



The Development of Digital Literacy among Primary School Students in a Religious Cultural Environment

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Keywords:	Abstract
Digital literacy; Primary School Students; Religious Culture	<i>The development of digital technology has brought significant changes to the field of education, including at the primary school level. The use of gadgets and digital media among primary school students has continued to increase, both as a means of entertainment and as a learning resource. However, the development of students' digital literacy is also influenced by the social and cultural environment in which they grow and develop. This study aims to analyse the development of digital literacy among primary school students within a religious cultural environment and to examine the influence of the religious environment on students' use of gadgets and digital media. This research employed a qualitative approach with a case study design conducted at SDN 1 Cimarel, West Bandung Regency. Data were collected through observation, interviews, and documentation involving students, teachers, and parents. The findings indicate that students' digital literacy has begun to develop through the use of digital media for entertainment and simple learning activities, such as searching for school assignments through YouTube and Google. However, students' use of digital media remains under parental supervision and is influenced by strong religious values in their daily lives. Qur'anic learning activities, parental supervision, and religious values shape more controlled patterns of gadget use among primary school students. This study demonstrates that a religious environment does not hinder the development of students' digital literacy; rather, it contributes to shaping more disciplined and responsible digital media usage behaviours among primary school students.</i>

INTRODUCTION

Background of the Study

The development of digital technology has brought significant changes to the field of education, including at the primary school level. The use of the internet, gadgets, and digital media has become increasingly integrated into students' lives, both in learning activities and daily life. Digital technology is no longer used solely as a means of entertainment, but is also utilised as a learning medium, source of information, and educational communication tool. The presence of digital media helps students gain broader access to knowledge and supports more interactive and flexible



learning processes (Nasrulhak, 2024). This condition indicates that digital literacy has become an essential competence that primary school students need to possess in facing technological developments in the digital era (Sari, 2021).

Digital literacy is not merely understood as the ability to operate technological devices, but also as the ability to understand, evaluate, and utilise digital information wisely and responsibly (Arifina, 2022). Paul Gilster (1997) explains that digital literacy is the ability to understand and use information from various digital sources effectively and critically. In the context of primary education, digital literacy is important because students are introduced to digital media from an early age through mobile phones, the internet, social media, and various digital applications. The increasing use of gadgets among primary school children presents both opportunities and challenges in education. Digital media can assist students in accessing learning information more easily, enhancing creativity, and supporting more engaging learning processes (Detik, 2024). However, uncontrolled gadget use may also affect students' learning behaviour, discipline, and patterns of social interaction. Therefore, families, schools, and communities play an important role in shaping children's digital behaviour.

One factor influencing the development of students' digital literacy is the cultural environment in which children grow and develop (Ritonga, 2020). A religious cultural environment influences the formation of students' character, habits, and behaviour in everyday life. Religious values implemented within families and schools may affect the way students use gadgets and digital media. In the context of primary education, religious culture is not only associated with religious activities, but also with the development of ethics, discipline, and supervision of children's digital media use.

This phenomenon can also be observed at SDN 1 Cimarel, West Bandung Regency. The community environment in this area still possesses a strong religious culture in students' daily lives. Children not only attend formal schooling but also actively participate in Qur'anic learning and religious education activities within the community. On the other hand, the use of gadgets and digital media has gradually become part of students' daily activities, both for learning and entertainment purposes. However, the geographical condition of the mountainous area causes internet access and digital media use among students to remain relatively limited compared to urban areas.

The Problem of The Study

The main issue addressed in this study concerns the development of digital literacy among primary school students within a religious cultural environment. The increasing use of gadgets and digital media among students has brought changes to learning patterns, technology-use behaviour, and the ways students access information. On the other hand, religious environments possess particular values and practices that influence children's use of digital media. Based on these conditions, this study seeks to examine how digital literacy develops among primary school students, how religious cultural environments influence students' use of gadgets and digital media, and how students' digital behaviour develops in their daily lives.

Research's State of the Art

Research conducted by Burhanudin Jauhari, M Yunan Hidayat, and Sukari Sukari revealed that cultural literacy, digital literacy, and religious awareness influence students' religious moderation (Jauhari et al., 2024). The study demonstrated that the development of digital technology among students cannot be separated from cultural and religious values within the educational environment. Furthermore, research conducted by Rahmat, Muhajir, and Andi Puspitasari showed that digital literacy can serve as a means of developing Islamic character among primary school students through the cultivation of digital ethics based on religious values such as responsibility, politeness, and honesty (Rahmat et al., 2025). Another study conducted by Moh. Alawi Al Hadad and Mulyawan Safwandy Nugraha also explained that digital literacy-based learning in Islamic Religious Education can make learning processes more contextual and relevant to students' lives (Al Hadad & Nugraha, 2026).

