

Integration of Reading and New Literacies with Islamic Education

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Abstract

This review looks at how reading and new literacies are being integrated into Islamic education. It discusses the issues faced by educators and learners, assesses alternative approaches, and evaluates their compatibility with growing literacies and Islamic beliefs using case studies from "Literacy and Libraries: Learning from Case Studies". The review emphasizes the significance of a balanced literacy approach as well as the incorporation of digital and multimodal literacies. It emphasizes the significance of libraries in enhancing students' reading skills and equipping them for success in the modern world while respecting Islamic values. The findings provide important insights for supporting effective reading and new literacies integration within an Islamic educational framework.

Keywords: Integration; Islamic education; New literacies; Reading.

Introduction

The integration of modern educational concepts and practices into Islamic civilization is a critical problem in the field of education. This critical review analysis seeks to investigate the significance of this integration, with a particular emphasis on teaching reading and new literacies. In addition, the research will draw on case studies from DeCandido's (2001) book "Literacy and Libraries: Learning from Case Studies" to provide a thorough knowledge of the problems, viable courses of action, and consequences of rising literacies. This review will highlight important difficulties, investigate several options, evaluate them in the context of developing literacies, and propose the most appropriate and sustainable course of action using case study analysis techniques.

Reading and new literacies integration within an Islamic setting has far-reaching implications for personal growth, intellectual development, and active involvement in society (Sulisno & Abdullah, 2019). The review will look at case studies from "Literacy and Libraries: Learning from Case Studies" (DeCandido, 2001) to investigate this integration. These case studies provide insightful information about the experiences, techniques,

and outcomes of introducing reading and emerging literacies in Islamic educational settings. The review attempts to identify the primary issues faced by educators and learners, investigate the many courses of action taken, and evaluate their success in the context of emerging literacies by critically examining these situations.

The case study analysis will follow the principles of thorough examination and evaluation. It will entail recognizing the major difficulties encountered in teaching reading and new literacies within an Islamic framework. These difficulties may include curriculum design, pedagogical approaches, resource availability, cultural considerations, and the incorporation of Islamic beliefs (Anzar, 2003; Tayeb, 1997). The review will provide significant insights into the intricacies and nuances of conducting effective reading and literacy programs in an Islamic educational context by comprehending these issues.

In addition, the analysis will look into the different approaches used in the case studies to address the highlighted difficulties. Innovative teaching methods, curriculum changes, the use of technology, community engagement, and the involvement of libraries and other educational resources are examples of these actions (Caspé & Lopez, 2018; Jaguszewski & Williams, 2013). The review will provide insight on the ways used to improve reading and new literacies within an Islamic framework, as well as the possible impact on learners, by assessing various approaches.

The review will consider the context of developing literacies in order to evaluate the identified courses of action. Rapid technological improvements, the availability of digital content, and the changing nature of reading skills all provide particular challenges for Islamic educational environments (Khalid *et al.*, 2018; Sarker *et al.*, 2019). The review will determine the effectiveness and sustainability of the proposed ways in preparing learners for the difficulties of the modern world while remaining faithful to Islamic beliefs by analyzing their compatibility with developing literacies.

Based on the examination of case studies and the evaluation of various approaches, this review will recommend the most appropriate and sustainable course of action for integrating reading and new literacies within Islamic education. The recommendations will take into account the problems, outcomes, and implications mentioned in the case studies, as well as the broader context of emerging literacies and the special requirements of learners within an Islamic framework.

Research Methods

This study dives into the integration of Islamic values in reading education through a qualitative investigation, with the goal of developing an analytical strategy that matches pedagogy with principles. We hope to

discover successful ways and meaningful linkages between Islamic principles and reading education by conducting a comprehensive literature analysis and engaging in reflective discussions. This procedure will culminate in the creation of a technique that promotes holistic development by enhancing students' reading abilities while teaching moral values and a thorough understanding of Islamic ideas. This study adds to the growth of inclusive and purposeful pedagogy by allowing educators to build a reading environment that nurtures both the minds and hearts of students by bridging the gap between Islamic principles and reading education.

