



Development of Religious Information Literacy Based on Digital Websites for Middle School Students

Muhammad Fadli Syahputra^{1*}, Siti Halimah², Yusnaili Budianti³

^{1,2,3} Universitas Islam Negeri Sumatera Utara

fadlimuhammad021@gmail.com

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Abstrrak

Kehidupan abad ke-21 menuntut penguasaan keterampilan penting yang terkait dengan empat pilar kehidupan: learning to know, learning to do, learning to be, dan learning to live together. Penguasaan keterampilan ini mencakup berpikir kritis, pemecahan masalah, komunikasi, kolaborasi, kreasi, inovasi, serta literasi informasi. Guru di tingkat Sekolah Menengah Pertama (SMP) menghadapi tantangan dalam mengembangkan keterampilan ini di tengah kemajuan teknologi informasi yang pesat. Literasi informasi menjadi kunci, memungkinkan pengambilan keputusan yang tepat dan berpikir kritis. Kemajuan teknologi informasi telah mengubah pola akses informasi, menimbulkan tantangan dalam membedakan informasi yang benar dari hoax. Literasi informasi sangat penting bagi siswa SMP yang memerlukan bimbingan dalam penggunaan gadget untuk menghindari konten tidak sesuai. Sekolah berperan dalam mengembangkan literasi informasi untuk meningkatkan kemampuan berpikir kritis dan pemecahan masalah siswa. Penelitian ini mengeksplorasi literasi informasi di tingkat SMP, mengingat pentingnya keterampilan individu dalam mengidentifikasi, menemukan, dan menggunakan informasi dengan tepat. Literasi digital memungkinkan siswa mengakses berbagai bahan bacaan dan informasi secara efektif. Namun, siswa SMP IT Bina Insan Batang Kuis menghadapi kesulitan dalam literasi informasi agama berbasis teknologi digital. Rendahnya budaya literasi di Indonesia, sebagaimana ditunjukkan oleh hasil survei PISA memerlukan sinergi antara pemerintah, guru, dan orang tua. Pemerintah mencanangkan Gerakan Literasi Sekolah (GLS) untuk meningkatkan minat baca siswa. Penelitian ini berfokus pada pengembangan literasi informasi agama berbasis digital di tingkat SMP untuk membentuk peserta didik yang berkualitas

Kata kunci: Pengembangan, Literasi Informasi, Website

Abstract

Life in the 21st century demands mastery of essential skills related to the four pillars of life: learning to know, learning to do, learning to be, and learning to live together. Mastery of these skills includes critical thinking, problem-solving, communication, collaboration, creation, innovation, and information literacy. Teachers at the Junior High School (SMP) level face challenges in developing these skills amid the rapid advancement of information technology. Information literacy becomes key to enabling accurate decision-making and critical thinking. The advancement of information technology has changed the patterns of accessing information, posing challenges in distinguishing accurate information from hoaxes. Information literacy is essential for junior high school students who need guidance in using gadgets to avoid inappropriate content. Schools play a role in developing information literacy to enhance students' critical thinking and problem-solving abilities. Given the importance of individual skills in identifying, finding, and using information appropriately, this study explores information literacy at the junior high school level. Digital literacy enables students to access various reading materials and information effectively. However, students at SMP IT Bina Insan Batang Kuis need help in religious information literacy based on digital technology. As shown by PISA survey results, Indonesia's low literacy culture requires synergy between the government, teachers, and parents. The government launched the School Literacy Movement (GLS) to increase students' reading interest. This study focuses on developing digital-based religious information literacy at the junior high school level to shape quality students.

Keywords: Development, Information Literacy, Website.

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INTRODUCTION

Life in the 21st century requires students to master essential skills related to life's four pillars: learning to know, learning to do, learning to be, and learning to live together. These pillars contain specific skills that must be applied in learning activities, such as critical thinking, problem-solving, metacognition, communication skills, collaboration, creation and innovation, and information literacy (Saavedra & Opfer, 2012).

In this era, every individual must have access to the tools needed to access information. Various tools studied and used will help a person effectively and efficiently solve problems. However, without sufficient skills and knowledge in utilizing various information tools, the rapid progress of information and science will be difficult to predict. In the context of unlimited information and science development, the challenges faced by educators, especially teachers at the Junior High School (SMP) level, are becoming increasingly complex. Teachers are required to have the ability to identify, find, evaluate, organize, create, use, and communicate information to others to overcome and seek solutions to various problems faced.