Research on digital literacy in primary education was also conducted by Rustiyana (2025), which demonstrated that the integration of digital literacy into learning can contribute to the development of character, digital ethics, and independent learning among primary school students. Meanwhile, research conducted by Sholeh Hasan, Suwandi Suwandi, and Habibar Rahmawardani indicated that the implementation of digital literacy in Islamic Religious Education learning positively affected students' critical thinking skills, although uncontrolled use of digital media could create distractions in the learning process (Hasan et al., 2024). In addition, research concerning the strengthening of students' character through digital literacy-based learning media revealed that digital media can help foster religious character, discipline, and tolerance among primary school students (Andini Suparmun et al., 2024). Another study conducted by Asep Khaerul Faizin and colleagues also demonstrated that education in the digital era must maintain a balance between technological mastery and character development through value-based school culture and teachers' role modelling (Faizin et al., 2025).

Novelty, Research Gap, & Objective

The novelty of this study lies in its focus on the development of digital literacy among primary school students within a religious cultural environment. Unlike previous studies, which have largely focused on the implementation of technology in formal learning or the influence of digital media on students' academic achievement, this study specifically examines the everyday digital media usage behaviour of primary school students as influenced by their religious environment. The research gap addressed in this study concerns the limited number of studies examining the development of digital literacy among primary school students within religious cultural environments, particularly those investigating how religious environments influence students' patterns of gadget and digital media use. Most previous studies have focused primarily on technology-based formal learning contexts, whereas students' digital behaviour in everyday life within religious environments remains relatively underexplored.

Based on these conditions, this study aims to analyse the development of digital literacy among primary school students within a religious cultural environment, examine the influence of religious environments on students' use of gadgets and

digital media, and identify the development of students' digital behaviour in their everyday lives.

METHOD

Type and Design

This study employed a qualitative approach with a case study design. A qualitative approach was chosen because this research aims to gain an in-depth understanding of the development of digital literacy among primary school students within a religious cultural environment. This approach enables researchers to obtain a more contextual understanding of students' digital media usage behaviour, daily habits, and the influence of religious environments on the development of children's digital literacy in everyday life (Creswell & Creswell, 2018). A case study design was employed because the research focused on a particular location, namely SDN 1 Cimarel, West Bandung Regency. Through a case study design, researchers were able to examine the phenomenon of students' digital literacy development more comprehensively in accordance with the social and cultural conditions of the research setting (Yin, 2014).

The research was conducted at SDN 1 Cimarel, West Bandung Regency, which is located in a rural area with a strong religious culture. Students' lives in the area are still influenced by religious activities such as Qur'anic learning and religious education activities within the community. On the other hand, the use of gadgets and digital media has gradually become part of students' daily lives, both for entertainment and learning activities. The research subjects consisted of primary school students, teachers, and parents who were selected purposively based on their involvement in educational activities and students' digital media usage. Purposive sampling was employed in order to obtain in-depth data from informants who understood the research phenomenon (Sugiyono, 2022).

Data and Data Sources

The data in this study consisted of primary and secondary data. Primary data were obtained directly through observation, interviews, and documentation related to the development of digital literacy among primary school students within a religious cultural environment. Primary data were collected from students, teachers, and parents regarding gadget usage, students' digital media activities, parental supervision of digital media use, and students' religious habits in everyday life. Meanwhile, secondary data were obtained from various literature sources such as academic journals, books, articles, news reports, and documents related to digital literacy, primary education, religious culture, and children's use of digital media. Secondary data were used to strengthen the research analysis and support the interpretation of field data (Moleong, 2011).

Data Collection Technique

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly examine students' activities in using gadgets and digital media both within the school environment and in their

daily lives. Observations were also carried out to understand students' habits within a religious environment related to the development of their digital literacy.