Results and Discussion

Islamic education is rooted in fundamental principles and values that guide its integration of reading and new literacies. This critical review analysis examines case studies from DeCandido's book, "Literacy and Libraries: Learning from Case Studies" (2001), to explore how Islamic education can effectively incorporate reading and new literacies while upholding its core principles and values. The analysis employs case study analysis, identifying challenges, proposing courses of action, evaluating them in light of Islamic principles, and suggesting the most appropriate and sustainable path forward. By shedding light on this topic, this review aims to contribute to the development of Islamic education that nurtures individuals' holistic development, both intellectually and morally.

1. Exploring Theories and Approaches in Teaching Reading and New Literacies: A Foundation for Case Study Analysis

To conduct a thorough investigation of these themes, it is necessary to delve deeper into the key facts and theories associated with teaching reading and emerging literacies that educators can provide a general overview of the challenges and theories involved with teaching reading and new literacies. Reading theories are useful in establishing instructional strategies and understanding the reading process. Two important reading theories are the Simple View of Reading and the Interactive Compensatory Model (Navarrete, 2019; Stanovich, 1980).

Reading comprehension, according to Gough and Tunmer (1986), the Simple View of Reading, is the outcome of two crucial components: decoding ability and linguistic knowledge. Decoding abilities, according to this viewpoint, include the ability to recognize and pronounce words correctly and fluently, whereas language comprehension refers to understanding the meaning and context of written text. The combination of these two components influences a reader's overall reading skills and comprehension (Klauda & Guthrie, 2008).

The Interactive Compensatory Model developed by Stanovich (2009) expands on the Simple View of Reading by emphasizing the compensatory part of reading skills. This method contends that deficiencies in one area of

reading, such as decoding, can be offset by superior abilities in another, such as vocabulary knowledge or background information. In this method to understanding, many reading abilities interact and help one another.

Based on several case studies, it appears that many ways to teaching reading, such as phonics-based instruction, whole language approaches, and the integration of digital and multimodal literacies, are being researched. The goal of phonics instruction is to educate children the relationship between letters and sounds so that they can correctly decode words (Duke & Mesmer, 2019). This technique places a strong emphasis on systematic and explicit teaching in phonemic awareness, phonics, and word recognition strategies. It is compatible with the Simple View of Reading's emphasis on the importance of decoding abilities.

Whole language approaches, on the other hand, emphasize meaning-making and comprehension by immersing students in rich and realistic reading situations. As stated in the Simple View of Reading, this method emphasizes the significance of language comprehension (Hoover & Gough, 1990). To foster a love of reading and improve students' reading comprehension skills, whole language approaches usually incorporate strategies such as collaborative reading, guided reading, and individual reading.

In recent years, the integration of digital and multimodal literacies has grown in popularity in reading education. This strategy acknowledges the changing nature of literacy in the digital age, in which students encounter a diverse range of texts that include written, visual, and interactive elements. Digital and multimodal literacy skills include the ability to navigate online texts, critically analyze digital information, and successfully create and communicate meaning using multimedia tools (Fedorenko, 2019; O'Halloran *et al.*, 2017). Integrating various literacies into reading education aligns with the changing reading environment and the Interactive Compensatory Model, which emphasizes the interaction of multiple reading abilities. In certain literacy case studies, these theories and approaches serve as a foundation for understanding the various issues and challenges that may be addressed in case studies on teaching reading and emerging literacies.