Information literacy skills become the key to facing such complexity. Information is an essential need in daily life for all individuals because, through that information, a person can make the right decisions, develop critical thinking skills, and expand their knowledge horizons.

In this rapidly developing millennial era, the advancement of information technology has significantly changed the pattern of accessing information. For example, today, access to information through gadget devices has become common for all individuals. However, with the ease and abundance of information available, individuals often need help distinguishing accurate information. The rapid spread of false information or hoaxes further exacerbates this phenomenon.

Efforts for information literacy are crucial, especially for junior high school students who need supervision and guidance in gadget usage. Along with the proficiency of teenagers in using gadgets, parental supervision becomes very important to prevent them from accessing inappropriate content. Without proper supervision, teenagers risk being exposed to the negative impacts of gadget use. To overcome this challenge, a learning strategy that integrates information literacy is needed so that students can optimally develop information literacy skills. Schools, as formal educational institutions, aim to play a role in building a quality society.

According to Oviyanti (2013), the current learning approach emphasizes applying contextual, active, and constructivist learning activities that have the potential to shape student character. In this context, strengthening students' information literacy skills is needed to develop critical thinking and high-level problem-solving skills.

The role of schools is very significant and must be accompanied by the presence of quality teachers who can adapt to the dynamics of the times. For example, teachers need to have the ability to interact synergistically with students, actively follow knowledge developments, have expertise in accessing information, and be able to conduct research and collaborate within the scientific scope. However, many teachers still need to fully understand the concept of information literacy and how to integrate it into the learning context in schools because it is still considered a new concept in education. This condition encourages researchers further to research information literacy at the junior high school level.

The amount of information available is exploding through print, non-print, and digital media. In this context, individual skills are needed to identify, find, and use information appropriately. Individuals who have these skills are considered information literate. The American Library Association (ALA) defines information literacy as a set of skills necessary to recognize when information is needed and the ability to evaluate, select, and use that information effectively.

In the school environment, the library becomes one of the information sources that can be utilized to gain access to necessary information. The main goal of education is to prepare students to contribute to the workforce and social life, which has become one of the biggest

challenges of this century. Learning to work and live in the 21st century means helping as many children as possible learn to apply 21st-century skills and a strong understanding of core knowledge to face the challenges of the times. One of the skills that need to be mastered through learning activities is information literacy, the ability to place, evaluate, and use digital information.

Information literacy encompasses two aspects: information technology and communication technology. Information technology is related to processes as tools to support manipulating and managing information (Mac et al. 2014). Information technology is defined as everything related to the manipulation, processing, and dissemination of data and information using computer hardware and software, communication tools, and digital electronics precisely and effectively (Mariko, 2019). Communication technology is all about using supporting tools to transfer and process data across devices.

Digital literacy is a set of skills related to the use of contemporary technology for information processing and communication (Wilson et al., 2015). However, anyone who can manage good information, in this case, digital information, will have a solid position to develop and progress (Syaripudin, dkk 2018). Digital literacy is defined as "awareness and understanding of the importance of information and the utilization of information and communication technology among the public in order to develop an information culture towards realizing the information society" (Kominfo, 2003). Surrounded by digital media and various media choices, 21st-century students must understand how to apply the available media sources to learn and use devices to create media in various forms of products beneficial to themselves (Trilling & Fadel, 2009).

However, in practice, most students at SMP IT Bina Insan Batang Kuis, especially in religious matters, could be better at using digital technology. The same thing happened to students at SMP IT Bina Insan Batang Kuis, as seen on Monday, April 22, 2024. They still need to improve in terms of religious information literacy using digital technology. This is evident from the few students actively using digital technology to search for and understand religious information. They also cannot judge well whether the religious information they get from the Internet is accurate or not. Moreover, they still need to be able to apply the religious teachings they learn from the Internet in their daily lives. So, there is still much to be improved in terms of digital technology-based religious information literacy at SMP IT Bina Insan Batang Kuis.

