The Impact of Digital Literacy-Based Assignments on Students' Mastery of Islamic Education and Learning Habits: A Multivariate Regression Analysis

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Abstract: The Impact of Digital Literacy-Based Assignments on Students' Mastery of Islamic Education and Learning Habits: A Multivariate Regression Analysis
Objective: This study aims to analyze the simultaneous effects of digital literacy assignments on the mastery of Islamic Education material on the theme of tolerance and learning habits of eighth-grade students at SMPN 08 Lebong. **Method**: This study uses a quantitative approach with survey methods and multivariate regression analysis to test the relationship between digital literacy, mastery of material, and learning habits. **Results:** Digital literacy-based assignments significantly influence both variables, contributing 42.8% to mastery of the material and 13.2% to learning habits. **Conclusion:** Digital literacy effectively improves mastery of Islamic Education material, but its influence on learning habits still requires support from other holistic strategies. **Contribution:** This study suggests that digital assignments should emphasize the learning habit formation process and the reinforcement of Islamic character values. These findings contribute to developing technology-based curricula relevant to Islamic education in the digital age.

Keyword: Assignments; Digital Literacy; Mastery of PAI Material; Tolerance; Learning Habits; Students

Abstrak: Pengaruh Penugasan Melalui Literasi Digital terhadap Penguasaan Materi PAI Tema Toleransi dan Kebiasaan Belajar Siswa: Analisis Regresi Multivariat
Tujuan: Penelitian ini bertujuan untuk menganalisis pengaruh penugasan melalui literasi digital terhadap penguasaan materi Pendidikan Agama Islam (PAI) tema toleransi dan kebiasaan belajar siswa kelas VIII SMPN 08 Lebong secara simultan. **Metode:** Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei dan analisis regresi multivariat untuk menguji hubungan antara variabel literasi digital, penguasaan materi, dan kebiasaan belajar. **Hasil:** Penugasan berbasis literasi digital memberikan pengaruh signifikan terhadap kedua variabel, dengan kontribusi sebesar 42,8% terhadap penguasaan materi dan 13,2% terhadap kebiasaan belajar. **Kesimpulan:** Literasi digital efektif dalam meningkatkan penguasaan materi PAI, namun pengaruhnya terhadap kebiasaan belajar masih memerlukan dukungan strategi lain yang lebih holistik. **Kontribusi:** Penelitian ini menyarankan agar penugasan digital didesain dengan penekanan pada proses pembiasaan belajar dan penguatan nilai-nilai karakter Islami. Temuan ini memberikan kontribusi penting bagi pengembangan kurikulum berbasis teknologi yang relevan dengan pendidikan Islam di era digital.

Kata Kunci: Penugasan; Literasi Digital; Penguasaan Materi PAI; Toleransi; Kebiasaan Belajar; Siswa

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A. INTRODUCTION

Digital technology's development has significantly impacted various aspects of life, including education, which is the backbone of global human resource development. Digital transformation requires educational institutions, particularly junior high schools, to adopt technology-based learning approaches relevant to the characteristics of the digital native generation (Good & Lavigne, 2017; Prensky, 2010). The heterogeneous context of Indonesia, including Bengkulu Province, presents particular challenges in improving the quality of Islamic education learning to meet the needs of the times (Hasanah & Mulyadi, 2025). One strategic issue that has emerged is how to encourage mastery of Islamic education material on the theme of tolerance through assignment methods that utilize digital literacy (Ulya, 2024; Yuniarto & Yudha, 2021). Thus, this research is relevant to support creating an adaptive and inclusive learning environment in line with the demands of the 21st century.

Various previous studies have emphasized the importance of digital literacy in supporting the effectiveness of the teaching and learning process. Haque & Payton (Taufiqurrahman, 2024) and Gilster (1997) define digital literacy not merely as technical skills, but as the ability to think critically in evaluating, using, and producing digital information effectively. (Sembiring et al., 2024) found that using digital applications in learning can positively influence students' learning habits if implemented with appropriate pedagogical strategies. (Naimah et al., 2024) also showed that digital literacy increases students' learning independence in the technological era. Similarly, a study (Taufiqurrahman, 2024) confirmed that teachers who use digital media creatively can shape better student learning habits. This reinforces the urgency of integrating digital literacy into educational practices in secondary schools, including Islamic education learning (Yao & Wang, 2024).