2. Islamic Education: Integrating Reading and New Literacies with Principles and Values

The concepts and values that underlie the teaching and learning process in Islamic education are strongly rooted in pursuing knowledge, fostering inclusivity, and educating individuals to succeed in a dynamic world. The combination of reading and new literacies, which includes the development of traditional and developing abilities to navigate a quickly evolving digital landscape, is an important part of education (Ismail *et al.*,

2023; Shah, 2015). Educators may equip children with the tools they need to engage in varied forms of communication, think critically, and become lifelong learners by blending the timeless ideals of Islamic education with new approaches to reading and literacy. This integration not only conforms with Islamic beliefs, but also prepares individuals to contribute effectively to society and accept the modern era's difficulties and opportunities.

Allah the Almighty highlights the vital importance of literacy and knowledge,

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١

"Read! In the name of your Lord who created." (QS. Al-'Alaq: 1)

This verse emphasizes the value of reading and pursuing information, as it encourages people to learn and gain knowledge in the name of their Creator. It reminds us of the importance Islam places on literacy and education as a means of connecting with Allah and better understanding His creation.

Islam places a strong emphasis on the acquisition of knowledge and literacy. Prophet Muhammad (peace be upon him) stated in a hadith, "Seeking knowledge is obligatory upon every Muslim" (Sunan Ibn Majah). This hadith emphasizes Muslims' religious obligation to actively acquire knowledge, especially literacy skills. The value of knowledge is also emphasized in the Quran, which states that Allah would exalt people who believe and have knowledge (QS. Al Mujadalah: 11). This signifies that knowledge is a means of honor and distinction in the sight of Allah, encouraging believers to seek education for spiritual and intellectual elevation. Additionally, Prophet Musa's supplication in the Quran, "My Lord, increase me in knowledge" (QS. Taha: 114), acknowledges knowledge as a valuable blessing from Allah. It reminds Muslims to humbly seek continuous growth in knowledge and recognize that understanding and wisdom come from Allah. Within the Islamic faith, these teachings emphasize the significance of lifelong learning and the quest of knowledge (Alkouatli, 2018; Hardaker & Sabki, 2018).

Islamic education is based on broad ideas that cover many facets of human life, such as intellectual, spiritual, moral, and social components. These concepts are derived from the Quran and the Prophet Muhammad's (peace be upon him) teachings and serve as guiding principles for Muslims. Islamic ideas in education emphasize the quest of knowledge, critical thinking, moral development, and the practical application of knowledge in daily life (Halstead, 2007; Sahin, 2017).

When incorporating reading and new literacies into Islamic education, it is critical to ensure that these practices are consistent with Islamic beliefs

and values. This alignment guarantees that knowledge is acquired in accordance with Islamic principles, allowing individuals to engage with varied sources of information while being anchored in their faith. Islamic education seeks to equip individuals with the ability to access, comprehend, analyze, and apply knowledge from a variety of sources, including as religious scriptures, scholarly works, and modern resources (Taufik, 2020).

However, incorporating reading and new literacies in an Islamic environment is difficult. Ensure the validity and accuracy of instructional resources is one such difficulty. Islamic education should be based on credible sources that correspond with Islamic beliefs, promoting a trustworthy and dependable learning environment. Addressing cultural and linguistic diversity is also critical to ensuring that all children, regardless of background, may benefit from literacy teaching within an Islamic framework (Islam *et al.*, 2020; Sahin, 2017).

Another problem is incorporating Islamic principles and ethics into literacy instruction. Moral development and ethical behavior are emphasized in Islamic education (Elhoshi *et al.*, 2017). Reading and new literacies should therefore be treated in a way that instills ethical considerations and encourages responsible engagement with knowledge. This can be accomplished by including texts that reflect Islamic principles and fostering critical thinking and ethical decision-making in text study and interpretation (Saleh & Tausiff, 2015).

Navigating the growing digital landscape while maintaining a balance with conventional ways is another problem in integrating reading and new literacies into Islamic education. The digital age provides several opportunities for obtaining knowledge and engaging in new literacies, but it also poses hazards and obstacles. Islamic education should provide learners with the skills needed to navigate the digital world while adhering to Islamic norms and avoiding harmful and unsuitable content (Eraku *et al.*, 2023).

