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THE ROLE OF ISLAMIC DIGITAL COMMUNICATION IN ENHANCING POLITICAL LITERACY AMONG UNIVERSITY STUDENTS IN THE SOCIAL MEDIA ERA

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Abstract :

The development of social media has transformed students' communication patterns and access to political information, creating opportunities to strengthen political literacy through digital platforms. This study aims to examine the role of Islamic digital communication in enhancing political literacy among university students. The research employed a descriptive qualitative approach supported by simple quantitative data. Data were collected through observations of 31 students' classroom participation, interest in political issues, understanding of political materials, and engagement with political information on social media. The findings revealed that students were more actively engaged in digital communication than classroom discussions. Approximately 75% of students demonstrated an ability to comprehend political materials, while 25% experienced difficulties. Students showed interest in political developments through news consumption and online comments, although their participation was not fully reflected in academic discussions. Islamic digital communication provides an ethical framework through tabayyun, shiddiq, amanah, qaulan sadidan, and qaulan layyinan. These principles encourage information verification, honesty, responsibility, respectful expression, and tolerance. Therefore, integrating Islamic communication values with social media-based learning may support students' critical, ethical, and responsible political literacy.

Keywords : *Islamic digital communication; political literacy; university students; social media; Islamic communication ethics*

INTRODUCTION

The development of information and communication technology has brought about major changes in people's lives, particularly regarding communication patterns, the dissemination of information, and public participation. Jamil notes that social media platforms such as Instagram, TikTok, Facebook, YouTube, and X have evolved beyond mere tools for entertainment and social interaction; they have also become spaces for discussion, the exchange of ideas, and the dissemination of political information.(Jamil, Rangga, Rendra, & Ahmad, 2025). In the context of student life, social media holds a strategic position as an easily accessible source of information regarding various social, political, economic, and cultural developments. This suggests that students' political literacy is no longer shaped solely through formal classroom instruction, but also through their experiences in accessing, reading, comprehending, and responding to information within the digital sphere.

This aligns with the view of Cahyono, who notes that recent political phenomena demonstrate that the dynamics of relationships between political groups are subject to change. (Cahyono, Khamami, & Teguh, 2024). Parties that were previously at odds may forge collaborations, while those that were once aligned may find their interests diverging. Such shifts often become topics of discussion on social media, eliciting a wide range of public responses. This situation necessitates that university students possess political literacy enabling them to go beyond merely following the flow of information; they must be able to grasp the underlying context, identify specific interests, distinguish between facts and opinions, and evaluate political information objectively.

Yuniarto explains that university students, as an intellectual group, bear a social responsibility to participate in democratic life. (Yuniarto, Ismiati, & Putri, 2025). Such participation is not always manifested through direct involvement in political activities; it can also be expressed through the ability to understand public policy, keep track of governmental developments, voice opinions, and exercise social oversight in a responsible manner. Mahardika explains that political communication relates to the process of conveying political information, exchanging messages, and shaping public understanding regarding various political issues. (Mahardika et al., 2025). Thus, the ability to understand political communication serves as a crucial element in shaping the civic consciousness of university students.

Preliminary observations of 31 students revealed a disparity in communication behavior between classroom learning activities and their engagement in the digital realm. During lectures, most students tend to be passive, rarely asking questions about the material presented by the lecturer. In fact, some students only show the confidence to ask questions when encouraged or directly prompted by the lecturer (Rohman, 2026). Conversely, they demonstrate a much greater interest in online activities, particularly when encountering information that has captured public attention.

The observations further indicate that approximately 75% of the students are able to grasp the political material presented, while the remaining 25% struggle to understand it. Initial observations suggest that those who struggle often have limited engagement with the flow of information on social media. Nevertheless, these findings require further assessment to determine the specific factors contributing to these differences in comprehension.

On the other hand, students exhibit a desire for change and a concern for socio-political developments. This is evident when political news of public interest emerges; students tend to follow the unfolding story, read the responses of other users, and even contribute their own comments on the issues being discussed. Kairine notes that this phenomenon demonstrates that students do, in fact, possess an interest in political matters though this interest has not yet fully translated into the confidence to express their opinions within academic forums. (Khairina, 2026).

This situation becomes particularly interesting when viewed through the lens of the concept of Islamic digital communication. Islamic digital

communication refers to the process of conveying, exchanging, and receiving information via digital media, grounded in the values of Islamic teachings such as honesty,responsibility, intelligence in processing information, the effective communication of messages, and the principle of verification of information. In Surah Al-Hujurat, verse 6, the Quran establishes an essential foundation regarding the obligation to verify information before believing or disseminating it. This principle is highly relevant to the lives of university students, who encounter a wide array of political information on social media every day.