On the other hand, several studies also examine study habits as an important determinant of academic success. (Sarwar et al., 2025) Emphasize that study habits are not only the result of repeated academic activities but are also influenced by motivational factors and the learning environment. Li et al. (2025) states positive interactions between teachers and students are crucial in forming productive study habits. Research results (Sembiring et al., 2024) add that the digital era has given rise to a new dimension in study habits, where students tend to rely on technology and thus require more intensive guidance. Clear (2018) and Duhigg (2012) also reminds us that good habits are formed through environmental design that supports sustainable behavioral change.

Research on mastery of Islamic education (material in the context of digital literacy is also growing. Efendi & Amri (2023) reported that using digital media such as Quiz Wordwall effectively improves vocabulary mastery in foreign language subjects, suggesting similar potential in other subjects such as Islamic education. Integrating digital technology in Islamic education learning improves students' understanding of religious values. Jamri & Salehudin (2025) state emphasized that digital literacy can integrate Islamic values into everyday life through technology-based learning practices. These findings strengthen the argument that digital literacy can be a strategic tool in deepening mastery of Islamic education material, particularly on tolerance, which is relevant to multicultural social life in Indonesia.

The theme of tolerance in Islamic education holds particular urgency amidst the increasing challenges of diversity and social conflict that frequently occur at the local and global levels. Arifatin et al. (2023) Demonstrate that Islamic education, based on religious mode-ration, plays a crucial role in shaping students' attitudes of tolerance, which is expected to be relevant for secondary education. Hafidh & Hidayah (2024) emphasizes the importance of character education design that integrates the values of tolerance as part of the curriculum. Pakpahan & Habibah (2021) also note that the Islamic education and character education curriculum must be directed toward developing a religious character while fostering tolerance toward differences. Nahuda (2024) states that a good Islamic education curriculum must be responsive to the social context of society. Therefore, integrating digital literacy into Islamic educa-

tion teaching with the theme of tolerance is a strategic effort to address the challenges of character education in the digital era (Saada, 2023).

However, previous studies still have several limitations. Most studies tend to focus on partial aspects, for example, only examining the relationship between digital literacy and learning independence (Naimah et al., 2024) or digital literacy and academic achievement (Ulya, 2024), without examining the simultaneous influence of digital literacy on students' mastery of Islamic education material on tolerance and study habits. Furthermore, little research has been conducted in rural areas such as Lebong Regency, which have socio-cultural characteristics and infrastructure different from urban areas (Widiono et al., 2024). This indicates a research gap that needs to be filled to make the development of digital literacy-based education more inclusive and contextual.

This study aims to simultaneously analyze the influence of digital literacy assignments on the mastery of Islamic education material on the theme of tolerance and the learning habits of eighth-grade students at SMPN 08 Lebong, Bengkulu Province. Theoretically, this study is expected to enrich the study of the integration of digital literacy in Islamic education, particularly in the pedagogical and psychological realms of learning. The findings of this study can serve as a basis for teachers and educational policymakers to design effective and contextual digital literacy-based learning strategies. In addition, the results of this study are expected to be an alternative learning solution that is responsive to the challenges of educational transformation in the digital era. Thus, this study makes an important contribution to broadening the understanding of technology-based educational practices in secondary schools, especially in shaping digitally competent and tolerant students.

B. METHOD

This study uses a quantitative approach with an explanatory research design to empirically test the effect of digital literacy-based assignments on the mastery of Islamic education material on the theme of tolerance and learning habits of eighth-grade students at SMPN 08 Lebong. Explanatory research was chosen because it focuses on analyzing the relationship between variables and attempts to explain the influence patterns that co-occur.