Several approaches can be taken to overcome these difficulties. Incorporating Islamic literature and texts, for example, into reading materials helps strengthen the relationship between students' beliefs and their reading experiences. This method allows students to interact with books that reflect Islamic ideals, which fosters a greater sense of identification and understanding. Furthermore, developing critical thinking abilities via the analysis and interpretation of Islamic literature can lead to a better understanding of its message and teachings (Wai-Yip, 2008).

Emphasizing ethical considerations and values in digital literacy instruction is critical in the digital domain. Educators can help students analyze digital content critically, identify trustworthy sources, and apply Islamic ethics in their online interactions (Susilawati *et al.*, 2021). This method promotes ethical and conscientious use of online resources while

adhering to Islamic teachings. It is critical to assess the consistency of the identified courses of action with Islamic principles and values when analyzing them. The review process should be guided by principles such as fairness, compassion, integrity, and respect. The chosen course of action should foster a balanced integration of reading and new literacies while upholding Islam's essential beliefs (Saepuddin *et al.*, 2023). It should provide students with the skills they need to manage the modern world while being anchored in their faith's values and teachings.

3. Key Issues in Teaching Reading and New Literacies: Theoretical Perspectives and Research Insights

We may delve more into the four major issues involved with teaching reading and emerging literacies that integrate with Islamic perspectives based on the case studies chosen. Each topic is supported by thoughts and research findings.

a) Comparing Traditional Phonics and Whole Language Approaches in Developing Reading Skills

For a long time, there has been a debate between phonics-based education and whole-language approaches to reading instruction. Phonics-based instruction emphasizes decoding ability while highlighting the relationship between letters and sounds. The Phonics First Theory (Adams, 1994) backs it up, claiming that explicit phonics teaching enhances reading accuracy and fluency. Whole language approaches, on the other hand, place an emphasis on meaning and comprehension while encouraging the integration of reading, writing, listening, and speaking. According to research, such as the National Reading Panel Report (2000), a balanced strategy that combines phonics-based instruction and whole language strategies yields the best reading achievement and comprehension outcomes.

The inclusion of reading instruction in Islamic education accords with the key ideals of seeking knowledge and holistic development. The quest of knowledge and insight, as well as the practical application of such knowledge in daily life, are central to Islamic principles (Parlindungan, 2019). When it comes to the debate between phonics-based education and whole-language approaches, Islamic education can find common ground by promoting information acquisition through decoding abilities (phonics) while also emphasizing meaning-making and understanding (whole language). This balanced method emphasizes the Islamic concept of comprehensively pursuing knowledge and understanding by integrating reading, writing, listening, and speaking skills. Islamic education can provide students with the tools they need to develop strong reading abilities while also nurturing their deeper understanding and application of knowledge in accordance with Islamic values by implementing a

balanced strategy that incorporates both phonics-based instruction and whole language strategies (Faridi & Bahri, 2016; Taufik, 2020).

b) *Digital and Multimodal Literacies Integration in Reading Instruction: Impact on Engagement and Comprehension*

As digital technology and multimedia resources have expanded, integrating digital and multimodal literacies into reading education has become increasingly important. Literacy today, according to the New London Group's concept of "multiliteracies" (Cope & Kalantzis, 2000), includes the ability to navigate, analyze, and create meaning from various forms of communication. Incorporating digital and multimodal literacies in reading instruction promotes student engagement through interactive and visually engaging tools. It also promotes critical thinking by teaching students how to examine and comprehend information from a variety of sources. Digital and multimodal literacy, according to Brooks and Normore (2010), have a positive impact on reading comprehension and motivation.