The ability to search and find information is a supporting factor and means to enhance the learning process more actively and efficiently. Individuals with a high level of information literacy are considered capable of navigating the increasingly broad and complex information landscape from both print and electronic sources. With the evolution of knowledge demands in education, there has been a change in the service to students, including teaching approaches that involve multimedia technology and electronic communication.

According to the survey results conducted by PISA (Program for International Student Assessment) in 2018, Indonesia is ranked 74th out of 79 PISA participating countries in the reading ability category, 73rd in the mathematics skills category, and 71st in the science literacy category. PISA assessment results show that the literacy culture in Indonesia is low or in the bottom 10 (Hewi & Shaleh, 2020). The low literacy level in Indonesia is due to the low reading interest of the community. This stigma results in Indonesia having low competitiveness and human resources (HR) (Perpustakaan.Kemendagri. go.id 2021).

The government's effort to increase reading interest in Indonesia is to create a movement that can cultivate public reading interest. In 2016, the Ministry of Education and Culture created the School Literacy Movement (GLS) to increase reading interest, especially among students in schools. GLS is the implementation of the Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015 concerning the cultivation of character through the habit of reading non-lesson books for 15 minutes before the teaching and learning process is

carried out (Miftachurrochmah & Haq, 2020). Based on guidelines issued by the Ministry of Education and Culture (Musaddat et al., 2021), GLS is carried out through three main stages. The three stages in question are habituation, development, and learning. These three stages can be carried out in the classroom, school, and community.

Based on research conducted by Yesifa (2018), several aspects of reading interest influenced by digital literacy are: 1. Motivation in the form of students' interest in reading learning materials or other reading materials. 2. Feelings of pleasure, such as students' feelings of joy and enthusiasm when reading learning materials or other reading materials. 3. Willingness in the form of students' desire without coercion from others to read learning materials or other reading materials. 4. Attention in the form of students' concentration when reading learning materials or other reading materials and not feeling bored and sleepy while reading. 5. Awareness in the form of students' awareness of the purpose, benefits, and importance of reading various types of reading materials for themselves.

Digital literacy influences and plays a vital role in increasing students' reading interest because, with digital literacy skills, students will find it easier to access various types of reading materials, such as information on learning materials, stories, and poetry in various formats. It also makes it easier for students to search for information or learning materials on the Internet from trusted sources. So, the better the digital literacy possessed by students, the better their level of reading interest is.

Students at the Junior High School level, especially in the middle class, are now faced with extensive learning materials requiring the application of critical, logical, careful, and accurate thinking patterns. In principle, students begin to learn concrete concepts to understand more abstract concepts requiring information as a learning medium. In the learning process, students often face difficulties in visualizing the concrete forms of the material, so the ability to search and sort information becomes crucial to prevent misconceptions. Therefore, through the role of teachers in developing information literacy at the Junior High School level, middle-class students need to have the ability to search for accurate and precise information that is no longer in doubt and to enhance students' thinking levels.

The low literacy culture is a problem that must be resolved immediately by cultivating a literacy culture. Cultivating a literacy culture among students requires synergy between the government, teachers, and parents. Literacy can be defined as the ability to read and write (Trianasari, 2017). Literacy activities are activities related to reading and writing, as well as language and cultural knowledge (Rahayu, 2016). Literacy is an effort of a learning approach based on individual awareness and recognition of the importance of knowledge capital to face the current global era. Literacy plays a vital role in society, which lives in the current age of science and technology (Nurchaili, 2016).

The government, through the Ministry of Education and Culture, has launched the School Literacy Movement (GLS) in Ministerial Regulation No. 23 of 2015 concerning Character Cultivation as a literacy culture step in schools (Kemdikbud, 2016). In this program, the government wants to create a more effective school culture to support literacy. School culture is a set of values that underlie daily behaviour, traditions, habits, and symbols practised by school leaders, teachers, managers, students, and the surrounding community (Maryamah, 2016). An influential literacy culture is applied to help students improve their reading interests and learning outcomes (Lestari et al., 2021). Paying attention to the significance of religious information literacy skills in shaping quality students is the right step if understanding religious information literacy is developed from the Junior High School age. To ensure this understanding is instilled in Junior High School students, the role of teachers, especially PAI teachers, in the learning process both inside and outside the classroom is vital. Therefore, researchers feel it is essential to conduct research focused on "Development of Digital-Based Religious Information Literacy for Junior High School Students (SMP)."