Nurjanah notes that Islamic digital communication is not merely focused on the technical ability to use technology; rather, it places a strong emphasis on the ethics of receiving, processing, and conveying information. (Nurjanah, 2024). Students need to be aware that the freedom to express opinions on social media must be accompanied by moral responsibility. Criticism of public policy, differences in political views, and discussions regarding leadership should be grounded in rational argumentation free from slander, the dissemination of false information, or the disparagement of others.

Given this context, this research is essential for examining the role of Islamic digital communication in enhancing political literacy among students in the age of social media. Specifically, this study aims to identify how students access political information, assess their level of understanding regarding political subject matter, and analyze the significance of Islamic communication values in fostering a critical, responsible, and respectful attitude when participating in digital political discourse.

RESEARCH METHOD

This study employs a qualitative descriptive approach, supplemented by simple quantitative data. This approach was chosen because the research seeks to describe phenomena related to digital communication, students' behavior in accessing political information, and their level of understanding of political content, based on conditions observed in the field. Quantitative data are used to provide a percentage-based overview of students' capacity to absorb political content, while qualitative data are used to explain students' behaviors, tendencies, and experiences in interacting with political information on social media. (Djiwandono & Yulianto, 2023).

The research subjects consisted of 31 students. The selection of subjects was based on the group of students being observed during learning activities. Research data were gathered through observations of student activities during lectures, as well as by examining their tendencies to follow political developments via social media. Hanif stated that the observations focused on several aspects: the students' active participation in asking questions, their interest in political issues, their ability to comprehend political subject matter, and their inclination to respond to political news circulating in the digital space. (Hanif & Salsabillah, 2024).

Data analysis was conducted in three stages. First, data reduction, which involves selecting information obtained from observations based on the research

focus. Second, data presentation, which entails organizing the observational findings into descriptive accounts and simple percentages. Third, drawing conclusions, which involves interpreting the research findings by relating them to the concepts of Islamic digital communication and students' political literacy. The percentage representing students' ability to absorb political material was analyzed using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

- P = Percentage.
- F = Number of students based on the observed category.
- N = Total number of students.

This study is descriptive in nature; therefore, its results are intended to describe the conditions of the observed group of students, rather than to generalize findings to the entire student population. Furthermore, the 75% figure is an initial observation that requires further substantiation through more structured instruments for measuring political understanding.

FINDINGS AND DISCUSSION

3.1. Overview of Students' Communication Behavior in the Digital Era

Based on observations of 31 students, differences were identified in communication patterns between classroom learning activities and interactions on social media. During classroom learning, students tended to be passive, particularly when given opportunities to ask questions or express their opinions. Some students lacked the initiative to ask questions independently, requiring lecturers to encourage their participation in discussions. This condition indicates that students' communication participation in formal academic settings still needs to be improved, particularly in developing their confidence to express ideas, present arguments, and respond to others' opinions.

This phenomenon can be appropriately associated with Paulo Freire's perspective, which emphasizes the importance of dialogic education, namely a learning process that positions students as active subjects in constructing knowledge through dialogue, reflection, and the exchange of ideas (Aulia et al., 2025). From this perspective, learning should not merely position students as passive recipients of information; rather, it should provide space for them to develop critical thinking and express their own viewpoints independently. Consequently, a tendency for students to remain passive during instruction may indicate that dialogic engagement has not yet fully developed though this does not necessarily imply an overall lack of communication ability.

This situation suggests that a student's communication skills are not always reflected by their level of activity in formal academic settings. Students who tend to remain quiet in class are not necessarily indifferent to social issues. In fact, when encountering compelling information on social media, they often demonstrate a more active response engaging by reading, following news developments, and offering comments. This discrepancy indicates that the

characteristics of a communication environment such as flexibility, comfort, ease of access to information, and the opportunity to respond without the need for direct, face-to-face interaction can significantly influence a student's propensity to participate.

This phenomenon points to a shift in the spaces where students communicate: moving from conventional academic environments toward digital spaces. As Rantono notes, the evolution of communication technology has fostered interactive networks that enable individuals to participate in the dissemination of information and the shaping of public discourse.(Rantona, Solihin, & Abdullah, 2024). He explains that digital communication provides a space for individuals to convey messages independently and engage in the dynamics of social and political communication. This perspective is relevant to the behavior of university students, who are often more active in accessing and responding to information via social media than in expressing their opinions during face-to-face learning forums. Consequently, social media can serve as an alternative space for students to develop their communication participation and express their views on various social and political issues.