In-depth interviews were conducted with teachers, students, and parents to obtain information regarding gadget usage, patterns of digital media use, parental supervision of gadget use, and the influence of religious environments on students' digital behaviour. Semi-structured interviews were employed in order to allow informants to share their experiences and perspectives more openly and comprehensively (Creswell & Creswell, 2018). In addition, documentation was conducted by collecting supporting documents such as field notes, school documents, and data related to learning activities and students' digital media use. Documentation was utilised to strengthen the data obtained from observations and interviews in order to gain a more comprehensive understanding of the research phenomenon (Moleong, 2011).

Data Analysis

The data analysis technique employed in this study was the interactive analysis model developed by Matthew B. Miles and A. Michael Huberman (2009), which includes data reduction, data presentation, and conclusion drawing. Data reduction was conducted by selecting and focusing on data relevant to the research objectives, particularly those related to the development of digital literacy among primary school students within a religious cultural environment. Furthermore, the reduced data were presented in descriptive narrative form in order to assist researchers in understanding relationships among the data and identifying patterns within the phenomenon being studied. The final stage involved drawing conclusions based on the interpretation of field data regarding students' digital literacy development, digital media use, and the influence of religious environments on primary school students' digital behaviour. To ensure data validity, this study employed source triangulation and technique triangulation by comparing the results of observations, interviews, and documentation so that the data obtained would be more valid and trustworthy (Sugiyono, 2022).

RESULTS AND DISCUSSIONS

The Development of Students' Digital Literacy within a Religious Cultural Environment

The findings of this study indicate that the development of digital literacy among students at SDN 1 Cimarel has progressed gradually and continues to be influenced by social environmental conditions and a strong religious culture. Based on the observations, most students are already familiar with the use of gadgets and digital media in their daily lives, although the intensity of use remains relatively limited compared to students in urban areas (Supriyadi, 2019). Some students use their parents' mobile phones to watch entertainment videos, play simple games, and search for information related to school assignments. In addition, the observations revealed that students' use of digital media is not continuous because religious activities remain an important part of children's everyday lives. After school, most students attend Qur'anic learning activities at local madrasahs or prayer rooms near their homes. Consequently, students generally use gadgets only after completing their

learning and religious activities. The regular religious activities undertaken by students demonstrate that family and community educational environments continue to play a strong role in shaping children's daily activity patterns.

Based on the observations and interviews, the development of students' digital literacy within a religious cultural environment can be seen in Table 1 below.

Table 1. Findings on the Development of Students' Digital Literacy within a Religious Cultural Environment

Findings Aspect	Observation and Interview Results	Interpretation
Gadget Usage	Students use their parents' mobile phones for YouTube, Google, and simple games	Students' digital literacy is beginning to develop at a basic level
Intensity of Use	Gadget use occurs only at certain times and remains limited by parents	The use of digital media remains under family supervision
Religious Activities	Students regularly participate in Qur'anic learning activities after school	Religious culture influences students' activity patterns and gadget usage
Utilisation of Digital Media	Digital media are used for entertainment and simple school assignments	Digital media are beginning to be utilised as learning resources
Parental Supervision	Parents limit gadget use so that it does not interfere with studying and Qur'anic learning	The family environment plays a role in shaping students' digital behaviour

Interviews with teachers indicated that the development of students' digital literacy became evident when children began using YouTube and the internet to assist with school assignments. "Nowadays, children have started searching for assignments through mobile phones, and sometimes they use YouTube to watch learning materials. However, their usage is still relatively simple, and not all children own personal mobile phones." (Ayi, Teacher, Interview, 2026)

Another teacher explained that the development of students' digital media use is still influenced by the simple and religious nature of the local community environment. "Children here are already familiar with gadgets, but their use is not completely unrestricted. Many parents still limit their children's usage because they are encouraged to focus more on studying and Qur'anic learning." (Ika, Teacher, Interview, 2026). Meanwhile, interviews with students showed that digital media have begun to be used both for entertainment and to support learning activities. "Usually, if there is homework, I search on Google or watch YouTube." (Ghita, Student, Interview, 2026). However, most students admitted that their gadget use remains under parental supervision and is only permitted at certain times. "At night we are allowed to use mobile phones, but not for too long. After Maghrib prayer, we are usually told to attend Qur'anic learning." (Sahdan, Student Interview, 2026)

These findings indicate that students' digital literacy at SDN 1 Cimarel has begun to develop through the use of digital media for entertainment and simple learning purposes. Nevertheless, students' digital literacy skills remain at a basic level

because digital media use has not yet been fully directed towards more in-depth learning activities (Harjono, 2018). This condition suggests that the development of digital literacy among primary school students still requires guidance from teachers and parents so that digital media are not only used as entertainment tools but can also support students' learning processes. Furthermore, the strong religious cultural environment has resulted in students' use of digital media being more controlled. Qur'anic learning activities, family rules, and daily religious practices indirectly shape students' discipline in using gadgets. In the context of primary education, this condition demonstrates that family environments and community culture play important roles in shaping students' digital behaviour from an early age.