RESEARCH METHOD

This research falls under the category of development research or Research and Development (R&D). The development research method is used to produce a product, and its effectiveness can be known through this method (Sugiono, 2007). Gustiani (2019) states that research and development methods are used to develop and improve certain products or services. This method is applied to enhance the teaching or learning process of students by developing and validating educational products. The steps in this research and development use the ADDIE development model, according to Dick et al. (2005) This model consists of five development stages. The selection of this model is based on the similarity of characteristics of the resulting product, namely Digital-Based Religious Information Literacy (Dick et al., 1996) This research and development aims to assist the learning process through several stages, namely product design, product validation by several experts, and obtaining feedback from students and teachers.

The research location is SMP IT Bina Insan Batang Kuis Gg. Melati Jl. Nusa Indah, Tanjung Sari Village, Batang Kuis District. The subjects in this study are students, Islamic religious teachers, and school principals. The types and sources of data in this research include literature studies, observations, interviews, and questionnaires. Afterwards, the researcher uses data analysis techniques by reducing data, displaying projects, and drawing conclusions.

RESULTS AND DISCUSSION

This research was conducted in classes VII and VIII at SMP IT Bina Insan Batang Kuis, located at Gg. Melati Jl. Nusa Indah, Tanjung Sari Village, Batang Kuis District. This research produced a Digital Website-Based Religious Information Literacy product on the topic of Religious Moderation. Before this media was tested, the product was first reviewed by material expert validators and design expert validators. This aims to ensure that the developed information media is deemed suitable for use. This research uses the R&D (Research and Development) method with the ADDIE development model proposed by Dick and Carry in 1996. The steps in the ADDIE model development research include the Analysis stage, Design stage, Development stage, Implementation stage, and Evaluation stage. Based on the research and development conducted, the research results are as follows:

Analysis Stage

The first stage of this research is analysis. Based on the results of the study at SMP IT Bina Insan Batang Kuis, the analysis results are used as guidelines and considerations for developing Website-Based Religious Information Media. At this stage, needs analysis, problem analysis, and learner characteristic analysis were conducted.

Student Needs Analysis Results

Pada At the needs analysis stage, the researcher conducted observations, interviews, and comprehensive observations, as well as learning activities in class VII at SMP IT Bina Insan Batang Kuis. In this analysis stage, it was found that most students have access to basic skills in using gadgets such as smartphones and computers. However, their ability to use technology effectively in seeking religious information still needs to be improved. Students often search for religious information through search engines like Google, but they need to gain the skills to assess the credibility of the information sources they find. Many students need to become more accustomed to using official websites or recognized platforms for seeking religious information. Students need more precise and more structured guidance on how to

access, evaluate, and use religious information from the Internet. There is a need to integrate religious information literacy into the curriculum, especially in the subject of Islamic Religious Education. Teachers also need training and resources to help students develop religious information literacy skills. In addition, parents need to be given an understanding of the importance of information literacy to support and supervise their children's use of technology at home. Based on these findings, some recommendations to improve website-based religious information literacy at SMP IT Bina Insan Batang Kuis are as follows: 1. A module or teaching material specifically on website-based religious information literacy needs to be developed. This module should include skills in seeking information, evaluating the credibility of sources, and applying the information in everyday life. 2. Training for teachers on religious information literacy and how to integrate it into teaching is essential. 3. Parents need to be socialized on the importance of information literacy and how they can support their children in using technology positively and responsibly. 4. The school needs to provide students with access to trusted and relevant online resources to support their learning.

With these steps, it is hoped that students can develop better religious information literacy and utilize technology for religious learning effectively and responsibly.

Problem Analysis Results

At this stage, the author analyzes the problems faced by students, such as the need for more skills in evaluating the credibility and accuracy of religious information sources they find on the Internet. Many students tend to accept information from websites at face value without considering its validity. This can result in the spread of incorrect information about religious teachings, ultimately affecting their religious understanding. Moreover, students often need help to identify reliable information sources. They tend to rely on search engines like Google without understanding how to filter search results to find trustworthy sources.