The incorporation of digital and multimodal literacies into reading instruction corresponds with the goals of embracing technological advancements while cultivating critical thinking and comprehension in Islamic education. With the proliferation of technology and multimedia resources, Islamic education understands the significance of teaching students to navigate, analyze, and generate meaning from many kinds of communication. Digital and multimodal literacies increase student engagement and improve critical thinking abilities by using interactive and visually interesting resources. This method is consistent with Islam's objective of seeking information and understanding from a variety of sources. According to research, incorporating digital and multimodal literacies improves reading comprehension and motivation, stressing the importance of incorporating these literacies throughout Islamic education (Brooks & Normore, 2010). Islamic education, by including these literacies, provides students with the abilities needed to connect with the digital world while respecting the ideals of critical thinking and comprehension founded in Islamic teachings (Eraku *et al.*, 2023).

c) *Inclusive Reading Instruction: Meeting the Needs of Diverse Learners, Including those with Learning Disabilities and English Language Learners*

Inclusive reading teaching includes meeting the needs of all learners, including those with learning disabilities or English language learners (ELLs). The Response to Intervention (RTI) framework (Fuchs & Fuchs, 2006) provides a systematic approach to identifying and assisting children who are experiencing learning difficulties. Differentiated instruction strategies such as additional support, scaffolding, or modified materials can

be used to meet the particular needs of different learners. Studies have underlined the importance of explicitly teaching vocabulary, comprehension skills, and language development in reading education for ELLs (August & Shanahan, 2017). Culturally responsive pedagogy (Gay, 2018) is also required for creating an inclusive learning environment that acknowledges and respects students' cultural origins and experiences.

In Islamic education, inclusive reading instruction is consistent with the values of equity, compassion, and understanding learners' various needs. The Response to Intervention (RTI) framework provides a systematic approach to identifying and supporting students with learning challenges or English language learners (ELLs). Individual needs are met in Islamic education through diversified instruction tactics such as supplementary support, scaffolding, and tailored materials. In reading education for ELLs, research emphasizes the importance of explicitly teaching vocabulary, comprehension skills, and language development. likewise, encouraging culturally responsive pedagogy fosters an inclusive learning environment in which students' cultural backgrounds and experiences are acknowledged and appreciated. Islamic education emphasizes the concepts of equity, compassion, and respecting each learner's individual strengths and problems by implementing inclusive approaches (Ashraf, 2023).

d) Libraries and Librarians: Fostering Literacy and Supporting Reading Instruction

Libraries and librarians play an important role in Islamic education in encouraging literacy and fostering reading instruction based on Islamic values. Libraries provide access to a wide variety of reading materials, including print books, e-books, audiobooks, and digital resources. As indicated by the Library Impact Studies conducted by Lance and Hofschire (2012), Islamic education recognizes the role of libraries in promoting learners' reading proficiency. Librarians play an important role in aiding students in the selection of appropriate reading resources, conducting reading promotion activities, and working with educators to integrate literacy skills across the curriculum. Kuhlthau's (2004) Information Search Process model stresses the librarian's role in helping students to become effective readers and lifelong learners by developing their information literacy abilities. Islamic education recognizes the need of providing accessible and diverse reading materials to improve literacy and support students' holistic development in accordance with Islamic ideals by valuing libraries and librarians.

Moreover, educators in Islamic education are encouraged to establish instructional methodologies that line with Islamic values while also catering to the different needs of learners. This includes integrating digital and multimodal literacies, employing library and librarian resources and

experience, and addressing three important challenges in teaching reading and new literacies. By emphasizing inclusive practices, Islamic educators can ensure that all learners have equitable access to education and that instructional methods promote critical thinking, ethical values, and the application of knowledge in accordance with Islamic principles.