The research instrument was a closed questionnaire compiled based on the theoretical indicators of each variable: digital literacy-based assignments, mastery of Islamic education material on the theme of tolerance, and student learning habits. The questionnaire items were compiled based on theoretical constructs validated in previous studies and consulted with educational experts to ensure content validity (content validity).

Data was collected by distributing questionnaires to all 126 eighth-grade students of SMPN 08 Lebong, who served as research respondents. The questionnaires were completed independently with limited supervision from the researcher to minimize misinterpretation of instructions. All collected data was then checked for completeness and input into the latest version of SPSS software to ensure the accuracy of the analysis process.

Data analysis using multivariate regression techniques (Multivariate Regression Analysis) because there is one independent variable, namely digital literacy-based assignments (X), and two dependent variables, namely mastery of Islamic education material (Y1) and student learning habits (Y2). This technique allows researchers to comprehensively test simultaneous influences.

Instrument reliability was tested using a Cronbach's Alpha coefficient, with a minimum value of 0.70 as the criterion for adequate internal consistency. Construct validity was tested using exploratory factor analysis (EFA) to ensure the instrument's items measured the correct construct.

In addition to maintaining internal validity, this study also considered external validity by selecting a representative population and sample of students at SMPN 08 Lebong, thus allowing for generalization of the findings to schools with similar characteristics. All research

procedures were conducted using ethical principles of educational research, including confidentiality of respondent data and voluntary consent for participation.

The basic assumptions of multivariate regression, such as linearity of the relationship, normality of the distribution of residual data, and the absence of multicollinearity between predictors, were tested before the hypothesis test was conducted, so the analysis results met the standards of reliable inference quality. Thus, all stages of this research method were designed to ensure accuracy, validity, reliability, and repeatability (replicability) by contemporary quantitative research methodology standards.

C. RESULTS AND DISCUSSION
Result

The results of the detailed analysis of the research data are explained below:

Table 1. Statistical Description

Variabel	Mean	Std. Deviation	N
Mastery of Islami education Material	84.86	10.66	126
Student Habits of Study	78.30	10.45	126

Descriptive statistical data show that, in general, eighth-grade students of SMPN 08 Lebong have a good mastery of Islamic education material, with an average score of 84.86, reflecting students' cognitive abilities in understanding material related to the theme of tolerance. The score dispersion of 10.66 indicates that there is quite a significant variation among students in understanding the material, which is likely caused by differences in access to digital literacy, initial abilities, and learning environment support.

Meanwhile, the average student study habit score was 78.30 with a standard deviation of 10.45, indicating a positive learning behavior trend, despite significant variation between individuals. This diversity suggests that while most students have demonstrated good learning patterns, some groups require more intensive support. Therefore, digital literacy-based interventions need to be designed to encourage increased understanding of the material and help shape more equitable learning habits.

Table 2. Model Feasibility Test Results (Bartlett's Test)

Statistics	Mark
Likelihood Ratio	0,104
Approx. Chi-Square	4,411
df	2
Sig.	0,110

The Bartlett's Test results show an approximate Chi-Square value of 4.411 with 2 degrees of freedom and a significance level of 0.110, greater than 0.05. This indicates no significant difference between the residual covariance matrix and the identity matrix; thus, the multivariate data structure used in this study meets the basic assumptions for further analysis.

The feasibility of this model is important because it ensures the validity of the multivariate regression analysis. This allows researchers to interpret the simultaneous relationships between variables with sufficient confidence, and the results obtained can be interpreted as a valid representation of the relationships occurring in the student population at SMPN 08 Lebong.

Table 3. Multivariate Test

Effect	Wilks' Lambda	F	df Hypothesis	df Error	Sig.

Digital Literacy Assignment (X)	0,521	56,492	2	123	0,000

The results of the multivariate test show that the digital literacy-based assignment variable has a significant simultaneous influence on the combination of Islamic education material mastery and student learning habits, as indicated by the Wilks' Lambda value of 0.521 with a significance of 0.000. The reasonably high F value (56.492) indicates the model's strength in explaining the joint variation of the two dependent variables.

