EDITORIAL
JOURNAL OF APPLIED AND ACTION RESEARCH IN ISLAMIC EDUCATION
VOLUME 2 ISSUE 1
2026, Pp i-iv
ISSN 3105-4765 (PRINT), 3105-4773(ONLINE)

https://doi.org/10.70771/jaarie.e2.1

IS INFORMATION LITERACY AMONG CHILDREN GOING TO CHANGE THE TREND OF TRADITIONAL TEACHING?

The landscape of education has undergone a significant transformation with the evolving concept of information literacy among children (Vagapov et al., 2024). In today's digital age, where vast amounts of information are readily accessible at the click of a button, the ability to discern credible sources from unreliable ones has become paramount (Mishra, 2025). This shift has not only influenced how children engage with information but has also fundamentally altered teaching methodologies (Grgić & Martinović, 2024).

While the concept of information literacy among children is indeed evolving, it is important to recognize that the reliance on digital information can also lead to significant challenges. The overwhelming volume of information available online can create confusion rather than clarity, as children may struggle to filter out noise from valuable content. Additionally, the emphasis on discerning credible sources may inadvertently foster skepticism towards all information, leading to a distrust of established knowledge and expertise. Furthermore, traditional teaching methodologies that emphasize critical thinking and deep learning may be overshadowed by a focus on rapid information retrieval skills, potentially undermining a comprehensive understanding of subjects. This shift could result in a generation that is adept at navigating the internet but lacks the depth of understanding necessary for meaningful engagement with complex ideas (Cai & Zainudin, 2025).

This situation calls for a reevaluation of educational practices to ensure that students not only acquire skills for navigating the digital landscape but also develop critical thinking abilities essential for discerning and engaging with information meaningfully.

Educators are now tasked with equipping students with critical thinking skills and the ability to navigate complex information environments. Traditional rote memorization is giving way to more interactive and inquiry-based learning approaches, where students are encouraged to ask questions, evaluate sources, and synthesize information from diverse platforms (Damaševičius, 2024).

While interactive and inquiry-based learning approaches are gaining popularity, traditional rote memorization still plays a crucial role in education. Rote memorization provides a solid foundation of knowledge that is essential for deeper understanding. It allows students to recall basic facts and concepts quickly, which can be particularly beneficial in subjects like mathematics and science where foundational knowledge is critical. Moreover, not all students thrive in inquiry-based environments; some may benefit more from structured learning that emphasizes memorization. The ability to memorize information can also enhance cognitive skills such as focus and discipline, which are valuable in both academic and professional settings. Balancing rote memorization with interactive methods may provide a more comprehensive educational experience (Kanthimathi & Raja, 2025).

This transformation signifies a wider acknowledgment of the critical need to cultivate a generation of learners who transcend the role of mere information consumers. Instead, it emphasizes the importance of equipping them with the skills necessary to critically evaluate the vast array of information they encounter and to actively engage in the creation of

new knowledge. This shift not only prepares students to navigate the complexities of the modern information landscape but also empowers them to contribute meaningfully to society as informed, innovative thinkers and responsible creators. This calls for a comprehensive educational framework that integrates both critical thinking and information literacy, ensuring students can effectively navigate and contribute to the knowledge multiverse (Damaševičius, 2024). This framework should prioritize inquiry-based learning and the development of critical questioning skills, enabling students to thrive in an increasingly complex digital environment (Damaševičius, 2024) (Musendekwa, 2025).This framework aligns with the growing emphasis on inquiry-driven pedagogies that foster critical thinking, creativity, and analytical reasoning in students (Kanthimathi & Raja, 2025). By integrating these elements, educators can better prepare learners for the challenges of the 21st century.

Moreover, the integration of technology into the classroom has further propelled this trend. Tools such as digital libraries, online databases, and educational apps provide students with unprecedented access to information, reinforcing the need for robust information literacy skills. As a result, educators are increasingly incorporating lessons on digital citizenship, source evaluation, and ethical use of information into their curricula. In essence, the emphasis on information literacy is reshaping educational practices, promoting a more engaged and informed student body that is prepared to thrive in an information-saturated world (Korslund & Seibert, 2025).

This evolution in teaching not only enhances academic performance but also cultivates lifelong learning habits that are essential in an ever-changing global landscape. As educators adapt to these changes, they must also consider the ethical implications of information use, particularly issues surrounding plagiarism and the responsible use of digital tools (Barinkar & Zheng, 2025).

Information literacy in brief is a crucial competency that empowers students to critically assess information, ensuring they can navigate the complexities of the digital age effectively (Machin-Mastromatteo, 2025). This competency is essential for fostering critical thinking and informed decision-making, ultimately preparing students for the challenges of the 21st-century information landscape (Calero-Mieles & Barban-Forte, 2024). This adaptation not only aligns with the evolving needs of students but also enhances teachers' digital competency, fostering an environment ripe for inquiry and exploration (Junaedi et al., 2025; Musendekwa, 2025).

From a remarkably young age, specifically around 5 to 6 years old, children are increasingly becoming familiar with the concept of artificial intelligence. Many of them are already engaging with AI technologies in their everyday lives, whether through smart devices, educational apps, or interactive games that utilize AI to enhance learning experiences. This early exposure fosters a natural curiosity and enthusiasm for technology, making AI seem not just accessible but also engaging (Khalid et al., 2022).

