y). When viewed from the t value, it is known that the tcount value is  $3.362 > t$  table 2.048, so it can be said that digital literacy with English has an effect on religious moderation. Then for the linear regression equation function, namely  $Y = 21.354 + 0.523X + e$ , meaning that if the response to the digital literacy variable with English increases by one unit, the realization of religious moderation increases by 0.523.

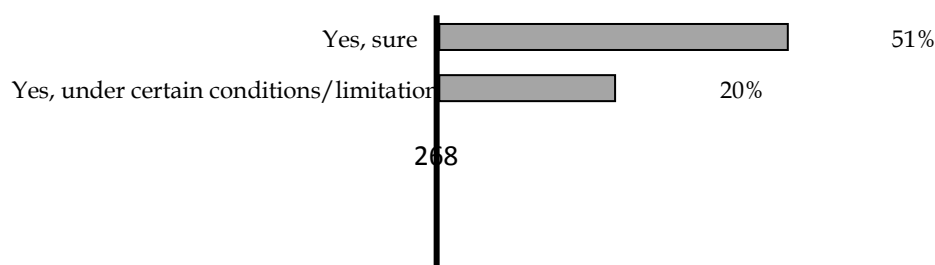
**Table 4. Results of Correlation Coefficient (R) and Coefficient of Determination ( $R^2$ )**

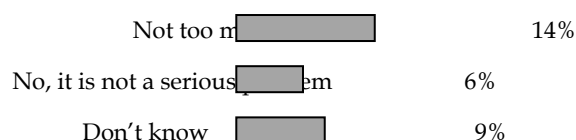
Model	R	$R^2$
1	0,536	0,288

In table 4, the calculated value of R (correlation or relationship value) is 0.536, so there is a relationship between digital literacy with English on religious moderation with a total relationship of 0.536. Then, the coefficient of determination ( $R^2$ ) is 0.288 so that it is said that the effect of digital literacy with English has an influence of 28%, and 72% is influenced by other variables.

## Discussion

Digital literacy skills with English support a more effective practice of religious moderation values. Individuals can utilize existing technology so that they can filter and select reliable information so as to avoid hoax information (Utomo, 2020). On the other hand, English language skills are also crucial, especially in the context of globalization. People are increasingly open to different sources of information and relationships from around the world (Manurung & Sambayu, 2017). Based on the data in the graph below, the majority of people consider hoax information a serious problem so that wise steps are needed in dealing with it.





**Figure 3. Severity of hoax information (Kominfo, 2022)**

Digital literacy skills include ten indicators, namely: access, select, understand, analyze, verify, evaluate, distribute, produce, participate, and collaborate (Adiputra, et al, 2019). While English language skills, the indicators include: (1) Development of communication skills both oral and written, including listening, speaking, reading, and writing, and (2) Fostering awareness of the nature of English which links between language and culture (Manurung & Sambayu, 2017).

The application of digital literacy in the context of religious moderation can encourage individuals to increase awareness in managing information related to religion appropriately and responsibly (Rijal, et al., 2022). Here are some digital literacy skills that can help in religious moderation.

1. Ability to access information by searching and accessing reliable and quality sources of information on religions, cultures and beliefs.
2. Ability to evaluate information by double-checking the truth and reliability of information obtained from different sources.
3. The ability to use the information obtained appropriately and responsibly so as to understand the implications of the information to interact online positively and effectively.

Here are some reasons why English language skills can help in realizing religious moderation:

1. English is the main language for accessing information on the internet.
2. Individuals can communicate with people from different backgrounds if they have good English ability.
3. English is becoming a common language in the world of social media. It can moderate online discussions and promote tolerance.
4. English is becoming the main language in global higher education. So you can learn about other religions and cultures from various sources.

Here are some ways in which the integration of digital literacy skills with English can encourage the realization of religious moderation:

1. Digital literacy skills help individuals when searching and evaluating sources of information about religion. If complemented with English language skills, it can enable individuals to access resources from different countries. Individuals can access a wider range of sources and information so that they can evaluate their veracity and reliability.



2. English language skills enable individuals to communicate with individuals from around the world who have diverse backgrounds, while digital literacy skills help individuals to communicate effectively and responsibly in an online environment so as to promote interfaith tolerance through online discussions and dialogues.
3. Digital literacy skills in English can enable individuals to learn about religions and cultures from sources from different countries. Having these skills allows individuals to expand their understanding of different religions and cultures and encourage their ability to promote religious moderation.

In its implementation, it does not always run smoothly, there are several challenges in applying these abilities in realizing religious moderation.