A Wilks' Lambda value less than 1 indicates a relatively small proportion of the combined variance unexplained by the model, indicating that the multivariate regression model performed reasonably well in predicting the effects of digital literacy. In other words, digital literacy assignments proved relevant to cognitive aspects and students' overall learning behavior.

Table 4. Between-Subject Effects Test

Dependent Variable	R²	F	Sig.
Mastery of Islamic education Material	0,428	92,738	0,000
Study Habits	0,132	18,889	0,000

For the Islamic education material mastery variable, the R² value of 0.428 indicates that approximately 42.8% of the variation in material mastery can be explained by digital literacy-based assignments. With a highly significant F value (92.738; p < 0.001), this provides strong evidence that digital literacy is an effective predictor of student cognitive achievement.

Meanwhile, for the study habits variable, the R² value was only 0.132 but remained statistically significant (F = 18.889; p < 0.001), indicating that digital literacy also contributes to the formation of study habits, although its influence is not as strong as its influence on material mastery. This means that other factors, such as motivation, discipline, and social environment, may also influence study habits, so digital literacy cannot explain them.

Table 5. Regression Parameters

Dependent Variable	Intercept	X Coefficient	Sig.
Mastery of Islamic Education Material	23,229	0,737	0,000
Learning Habits	44,733	0,401	0,000

The linear regression equation shows that each one-unit increase in digital literacy-based assignment scores is predicted to increase students' average mastery of Islamic education material by 0.737 points. This coefficient is significant at the 95% confidence level (p = 0.000), indicating a strong positive relationship between digital literacy and students' academic achievement in Islamic education.

For study habits, each one-unit increase in digital literacy scores was accompanied by an average increase of 0.401 points in students' study habits. Although this effect is smaller than the effect on material mastery, it remains significant and pedagogically relevant. This demonstrates that digital literacy influences students' acquired knowledge and contributes to forming their learning behavior patterns.

The resulting regression equation: (1) Mastery of Islamic Education Material = 23.229 + 0.737 X; (2) Study Habits = 44.733 + 0.401 X.
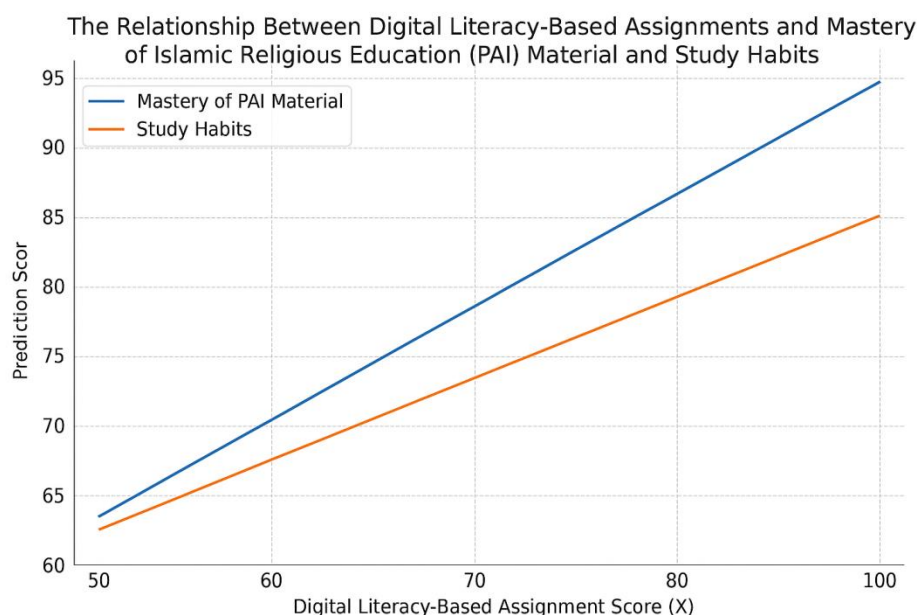
Figure 1. Graph showing the impact of digital literacy-based tasks on students' mastery of Islamic education and learning habits.