According to Paul Gilster, digital literacy is not only related to the ability to use technology, but also to the ability to understand and utilise digital information effectively and responsibly. In the context of this study, students have begun to demonstrate basic abilities in using digital media to obtain learning information. However, the development of students' digital literacy skills still needs further direction so that students are able to use digital media more critically, wisely, and in ways that support their learning activities in everyday life.

The Use of Gadgets and Digital Media among Primary School Students

The findings of this study indicate that the use of gadgets and digital media among primary school students at SDN 1 Cimarel has become part of students' everyday lives, although its use remains relatively simple and limited. Based on the observations, most students do not yet own personal mobile phones and more frequently use gadgets belonging to their parents or other family members. Gadgets are generally used after school, in the evening, or when students have free time after completing Qur'anic learning activities (Nuryatno, 2011). Furthermore, the observations revealed that the digital media most frequently used by students are YouTube and simple mobile phone games. Some students use digital media to watch entertainment videos such as cartoons, gaming videos, and other children's entertainment content. Nevertheless, several students have also begun using the internet to search for simple information related to school assignments and learning materials. This condition indicates that digital media are beginning to be utilised not only as a means of entertainment, but also as simple learning resources for primary school students.

However, limited internet access in the mountainous area has caused students' use of digital media to remain relatively infrequent. Based on the observations, internet networks within the students' environment are not always stable, meaning that children only use digital media at certain times. In addition, limited ownership of personal gadgets means that students' digital media use still depends on facilities provided by their families. Interviews with parents indicated that children's gadget use remains under family supervision in order to ensure that it does not interfere with learning activities and religious practices. "They are allowed to use mobile phones, but only at certain times. Usually after studying or after Qur'anic learning activities." (Dadan, Parent, Interview, 2026)

In addition, some parents also limit the use of social media and games because they are concerned that these may affect children's behaviour and learning habits.

“We are worried that if they use mobile phones too often, they will become lazy in studying and forget their Qur’anic learning.” (Enip, Parent, Interview, 2026) Interviews with teachers revealed that gadget use among students brings both positive impacts and challenges within the learning process. “Using gadgets to search for learning materials is helpful, but sometimes children prefer watching entertainment videos rather than studying.” (Ika, Teacher, Interview, 2026) Another teacher also explained that students have started to become familiar with using the internet for learning purposes, although its use still requires guidance. “Children have started to learn how to search for materials on YouTube or Google, but they still need guidance so that they do not access inappropriate content carelessly.” (Ayi, Teacher, Interview, 2026) Meanwhile, interviews with students showed that digital media are used more frequently for entertainment than for learning purposes. “Most of the time I watch YouTube and play games.” (Intan, Student, Interview, 2026). Nevertheless, some students have also started using digital media to support learning activities. “Sometimes I watch learning videos if there is homework from school.” (Gita, Student, Interview, 2026)

These findings indicate that gadget use among primary school students at SDN 1 Cimarel remains at a basic stage and has not yet been fully oriented towards learning purposes. Digital media are still used more frequently as entertainment tools rather than as primary learning resources. However, students have begun to demonstrate initial abilities in using the internet to search for simple educational information. This condition suggests that students’ digital literacy is gradually developing alongside the increasing use of digital media in everyday life. In addition, students’ gadget use is influenced by family environments and community culture, which continue to supervise children’s use of digital media. Parents and teachers play important roles in controlling gadget use so that it does not interfere with students’ learning activities and character development. In the context of primary education, such supervision is important because primary school students are still at an early developmental stage in understanding how to use digital media wisely (Tanjung & Amelia, 2017).

According to Paul Gilster, digital literacy is not only related to technical abilities in using digital media, but also to the ability to understand, evaluate, and utilise information effectively. In the context of this study, students have already begun to recognise the use of digital media for obtaining simple information. However, students’ digital literacy skills still need to be further developed so that digital media use is not merely entertainment-oriented, but can also support learning processes and the development of primary school students’ knowledge.