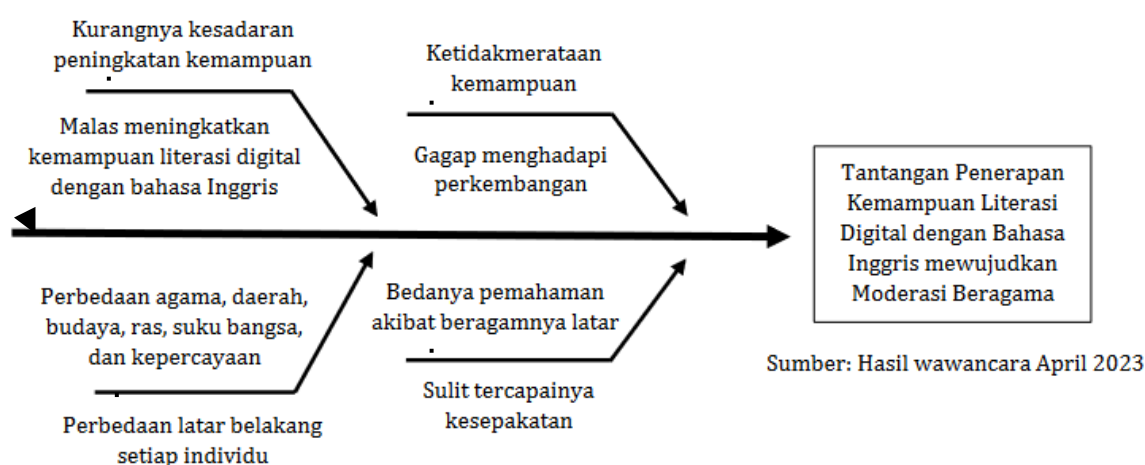


Figure 4. Data display with fishbone diagram

In optimizing digital literacy skills with English in manifesting religious moderation, the steps that can be taken are to provide effective and accessible training and education programs, always be open to available updates so that they are up to date, and reinforce cooperation between institutions and governments to increase accessibility and development.

Previous studies presented efforts such as internalizing religious moderation material in the learning curriculum, conducting public discussions, and implementing a leader with character (Najib & Fata, 2020). Organizations also play a role in encouraging tolerance, Islamic insight, and national insight. In addition, there are efforts to filter content that has religious elements, produce quality content that has educational value related to religious moderation and tolerance values (Zahrah, 2022). The implementation of religious moderation has also been studied previously by changing the mindset of santri to be positive, organizing training, and building a more connective and trusted social media network. The production of content teaching the values of religious moderation from Kyai to be disseminated in digital media (Prastyo & Inayati, 2022). In another study, religious moderation in learning English as a foreign language with the application of religious moderation, English

teachers have practiced it with the principles of; tolerance, openness, balance, teaching to respect different opinions, and thinking that does not absolutize personal truth (Rizal, 2021).

Based on the results of the analysis test, the test results obtained with a significance value of  $0.002 < 0.05$  so it can be said that there is an influence of digital literacy with English on religious moderation. Entering the current global era, digital literacy with English language skills is a crucial need. Digital literacy uses digital technology and communication tools to access, manage, analyze, evaluate information, develop new knowledge, build new knowledge, communicate, and discuss globally effectively. At the level of religious moderation literacy in digital space, users of digital information space not only read digital information, but are also able to create digital content containing information that is peaceful, religious moderation, and able to disseminate it (Hefni, 2020). Previous research discussed the importance of using English in da'wah communication which concluded that; 1) English facilitates the delivery of messages globally, 2) English acts as an intermediary language in resolving interreligious conflicts, 3) Religion can be the basis of a country's competence over others, and 4) English plays an essential role in spreading Islamic understanding (Juriana, 2017). For this reason, digital literacy skills with English have a significant effect on the realization of religious moderation.

## **Conclusion**

The role of digital literacy skills with English is one of the essential steps to objectify religious moderation. With this capability, each individual can utilize it in filtering and understanding information from all sources so as to avoid hoaxes. There are several challenges faced, such as lack of awareness and inequality in improving digital literacy and English language skills. In addition, the different backgrounds of each individual are vulnerable to conflict. So it is necessary to take steps to optimize its application, by providing training, creating educational content, collaborating between parties, being open to updates (up to date). Digital literacy with English has an effect on religious moderation. This can be shown by the significance result of  $0.002 < 0.05$ . The R test result is 0.536, so there is a relationship between digital literacy with English on religious moderation with a total relationship of 0.536. Then, the coefficient of determination ( $R^2$ ) is 0.288 so that it is said that the effect of digital literacy with English has an influence of 28%, and 72% is influenced by other variables not examined. However, the implementation does not always run smoothly because there are several challenges faced. Therefore, it needs massive attention and efforts in improving digital literacy with English to objectify religious moderation in Indonesia.

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