Consequently, they are often exposed to invalid or even harmful content. The lack of guidance and direction from teachers and parents exacerbates the situation. The complex language and technical terms on many religious websites also pose challenges for students. Many students need help understanding the content of articles or materials presented because they are unfamiliar with the terms. This makes them less motivated to seek and delve into religious information through websites.

Another problem is the need for integration of religious information literacy into the school curriculum. Currently, the main focus of Islamic Religious Education is to cover fully the aspects of website-based information literacy. As a result, students need to receive structured learning on how to effectively search for, evaluate, and use religious information from the Internet. Inadequate access to relevant and trustworthy online resources in the school environment is also a challenge. Students often need a list of recognized reference websites or educational platforms that they can use to seek religious information. This results in their dependence on random searches that potentially lead them to invalid sources. Insufficient supervision and guidance from parents also play a role in worsening this situation. Many parents need to fully understand the importance of information literacy and pay more attention to their children's activities in seeking religious information on the Internet. The lack of communication between schools and parents on this matter exacerbates the problem. Overall, the issues of website-based religious information literacy at SMP IT Bina Insan Batang Kuis include lack of source evaluation skills, difficulty in identifying reliable sources, complex

language, lack of integration in the curriculum, limited access to online resources, and lack of supervision and guidance from parents. To address these issues, collaborative efforts between schools, teachers, parents, and the students themselves are needed.

Student Characteristic Analysis Results

Pada At this stage, the author analyzes the characteristics of students at SMP IT Bina Insan Batang Kuis in the context of website-based religious information literacy, highlighting several vital aspects that can affect the effectiveness and quality of their learning. This analysis provides an overview of how students use digital technology to obtain religious information, including the challenges and strengths they possess. Most students show a high interest in using digital technology and the Internet in daily activities, including seeking religious information. They tend to feel more comfortable and interested in using devices like smartphones, tablets, or computers to access various types of information. This high interest offers an excellent opportunity to integrate website-based religious information literacy into the learning process. However, despite having basic skills in using technology, many of them need more critical skills in evaluating the information they find on the Internet. Students often need to question the source or accuracy of the information in order to accept information. This indicates the need for more profound information literacy skills development, especially in the religious context, to help them become more critical and intelligent information consumers.

Additionally, varying reading and language comprehension skills also affect students' ability to access and understand website-based religious information. Some students may have good language skills and can easily understand articles or religious texts. In contrast, others may need help comprehending technical terms or more formal language often used in religious writings. These differences highlight the importance of providing materials that match the student's level of understanding and offering additional guidance for those who need it. Individual motivation and interest in religious topics also play a role in website-based religious information literacy. Students with a high interest in religious topics tend to be more proactive in seeking information and more motivated to understand the content of the information they find.

Conversely, students with lower interest may need additional encouragement to engage actively in seeking religious information. Students' technological skills also vary, with some demonstrating good ability in website navigation, search engine usage, and digital information management. In contrast, others may need to become more familiar with these techniques. This indicates the need for special training and guidance in using information technology for religious learning purposes. Apart from technical and motivational factors, family background and social environment also influence website-based religious information literacy. Students from families with high attention to education and literacy tend to have better access to quality information sources and receive better guidance in utilizing technology for learning.

Conversely, students from less supportive family backgrounds may need help accessing and utilizing website-based religious information. To improve website-based religious information literacy among students, it is essential to consider these various characteristics and design strategies that can accommodate the differences in abilities, interests, and backgrounds of students. An inclusive and comprehensive approach is needed to ensure all students gain maximum benefits from information technology in their religious learning.

Design Stage

The design stage aims to prepare digital media. The first step the author takes is to formulate the content display of religious information to Dr. Rustam Ependi, M.Pd., as a material expert validator. The next step is to open the Website application. In this design phase, the author designs the learning and religious information display following the steps mentioned above, then arranges it according to the previously designed learning and information order, providing supporting images, etc. Additionally, in this stage, the author composes a script, which is the initial step before entering the production stage. The final step is that the researcher records a voice that will be used in the video with a personal voice.

Development Stage

In the development stage, the author produces the developed religious information display and conducts validation with expert validators, namely Dr. Rustam Ependi, M.Pd., and Ahmad Taufik S.Ag., as material validators conducted online with three validation rounds.