The Influence of Religious Cultural Environments on Students’ Digital Behaviour

The findings of this study indicate that religious cultural environments influence the digital behaviour of primary school students at SDN 1 Cimarel. Community life, which continues to be shaped by religious values, has resulted in students’ use of gadgets and digital media taking place under the supervision of families and the surrounding social environment. Religious activities such as Qur’anic

learning, congregational prayers, and other religious practices remain important parts of students' daily lives, meaning that digital media use does not entirely dominate children's activities (Luthfiah, 2011).

Based on the observations, most students have regular religious activity schedules after school. Children generally attend Qur'anic learning activities at local madrasahs or prayer rooms near their homes before using gadgets in the evening. In addition, various religious activities organised within the school environment are still actively attended by students. This condition demonstrates that religious culture remains an important part of the social lives of primary school students at SDN 1 Cimarel.



Figure 1. Students' Religious Activities within the School Environment

Source: Researcher Documentation, 2026.

Figure 1 illustrates students participating in religious activities conducted within the school environment together with teachers and members of the surrounding community. The activity demonstrates that students' social environments are still strongly dominated by religious activities and direct social interaction rather than intensive digital media use. The collective religious activities also indicate the existence of social supervision and the formation of disciplined habits among students from an early age. Furthermore, the observations revealed that students' social interactions are still carried out more directly through playing with peers rather than through digital media. Children remain actively involved in community activities, Qur'anic learning, and direct interaction with their surrounding environment. This condition indicates that religious culture and community social life continue to exert a strong influence in shaping students' daily activity patterns. The observations also showed that parents continue to maintain considerable control over children's gadget use. In certain situations, parents limit the duration of mobile phone use so that students do not spend excessive time playing games or watching entertainment videos. Parents also appear to prioritise learning activities and Qur'anic learning over continuous digital media use.

Based on the observations and interviews, the influence of religious cultural environments on students' digital behaviour can be seen in Table 3 below.

Table 2. The Influence of Religious Cultural Environments on Students' Digital Behaviour

Findings Aspect	Observation and Interview Results	Interpretation
Religious Activities	Students regularly participate in Qur'anic learning and religious activities	Religious culture shapes students' habits and discipline
Parental Supervision	Parents limit gadget use at particular times	Digital media use remains under family control
Gadget Usage	Gadgets are used after learning and Qur'anic activities are completed	Religious activities influence patterns of digital media use
Social Interaction	Students remain active in playing and interacting directly with peers	Digital media have not replaced traditional social interaction
Social Values and Habits	The community environment continues to instil discipline and responsibility	Religious culture shapes more directed digital behaviour among students

Interviews with teachers indicated that the religious environment within the community influences how students use digital media in their everyday lives. "Because the environment here is still strongly religious, children are guided so that their mobile phone use does not become excessive." (Ayi, Teacher Interview, 2026). Another teacher also explained that religious activities help shape students' discipline in gadget use. "Children here usually stop using their mobile phones when it is time for Qur'anic learning. So there is still control from parents and the surrounding environment." (Rahmat, Teacher Interview, 2026). In addition, interviews with parents showed that children's gadget use is always associated with learning responsibilities and religious activities. "The important thing is that children should not neglect studying and Qur'anic learning because of mobile phones." (Jamilah, Parent Interview, 2026). Another parent also stated that digital media use needs to be limited so that children do not become overly dependent on gadgets.. "If children use mobile phones too often, we worry they will become lazy in studying and spend less time playing with friends." (Dadan, Parent Interview, 2026). Meanwhile, interviews with students revealed that they understand the existence of rules regarding gadget use in everyday life. "When it is time for Qur'anic learning, we usually put our mobile phones away first." (Gita, Student Interview, 2026). Other students also explained that parents frequently remind them not to use mobile phones for too long. "If we play on mobile phones for too long, we are usually told to study or attend Qur'anic learning first." (Sahdan, Student Interview, 2026).