While it is true that children as young as 5 to 6 years old are encountering artificial intelligence in their daily lives, this early exposure can raise significant concerns. Many of these young users may lack the critical thinking skills necessary to understand the implications of AI technology. Instead of fostering curiosity, this familiarity could lead to an over-reliance on technology, diminishing their ability to engage in creative problem-solving without digital assistance. Furthermore, the potential for exposure to inappropriate content or biased algorithms raises ethical questions about the safety of integrating AI into children's lives at such a tender age. Rather than enhancing learning experiences, AI could inadvertently hinder the development of essential social and cognitive skills that are crucial during early childhood (Deng, 2025).

Given this context, it raises an important question: why do educators often rely solely on traditional textbooks and conventional teaching methods that lack interactivity? When lessons are delivered in a static, lecture-based format, students may quickly lose interest, leading to disengagement and, ultimately, lower academic achievement. In contrast,

integrating interactive learning experiences that harness the capabilities of AI can stimulate students' interest and cater to diverse learning styles (Putri & Sain, 2025).

By incorporating interactive elements into the curriculum—such as educational software that adapts to individual learning paces, gamified learning experiences, or collaborative projects that utilize AI tools—teachers can create a more dynamic and stimulating educational environment. This approach not only helps maintain students' attention but also encourages critical thinking, creativity, and problem-solving skills, which are essential in today's technology-driven world (Rani et al., 2025).

In conclusion, as children grow up in an era where artificial intelligence is becoming ubiquitous, it is crucial for educators to adapt their teaching methods. Embracing interactive, technology-enhanced learning can significantly improve student engagement and achievement, ensuring that education remains relevant and effective in preparing young learners for the challenges of the future. This adaptation calls for a shift in pedagogical strategies that prioritize inquiry-based learning, enabling students to develop critical thinking skills while effectively navigating the complexities of modern information landscapes.

Dr. Ahsan Habib

Editor

Journal of Applied and Action Research in Islamic Education

REFERENCES

Vagapov, A. I., Alisultanova, I. A., & Shakhdullayeva, K. T. (2024). Innovations in information literacy education for students of educational institutions.*Èkonomika i Upravlenie: Problemy, Rešeniâ*. https://doi.org/10.36871/ek.up.p.r.2024.08.07.023

Mishra, J. (2025). The Importance of Media Literacy in the Digital Age.*International Journal For Multidisciplinary Research*. https://doi.org/10.36948/ijfmr.2025.v07i04.52839

Grgić, M., & Martinović, I. (2024).*Fostering Development of Information Literacy Skills in Early School-Age Children*. https://doi.org/10.1007/978-3-031-52998-6_22

Cai, J., & Zainudin, Z. (2025). Assessing Digital Literacy in Early Childhood Education.*Deleted Journal*. https://doi.org/10.53797/icccmjssh.v4i1.6.2025

Damaševičius, R. (2024). From Trivial Answers to Critical Questions.*Advances in Educational Marketing, Administration, and Leadership Book Series*. https://doi.org/10.4018/979-8-3693-3045-6.ch010

Kanthimathi, S., & Raja, B. W. D. (2025). Transforming education: from rote learning to critical thinking in modern classrooms.*EPH - International Journal of Educational Research*. https://doi.org/10.53555/ephijer.v9i1.150

Musendekwa, M. (2025). Redefining Learning.*Advances in Computational Intelligence and Robotics Book Series*. https://doi.org/10.4018/979-8-3373-6018-8.ch003

Korslund, S. L., & Seibert, A. (2025). Empowering Educators and Students Through Information Literacy in the Era of AI.*Advances in Computational Intelligence and Robotics Book Series*. https://doi.org/10.4018/979-8-3373-0872-2.ch009

Barinkar, M. A., & Zheng, F. (2025).*How Digital Platforms Are Changing the Way Students Learn*. https://doi.org/10.20944/preprints202507.0332.v1

Machin-Mastromatteo, J. D. (2025). Information Literacy and Informational Tools for Education.*Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.2043

Calero-Mieles, V. M., & Barban-Forte, Y. (2024).*Desarrollo del pensamiento crítico en estudiantes a través de la alfabetización informacional*. https://doi.org/10.63618/omd/isj/v2/n4/47

Junaedi, E., Hidayat, A., Mutoharoh, M., Junedi, B., Elinawati, E., Baqi, F. A., & Rohmiyati, Y. (2025). Pemanfaatan Teknologi Artificial Intelligence (AI) Interaktif Untuk Meningkatkan Kualitas Pembelajaran Anak Usia Dini Di PKG Kolase Kecamatan Kramatwatu Kabupaten Serang.*Jurnal Pengabdian Masyarakat*. https://doi.org/10.31004/abdira.v5i4.959

Khalid, K., Iivari, N., Kinnula, M., & Sharma, S. (2022, November 16). Familiarizing Children with Artificial Intelligence.*International Conference on Entertainment and Media in the Ubiquitous Era*. https://doi.org/10.1145/3569219.3569390

Deng, X. (2025). The Application of Artificial Intelligence in Early Childhood Education.*Journal of Higher Education Research*. https://doi.org/10.32629/jher.v6i1.3643

Putri, D. F., & Sain, Z. H. (2025). From Chalkboards to Chatbots: Revolutionizing Education with AI-Driven Learning Innovations.*Educative*. https://doi.org/10.70437/educative.v3i1.823

Rani, K., Kumar, K., & Rastogi, P. (2025). Role of Artificial Intelligence in Creating and Interactive Learning in Education.*Journal of Global Values*. https://doi.org/10.31995/jgv.2025.v16isi7.030