However, the fact that students are active in posting comments does not automatically indicate that they possess a high level of political literacy. Romondor explains that political literacy is not merely about mastering political knowledge; it also encompasses the skills and attitudes that enable an individual to understand political issues and participate effectively in public life.(Rumondor, Djakariah, Akbar, & Akbar, 2026). explain that political literacy encompasses not only political knowledge but also the skills and attitudes necessary to understand political issues and participate effectively in public life. Accordingly, the ability to express opinions should be accompanied by the ability to understand the substance of issues, verify information, recognize competing interests, and formulate fact-based arguments. Therefore, effective digital communication should not merely encourage student participation but should also foster critical thinking and responsible engagement with political information.

3.2. Students' Level of Understanding of Political Issues

The observation results indicate that approximately 75% of students were able to comprehend the political material presented, while approximately 25% experienced difficulties in understanding the material. These findings suggest that most students have developed an initial capacity to understand political issues, although a proportion of students still require further support in developing their political literacy. The differences in comprehension levels indicate that students' abilities to receive and process political information are not yet evenly distributed (Heryanto, 2019). argues that political literacy is an essential component of civic education, encompassing the knowledge, skills, and values required to understand political life and participate actively in society. Political understanding is not limited to recognizing political terminology, institutions, or actors; it also involves the ability to understand public issues, evaluate different perspectives, and formulate rational positions. Based on this

perspective, students who are able to comprehend political material may not necessarily possess comprehensive political literacy if their understanding is not accompanied by the ability to analyze issues and relate them to social realities.

The proportion of students who were able to comprehend political material (75%) indicates positive potential for developing political literacy through learning activities. However, the proportion of students who still experienced difficulties (25%) also deserves attention, particularly in designing more effective instructional communication strategies. Political material should be presented using accessible language, examples relevant to students' daily lives, and dialogic approaches that provide opportunities to ask questions, participate in discussions, and express opinions. This approach is consistent with Freire's perspective, which emphasizes dialogue as an essential element in developing critical consciousness and understanding social realities (Norvaizi & Anggita, 2025).

In the context of digital communication, social media can be utilized as a supporting medium to enhance students' understanding of political issues. Political information presented through short articles, educational videos, infographics, digital discussions, and interactive content may help students understand political issues in a more contextualized manner. Nevertheless, the use of social media should be accompanied by strengthened information-verification skills and source evaluation to ensure that students do not merely consume information but are also able to process it critically. Accordingly, the development of digital communication aimed at improving political literacy should integrate knowledge, communication skills, critical thinking, and responsible participation in digital environments.

Table 1. Students' Understanding of Political Material

No.	Kategori	Persentase
1	Students who were able to comprehend political material	75%
2	Students who experienced difficulties in understanding political material	25%
	Total	**100%**

Source: Preliminary observations of 31 students, processed by the researcher.

The percentages are based on preliminary observation data regarding students' understanding of political material. These percentages indicate that students have the potential to develop their political understanding through various information sources. Social media can serve as an informal learning platform because it provides information about government policies, the dynamics of state institutions, relationships among political groups, and various emerging social issues.

Meanwhile, students who still have limited understanding of political material highlight the importance of equitable access to information and strengthening digital literacy skills. Based on preliminary observations, students who are less actively engaged with information on social media tend to have

limited access to emerging political information. However, low levels of social media activity cannot be directly regarded as the cause of limited political understanding, as this ability is also influenced by educational background, reading interest, personal experience, and the quality of information sources.

Therefore, the use of social media in political learning needs to be directed toward more structured activities. Lecturers can utilize current news, educational videos, public policy infographics, and digital discussions as learning resources. These strategies are expected to bridge students' interest in the digital world with the need to develop academic knowledge.

3.3. Social Media as a Space for Developing Students' Political Literacy

Social media has become one of the public communication spaces through which students can access political information rapidly. When news emerges regarding policy changes, political relations, or competing interests among political groups, students tend to follow developments and respond to the information.

Political dynamics, such as former political opponents subsequently establishing cooperation or previously allied parties developing different positions, represent examples of developments that can be examined. Students can use such phenomena to understand that politics is a dynamic process influenced by interests, negotiation, communication, and changing circumstances.

In this context, social media plays at least three roles in developing students' political literacy. First, it serves as a source of political information. Students can obtain information about political events, public policies, and government institutions through various digital platforms. The diversity of information sources enables students to compare perspectives before forming their understanding. Second, social media provides a space for discussion and the exchange of ideas. Comment sections, discussion forums, and live-streaming features allow students to express their opinions and respond to others' perspectives. These activities can serve as opportunities to practice political communication when supported by sound reasoning and appropriate arguments.