The resulting visualization image shows two regression lines, each representing the relationship between digital literacy scores, Islamic education mastery (blue line), and student learning habits (orange line). The blue line has a steeper slope than the orange line, indicating that digital literacy has a greater influence on improving Islamic education mastery. This means that every increase in a student's digital literacy score will significantly impact improving their Islamic education mastery score, which aligns with the regression analysis results (a coefficient of 0.737 for material mastery vs. 0.401 for learning habits). This visualization reinforces the statistical finding that students' cognitive dimensions are more responsive to digital literacy integration than their learning behavior dimensions.

In addition to showing the varying strengths of the relationships, this graph also shows a consistent pattern: the higher the digital literacy score (X-axis), the higher the two dependent variables (Y-axis). There is no indication of a non-linear pattern or striking anomalies, so the relationship between digital literacy and both variables can be a positive linear one. This interpretation has practical implications: digital literacy improvement interventions not only impact enriching learning content but can also be used to improve students' learning habits, albeit with a relatively minor impact. In other words, this visualization supports the argument that digital literacy is a crucial element in modern learning design responsive to the challenges of the 21st century.

Discussion

This study was conducted to answer questions regarding the influence of digital literacy-based assignments on the mastery of Islamic education material on tolerance and the learning habits of eighth-grade students at SMPN 08 Lebong. Digital literacy is considered an increasingly important factor in education because it connects students with extensive learning resources relevant to 21st-century needs (Gilster, 1997). Theoretically, digital literacy is seen as capable of supporting academic achievement while forming positive independent learning habits (Yuniarto & Yudha, 2021). However, the literature also indicates challenges such as digital distraction and a lack of internalizing values in technology-based learning processes (Prensky, 2010). Therefore, this study is relevant to explore the simultaneous influence of digital literacy on both aspects in the context of Islamic education learning.

The study's main results indicate that digital literacy-based assignments simultaneously significantly affect students' mastery of Islamic education material and study habits, with a Wilks' Lambda value of 0.521 and a significance level of 0.000. Specifically, 42.8% of the variation in Islamic education material mastery can be explained by digital literacy assignments, while their contribution to study habits is 13.2%. Positive regression coefficients for both variables indicate that the higher the implementation of digital literacy-based assignments, the better the students' mastery of Islamic education material and study habits. This finding is interesting because it shows that although the contribution of digital literacy to study habits is relatively small, its influence on cognitive aspects is quite strong. There are no multicollinearity problems in the model used so that these results can be interpreted with high confidence as a valid relationship between variables.

Compared with previous studies, the results of this study reinforce the findings of Elfarisyah et al. (2024), who stated that using digital technology effectively improves students' understanding of Islamic education material. Similar findings were also obtained by Sholeh & Efendi (2023), who emphasized that technology integration in Islamic education supports improved critical thinking and mastery of Islamic concepts. The results of this study also align with the study (Naimah et al., 2024), which showed that digital literacy contributes to independent learning skills. However, this study adds a new dimension in the form of a simultaneous influence on students' study habits. However, this study shows a lower proportion of influence on study habits, supporting the opinion (Sembiring et al., 2024) regarding the limitations of technology in shaping learning behavior without supporting other factors.

Furthermore, this study confirms the findings of Akbar (2023), who revealed that digital media helps teachers shape students' learning habits. However, the quality of assignment design greatly influences its success. Juhaeni et al. (2024) emphasize the importance of a project-based approach to strengthening Islamic education understanding through digital media, in line with the results of this study, which indicate the need for additional strategies to maximize digital literacy for learning habits. Ulya (2024) also reported positive results from the use of quiz-based digital media in improving student learning outcomes, which supports the findings of this study regarding the direct impact of digital literacy on mastery of Islamic education material (Chen et al., 2024). Thus, this study strengthens previous literature but also indicates the need for more diverse pedagogical strategies to strengthen the impact on aspects of learning habits.