These findings demonstrate that religious cultural environments influence the formation of primary school students' digital behaviour. Religious values implemented within families and communities shape more controlled patterns of digital media use among students. In this context, gadget use is not solely understood as a form of entertainment, but is also associated with learning responsibilities, discipline, and students' daily religious activities (Rachma, 2023). Furthermore, the persistence of strong religious culture ensures that direct social interaction among

students remains well maintained despite the growing use of digital media. Children continue to actively play with peers, participate in community activities, and engage in religious activities within their local environment. This condition indicates that the development of digital media has not entirely replaced traditional patterns of social interaction among primary school students at SDN 1 Cimarel.

According to Paul Gilster, digital literacy is not only related to the ability to use technology, but also to the ability to understand and utilise digital media wisely and responsibly. In the context of this study, religious cultural environments play a role in shaping more directed digital media usage behaviour among primary school students. Family supervision, religious habits, and social values within the community help students understand the limits of gadget use and foster more disciplined digital behaviour in everyday life.

Limitations, Implications, and Further Research Directions

This study has several limitations that should be acknowledged. First, the research was conducted in only one location, namely SDN 1 Cimarel, West Bandung Regency, meaning that the findings cannot yet represent the general condition of digital literacy development among primary school students in other regions with different social and cultural characteristics. Second, this study employed a qualitative approach with a limited number of informants; therefore, the findings focus more on providing an in-depth understanding of the phenomenon under investigation rather than on data generalisation. Third, this study primarily examined students' use of gadgets and digital media in their everyday lives and did not specifically discuss the effectiveness of digital media use within classroom learning processes (Yunitasari & Hanifah, 2020).

Nevertheless, this study provides important implications for the field of primary education, particularly regarding the development of students' digital literacy within religious cultural environments. The findings indicate that religious environments do not necessarily hinder the development of students' digital literacy; instead, they may contribute to shaping more directed and controlled digital media usage behaviour. Parental supervision, religious habits, and strong social environments contribute to the formation of discipline and ethical digital media use among primary school students. Therefore, the development of digital literacy among primary school students should not only focus on improving technical technological skills, but also on strengthening character education and providing guidance in the use of digital media within both family and school environments.

Furthermore, the findings of this study highlight the important roles of teachers and parents in guiding students to use digital media wisely. In the context of primary education, digital literacy should be directed so that digital media are not merely used as entertainment tools, but are also able to support learning processes and the development of students' thinking skills. Consequently, schools and families need to establish collaboration in supervising and guiding children's digital media use (Febriani & Desrani, 2021). Future research may be conducted on a broader scale in order to provide a more comprehensive understanding of the development of digital literacy among primary school students across various social and cultural

environments. In addition, future studies may examine the use of digital media within classroom learning processes, the effectiveness of digital literacy programmes for primary school students, or the influence of social media on students' learning behaviour in the digital era. Quantitative studies involving larger numbers of respondents may also be conducted in order to strengthen findings regarding the development of digital literacy among primary school students within religious cultural environments

CONCLUSION

The development of digital literacy among primary school students at SDN 1 Cimarel, West Bandung Regency, indicates that digital media have gradually become part of students' everyday lives, both as a means of entertainment and as simple learning resources. Students have become familiar with the use of gadgets and the internet to search for information and assist with school assignments, although their use remains at a basic level and has not yet been fully directed towards supporting learning processes optimally. This condition demonstrates that the development of digital literacy among primary school students is gradually increasing alongside the growing use of digital media in children's daily lives.

The findings of this study also demonstrate that religious cultural environments influence students' digital media usage behaviour. Religious activities, parental supervision, and religious habits in everyday life shape more controlled patterns of gadget use among primary school students. Religious environments do not hinder the development of students' digital literacy; rather, they contribute to shaping discipline, ethical digital media use, and supervision of children's gadget usage. Under these conditions, the development of students' digital literacy occurs alongside the formation of character and social habits within family and community environments.

Furthermore, this study indicates that the use of digital media among primary school students still requires guidance from teachers and parents so that digital media are not merely used as entertainment tools, but are also able to support learning processes and the development of students' thinking skills. From the perspective of Paul Gilster, the ability to use digital media must be balanced with the ability to understand and utilise information wisely and responsibly. Therefore, the development of digital literacy among primary school students needs to be carried out through collaboration between schools, families, and social environments so that students are able to use digital media in more positive and educational ways. This study is expected to contribute to the development of digital literacy studies within primary education, particularly concerning the development of students' digital behaviour within religious cultural environments. In addition, this study opens opportunities for future research to examine the development of digital literacy programmes that are more contextual to the social and cultural conditions of primary school students in various educational environments.

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