Third, social media serves as a platform for social participation. Students can express criticism, provide input, and demonstrate their concern for public issues through digital platforms. Such participation constitutes a form of civic engagement, provided that it is conducted responsibly.

Nevertheless, social media also presents challenges, including unverified information, information manipulation, hate speech, and the tendency to accept information that aligns with personal beliefs. Therefore, students should not merely become active social media users but should also develop into critical and selective users of digital information.

3.4. The Role of Islamic Digital Communication in Enhancing Political Literacy

Islamic digital communication plays an important role in improving the

quality of students' political literacy. This concept integrates communication skills mediated by digital technology with Islamic ethical values. In political contexts, these values can serve as guidelines for students when receiving, understanding, and disseminating information.

Several principles of Islamic digital communication are relevant to the development of political literacy.

1. The Principle of Tabayyun in Receiving Information

Tabayyun refers to the process of verifying and clarifying information before accepting or disseminating it. This principle is emphasized in Surah Al-Hujurat, verse 6. In the context of social media, students need to examine news sources, publication dates, event contexts, and the accuracy of information in relation to factual evidence.

For example, when students encounter news concerning changes in a political figure's position or disagreements among political groups, they should not immediately draw conclusions based solely on headlines or video clips. Instead, they should seek corroborating information from credible and accountable sources.

2. The Principle of Shiddiq (Honesty) in Expressing Opinions

Honesty constitutes the foundation of healthy communication. Students should express their opinions based on accurate information and avoid manipulating facts to support particular political views. Criticism of public policies should be grounded in arguments and evidence rather than prejudice or unverified information.

3. The Principle of Amanah (Trustworthiness) and Digital Responsibility

Every piece of information disseminated through social media may have consequences for others. Therefore, students should recognize that sharing news, posting comments, and disseminating opinions are forms of communication that require responsibility. Students should avoid spreading slander, provocation, and information that may potentially trigger social conflict.

4. The Principle of Qaulan Sadidan in Expressing Criticism

Surah Al-Ahzab, verse 70, emphasizes the importance of speaking truthfully. This principle is relevant to students' political communication activities. Students retain the freedom to express criticism and differing opinions; however, they should communicate in a polite, clear, and respectful manner without demeaning others.

5. The Principle of Qaulan Layyinan in Responding to Political Differences

Differences in political views are an integral part of democratic life. In digital communication, students frequently encounter comments that contradict their personal opinions. The principle of *qaulan layyinan* emphasizes the importance of gentle and non-aggressive communication. Accordingly, differences in political choices, perspectives, and assessments should not escalate into hostility.

These principles demonstrate that Islamic digital communication is not merely the use of social media to disseminate religious messages but also the application of Islamic values to all digital communication activities, including

discussions of political issues.

3.5. Developing Critical and Participatory Students through Islamic Digital Communication

The observation results indicate that students demonstrate an interest in socio-political developments. This is reflected in their tendency to follow political news and comment on emerging issues. Such interest represents an initial foundation for developing students' political awareness.

However, a gap remains between digital participation and students' willingness to communicate in formal learning environments. Students who actively post comments on social media may not necessarily have the confidence to ask questions or present arguments directly in the classroom. Therefore, learning strategies are needed to connect these two communication spaces.

Lecturers can develop a current-issues-based learning model by utilizing political news that is receiving public attention. Students can be assigned to read news articles, identify issues, compare information sources, and subsequently present their analytical findings through classroom discussions.

These strategies can be implemented through the following activities:

No.	Strategy	Activity	Competency Developed
1	Digital news literacy	Reading and comparing political news articles	Information comprehension skills
2	Digital tabayyun	Verifying the accuracy of political information	Critical thinking and verification skills
3	Current-issue discussions	Discussing political developments in the classroom	Confidence in expressing opinions
4	Digital comment ethics	Formulating respectful political responses	Responsible communication
5	Public policy analysis	Examining the impact of policies on society	Political awareness and civic engagement

Through this strategy, social media transcends its role as a mere space for consuming information; it can also be utilized as a learning resource that bridges academic knowledge with social reality. Students are encouraged to go beyond simply following political developments—they are guided to understand complex issues and articulate their perspectives based on credible, accountable information.

Consequently, the role of Islamic digital communication in enhancing political literacy can be understood through two primary dimensions: the dimension of knowledge and the dimension of ethics. The knowledge dimension pertains to the capacity to comprehend political information, while the ethical

dimension concerns the responsibility involved in receiving and disseminating such information. Both must function in tandem to ensure that student participation in the digital sphere is not only active but also of high quality.