4. Expanding Horizons: Innovative Approaches in Teaching Reading and New Literacies

Given the highlighted fundamental challenges in teaching reading and new literacies, let us consider innovative options for alternate courses of action. These suggestions try to solve the issues and capitalize on new opportunities in reading education. Each concept is supported by relevant research and theoretical viewpoints.

a) Balanced Literacy: Integrating Phonics and Whole Language for Comprehensive Reading Skills

Implementing a balanced literacy approach in Islamic education accords with the goals of seeking knowledge and holistic development. This approach acknowledges the importance of explicit phonics instruction in developing strong decoding abilities while also emphasizing the development of comprehension techniques and fostering a love of reading by combining the qualities of both phonics-based instruction and whole language practices. This balanced approach represents the Islamic concept of comprehensively seeking information and understanding, encouraging the development of both essential abilities and a thorough understanding of text meaning. Moats' (2000) research shows the effectiveness of a balanced method in increasing students' reading outcomes. Islamic education emphasizes a whole-person approach to reading instruction by using this creative technique, guaranteeing that pupils gain critical abilities while building a great appreciation for information and the written word.

b) Enhancing Reading Instruction: Integrating Digital and Multimodal Literacies for Increased Engagement and Comprehension

The incorporation of innovative technologies and multimodal literacies in reading instruction accords with the goals of embracing knowledge advancements and offering engaging learning experiences in Islamic education. Students can actively connect with texts, visualize information, and explore various modes of communication by incorporating interactive e-books, online resources, and multimedia technology. Islamic education understands the necessity of embracing technology and harnessing it to improve student engagement and comprehension. Immersive experiences, such as augmented reality (AR) or virtual reality (VR), can bring literature to life by immersing pupils in virtual reading settings. Clinton-Lisell *et al.* (2023) found that incorporating

digital and multimodal literacy into reading education enhances deeper understanding and motivation among pupils. This unique method adheres to Islamic beliefs by employing technology to deliver dynamic and interactive reading experiences that build a love of learning and inspire pupils to explore information via various mediums.

c) Differentiated Instruction for Diverse Learners: Tailoring Strategies for Students with Learning Disabilities and English Language Learners

Adoption of innovative and diverse teaching practices and interventions in Islamic education reflects the ideals of inclusion, compassion, and acknowledging the unique needs of learners. Educators can effectively accommodate to the individual requirements of children with learning disabilities and English language learners by utilizing personalized learning platforms, adaptive technology, and targeted training. This approach is consistent with Islamic beliefs because it promotes justice and ensures that every student has the assistance and resources needed to succeed in reading education. As proposed by Gay (2018), culturally responsive teaching practices foster an inclusive and supportive learning environment in which students' cultural backgrounds and experiences are acknowledged and appreciated. According to Vaughn and Linan-Thompson (2007), personalized instruction is important in enhancing reading outcomes for students with various learning profiles. Islamic education respects the values of inclusivity, compassion, and tailored support by embracing this new approach, guaranteeing that all kids have the opportunity to thrive in their reading education journey.

d) Elevating Literacy Promotion: Libraries and Librarians as Collaborators in Reading Instruction

Libraries and librarians play an important role in Islamic education in encouraging literacy and supporting reading instruction, harmonizing with the objectives of knowledge acquisition and nurturing a love of reading. Libraries can use innovative programs to increase access to various reading resources, such as e-books, audiobooks, and online databases, by leveraging technology. This approach recognizes the significance of adapting to the digital world while adhering to knowledge-seeking ideals. Libraries can also play an important part in developing a reading culture and nurturing students' love of reading by hosting book clubs, reading challenges, or author visits. Librarians and educators can work together to create professional development opportunities that integrate emerging literacies and creative teaching approaches into the curriculum. Lance and Hofschire (2012) found that school libraries and librarians have a favorable impact on kids' reading achievement. Islamic education, by utilizing this new technique, utilizes the resources and experience of libraries and

librarians to develop a thriving reading ecosystem that supports the goals of knowledge acquisition, inquiry, and fostering a lifelong love of reading.

Educators in Islamic education are motivated by the values of knowledge acquisition, empowerment, and inclusivity. Educators may improve the learning experience, empower students with various literacies, and promote an inclusive environment that fosters a lifetime love of reading by using creative approaches to reading education (Lahmar, 2020; Routman, 2023). These approaches focus students' overall development, ensuring that they not only gain core reading abilities but also the ability to engage with multiple types of literacy and adapt to the changing needs of the digital age. Islamic education supports the essential ideals of knowledge, empowerment, and inclusivity by adopting these new techniques, facilitating students' progress and success in their reading journey.