The dominant influence of digital literacy on material mastery can be explained by the characteristics of digital assignments, which tend to focus on strengthening understanding of multimedia-based content (Ayu et al., 2024). Digital content facilitates students' access to relevant and contextual information, thus directly supporting their cognitive achievement (Almulla, 2023). Meanwhile, the lower influence on learning habits indicates that learning habits involve other internal factors such as motivation, time management, and the learning environment (Iqbal et al., 2022). In this context, habitus theory suggests that learning habits are influenced by learning instruments and the social structures and values that shape students' dispositions (Fandos-Herrera et al., 2023). Therefore, the success of digital literacy in influencing learning habits depends heavily on intervention designs that address these psychosocial dimensions.

These findings should also be interpreted cautiously, as digital literacy is not the sole determinant of student learning habits. Research indicates that digital literacy explains only a small portion of the variation in learning habits, necessitating a combination with other pedagogical strategies, such as character education (Pakpahan & Habibah, 2021). Assignment designs that emphasize completing tasks, time management, and self-evaluation are expected to enhance the influence of digital literacy on learning habits (Clear, 2018). Furthermore, teachers play a crucial role in ensuring that digital literacy is not merely a tool for delivering material but also a medium for internalizing Islamic values in the learning process (Ahmadi & Saad,

2024). Therefore, digital literacy should be understood as a component of the broader educational ecosystem and not a single solution to all pedagogical challenges.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

An important implication of these findings is the need to integrate digital literacy into Islamic education learning strategies oriented towards strengthening values and character. Digital literacy has been shown to support material mastery and has a relevant, albeit limited, influence on learning habits, making it a relevant alternative strategy for digital-era learning. These findings contribute to developing a more comprehensive and contextual curriculum, particularly in secondary schools in rural areas such as SMPN 08 Lebong. The effective use of digital literacy must be directed towards pursuing cognitive targets and considering students' affective and psychomotor aspects (Badri & Malik, 2024). Thus, this research provides an empirical basis for teachers and educational policymakers to design more comprehensive and meaningful technology-based learning.

2. Research Contribution

This research provides an empirical contribution to understanding how digital literacy can be strategically integrated into Islamic education. Digital literacy-based assignments have proven to be an effective medium for supporting Islamic education mastery and as a first step in encouraging students to develop learning habits. These results serve as a basis for schools, teachers, and policymakers to design digital literacy policies that emphasize material mastery and the development of good learning character. Digital literacy must be accompanied by strengthening ethical and moral values so that it can be optimally utilized to support the goals of holistic Islamic education. Going forward, strengthening digital literacy in education is expected to produce a generation that is not only technologically proficient but also possesses strong moral integrity and is adaptive to the challenges of the digital era.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research is recommended to expand the sample size to various schools and regional contexts and to integrate additional variables that may influence study habits. Future research should also explore more holistic intervention strategies, such as combining digital literacy with Islamic character education to strengthen its impact on developing consistent study behaviors.

F. CONCLUSION

This study aims to simultaneously analyze the influence of digital literacy assignments on the mastery of Islamic education material on the theme of tolerance and the learning habits of eighth-grade students at SMPN 08 Lebong, as an effort to find learning solutions relevant to the digital era's needs. The results show that digital literacy-based assignments significantly affect both variables, with a greater influence on Islamic education material mastery (42.8%) than on students' learning habits (13.2%). Simultaneously, digital literacy-based assignments not only strengthen students' cognitive understanding but also begin to form better learning habits. These findings have important implications for developing technology-based curriculum and pedagogical strategies, particularly in Islamic education, which wants to remain relevant to current developments. The results of this study also emphasize that digital literacy should be seen as an important element in supporting active, innovative, and meaningful learning. The limitations of this study lie in its focus on assessing the relationship between digital literacy, material mastery, and study habits, without considering other factors such as the role of the family environment, students' social characteristics, and the readiness of the

school's digital infrastructure. Furthermore, this study was conducted in only one school with a specific local context, so generalizing the results to a broader population requires caution.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. TH: Conceptualization, Methodology, and Writing - Original Draft: KS: Conceptualization. AL: Conceptualization. MT: Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest financial, professional, or personal that could have influenced the results or interpretation of this research."

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