3.6. Synthesis of Observational Findings and the Strengthening of Political Literacy through Islamic Digital CommunicationBased on the overall observations, there are three key findings. First, students show a greater inclination toward interacting via social media rather than asking questions directly during the learning process. This suggests an opportunity to develop political education that aligns more closely with students' digital communication habits. This finding is consistent with Estriana's concept of "mass self-communication"a form of digital communication that enables individuals to independently produce, disseminate, and respond to information through communication networks.(Estriana et al., 2025). Social media provides a more flexible communication space, allowing students to express their views, participate in discussions, and engage in the exchange of information without being entirely dependent on face-to-face interaction.

Second, preliminary observations indicate that approximately 75% of students are able to grasp political subject matter. While this suggests potential for the development of political literacy, further efforts are still required to improve the understanding of those students who have not yet adequately mastered the material. According to Taufika, political literacy relates to an individual's ability to understand political issues, recognize their rights and obligations as citizens, and develop the capacity to participate in public life. (Taufika & Suryadi, 2025). Meanwhile, Sari emphasizes that political information literacy encompasses the ability to understand, analyze, evaluate, and critically assess political information, enabling individuals to make sound decisions and participate based on reliable, accountable information.(Sari et al., 2025). Consequently, the level of understanding already established among students needs to be further developed through an approach to learning that focuses not merely on the mastery of subject matter, but also on the cultivation of analytical and evaluative skills.

Third, students demonstrate an interest in political dynamics by following news and offering commentary. However, such participation requires guidance rooted in the principles of Islamic digital communication, enabling students to distinguish between facts and opinions, practice verification, and respect differences of opinion. From an Islamic perspective, the principle of as articulated in Surah Al-Hujurat, verse 6 underscores the importance of verifying the accuracy of information before accepting or disseminating it. This principle is highly relevant in the context of social media, where political information spreads rapidly, yet not all of it originates from reliable sources or possesses a verifiable level of truth. Therefore, the values of, honesty, responsibility, and ethical discourse should serve as the foundation for shaping students' political communication behavior within the digital sphere.

These findings reinforce the view that political literacy in the age of social media cannot be adequately fostered through conventional methods of

instruction. Kellner and Share argue that critical media literacy entails more than just the ability to access media; it also encompasses the capacity to analyze the complex relationships between information, media, audiences, and power.(Rohmah & Irawan, 2026). This perspective suggests that students need the ability to examine the interests underlying political information, identify biases in reporting, and evaluate messages received through digital media. Consequently, the use of social media in political education should be directed toward activities that foster critical reflection, rather than merely increasing the intensity of interactions or the volume of comments.

In the context of Islamic digital communication, the strengthening of political literacy can be achieved by integrating academic learning, the use of digital media, and the internalization of Islamic values within communication practices. Students should be encouraged to access information from credible sources, verify content before sharing it, express opinions using polite language, and respect differing political viewpoints. This approach is intended to cultivate a form of digital participation that is not only active but also critical, ethical, responsible, and oriented toward the public good.

Nevertheless, as this study relies on preliminary observational datawithout a pre and post intervention assessment the role of Islamic digital communication here is best understood as a potential framework for enhancing political literacy, rather than as an experimentally proven causal relationship. Therefore, these findings can serve as a foundation for future research that empirically tests the effectiveness of Islamic digital communication in improving political knowledge, information evaluation skills, political tolerance, and student participation, utilizing quantitative or mixed-methods approaches.

CONCLUSION

Islamic digital communication plays a strategic role in supporting the development of political literacy among university students in the social media era. Observations of 31 students revealed that approximately 75% were able to comprehend political learning materials, while the remaining 25% required further support to strengthen their understanding. Students also demonstrated an interest in political developments by following news updates and posting comments on social media. This condition indicates the potential for political awareness and participation, although such engagement has not yet been fully reflected in their academic communication and classroom interactions.

Islamic digital communication can serve as a foundation for developing students who are not only actively engaged in following political developments but also capable of thinking critically, acting responsibly, and expressing their opinions respectfully. The application of Islamic communication principles, including *tabayyun* (verification of information), *shiddiq* (honesty), *amanah* (trustworthiness), *qaulan sadidan* (truthful speech), and *qaulan layyinan* (gentle speech), can help students navigate the challenges of digital information, particularly when addressing differences of opinion and political dynamics. Therefore, the use of social media needs to be integrated into academic learning

through discussions of current issues, news verification, public policy analysis, and the cultivation of ethical digital communication practices. Consequently, students are expected to become intellectually capable individuals with strong political literacy, social awareness, and moral responsibility grounded in Islamic values.

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