5. Evaluating Each Course of Action Based on New Literacies

The concepts of new literacies, which coincide with the ideals of knowledge acquisition, flexibility, and critical thinking, drive the assessment of each course of action in Islamic education. New literacies involve the changing ways in which people interact with and perceive various forms of communication and information (Leu *et al.*, 2004). Digital literacy, visual literacy, media literacy, and multimodal literacy are all examples of this. Islamic education guarantees that learners are prepared with the required abilities to succeed in the demands of the twenty-first century by examining the alignment of each course of action with emerging literacies. This approach incorporates Islamic ideals such as seeking information, adapting to changing circumstances, and engaging critically with diverse kinds of communication. Islamic education prepares learners to manage the difficulties of the modern world by embracing emerging literacies, promoting their progress as educated and discerning individuals.

a) Balanced Literacy: Integrating Phonics and Whole Language for Effective Instruction

This course of action is consistent with Islamic beliefs since it recognizes the need of combining traditional print literacy and digital literacy. This approach develops a holistic view of reading capabilities by emphasizing the value of both decoding abilities and whole language approaches. Islamic education stresses information acquisition and critical thinking, which are fostered by the capacity to extract meaning from a variety of text formats (Ilyas, 2015). By integrating these approaches, students gain a broad range of reading abilities that may be applied to a variety of text types. This integration reflects Islamic ideals such as information seeking, adaptability, and the ability to engage in various kinds of communication. Islamic education, by embracing both traditional and

digital literacies, provides students with the tools they need to flourish in an ever-changing world, founded in the concepts of knowledge acquisition and critical thinking.

b) Integrating Digital and Multimodal Literacies in Reading Instruction

This line of action supports the Islamic ideals of information acquisition, adaptability, and critical thinking by merging digital and multimodal features into reading education. It speaks directly to the principles of new literacies, such as digital literacy and multimodal literacy. Digital literacy enables students to explore, evaluate, and produce digital content efficiently, enhancing their capacity to interact with and critically evaluate digital information (Falloon, 2020). Students interact with various digital texts while gaining digital literacy skills through the integration of interactive e-books, online resources, and multimedia technology. Multimodal literacy, on the other hand, is concerned with recognizing and creating meaning from several modes of communication, such as images, videos, and sounds.

Students learn to analyze and synthesize information across different media by combining multimodal texts and activities, which improves their capacity to understand and communicate effectively in a variety of formats (Godhe, 2014). This strategy promotes lifelong learning, flexibility to changing technological landscapes, and critical thinking abilities, which are in line with Islamic beliefs. Islamic education equips students with the required abilities to navigate and engage with the difficulties of the digital age by incorporating digital and multimodal features into reading education, which is based on the principles of knowledge acquisition and critical analysis.

Conclusion

Islamic beliefs and values govern the teaching of reading and the development of new literacies in today's educational scene. Islamic education emphasizes the significance of a balanced approach that incorporates traditional and modern literacies, in accordance with the ideals of pursuing full knowledge and adapting to changing conditions. Educators promote Islamic ideals of embracing developments and equipping pupils for success in the twenty-first century by implementing a balanced literacy strategy that encompasses digital and multimodal literacy. This method addresses learners' different requirements, reflecting the Islamic concept of inclusion and ensuring that every student receives the support needed to acquire good reading abilities.

Furthermore, the function of libraries is emphasized, which aligns with the Islamic value of seeking knowledge and utilizing existing resources. Educators can foster reading skills and give children with the

literacies they need to survive in the modern world by harnessing libraries. Islamic education protects its ideals and values by implementing these ideas, developing a holistic approach to reading instruction that prepares children to achieve intellectually and ethically.

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