Implementation Stage

In this stage, the implementation and use of website-based religious information display products are the processes that involve several critical steps to ensure the effectiveness and efficiency of the expected goals. This implementation process starts with thorough planning and development, followed by trial stages, launch, and periodic evaluation for continuous improvement. In the implementation stage, technical planning becomes one of the top priorities. The technical team needs to ensure adequate infrastructure, including stable servers, suitable platforms, and guaranteed security. The use of an appropriate content management system (CMS) is essential to facilitate content management by the editorial team.

Additionally, the user interface must be designed to be intuitive and easy to use, with straightforward navigation so that users can easily find the information they need. Content management is a vital aspect of implementing this website. The religious content presented must be valid, up-to-date, and composed by a competent editorial team. The presented materials should cover various formats such as articles, videos, podcasts, and infographics to meet users' diverse learning preferences. Content management also includes moderating comments and discussions to ensure that user interactions remain productive and focused. The use of website-based religious information display products by users involves direct interaction with various features provided. Interactive features such as discussion forums, direct Q&A with experts, and quizzes or tests give users the opportunity to engage more and delve deeper into the presented material. Active user participation not only enhances their understanding but also creates a dynamic learning community. Website performance evaluation is an inseparable part of the implementation and usage process. Web analytics tools are used to monitor usage patterns, most accessed pages, and the time users spend on each page. This data provides valuable insights into user preferences and needs as well as areas that need improvement.

Additionally, periodic user satisfaction surveys help identify the strengths and weaknesses of the website from the users' perspective. Sustainability and further development become the main focus after the initial implementation. This includes regular content updates, new feature development based on user feedback, and technical infrastructure improvement according to evolving needs. Collaboration with various parties, including educational institutions and religious communities, can help maintain and enhance the quality of the services provided.

Validation Stage

After producing the religious information display product, testing with experts is conducted before entering the implementation stage. Suppose deficiencies are found in the display media during testing. In that case, the media must be revised and retested by experts until it is deemed suitable and no further revisions are needed. The product, which was tested with material and media experts, aims to let the author know whether this media is suitable for use and what mistakes are present in the religious information display and media content. This is intended so that the media is applied according to its function and purpose.

Material and Media Validation Results Stage I

The development product provided to material and media experts is in the form of Interactive Display Media for Religious Information. Material expert validation stage I was conducted on June 19, 2024, by Dr. Rustam Ependi, M.Pd., one of the lecturers of Islamic Religious Education as a material expert validator, and media validation stage I on July 15, 2024, by Ahmad Taufik S. Ag., an Islamic Religious Education teacher at SMP IT Bina Insan as a media expert validator. The descriptive exposure of material and media expert validation results will be shown through a questionnaire method with an instrument questionnaire obtaining stage I scores as follows:

Table 1. Material and Media Expert Assessment Results Stage I

No	Validator	S	N	$P(s) = \frac{S}{N} \times 100$	Criteria	Category
1.	DR. Rustam Ependi, M.Pd	71	90	78%	Good	Good
2.	Ahmad Taufik, S.Ag	106	130	81%	Good	Good

Based on Table 1, it can be concluded that the results of the material and media expert assessment stage I show that the material expert validation at stage I obtained a score of 71 from a maximum score of 90 with a percentage of 78% based on the qualitative data conversion guidelines used. This score falls into the "Good" criteria and suitable category with revisions according to the notes of the material expert validator, namely that the material should emphasize the daily background that is done daily so that it can further enhance the understanding and skills of students in finding accurate religious information.

In media validation by Ahmad Taufik S. Ag., at stage I, it received a score of 106 from a maximum score of 130 with a percentage of 81%, included in the "Good" criteria and "Suitable" category with revisions according to the media expert's notes, namely, the font size and font must be adjusted to the reading distance of students outside the classroom. The video background in some slides could be more attractive. It needs to be added with moving animations that match the title, such as fables, then add sound to explain the video so that this media appears "Interactive."

Material and Media Validation Results Stage II

In this stage, after conducting stage I validation, the author revises the Interactive Religious Information Display media on June 20, 2024, based on the notes and suggestions provided by the validators. Then, the researcher conducts stage II validation and submits it to the material and media experts in the form of Interactive Religious Information Display media. Material expert validation stage II was conducted on July 15, 2024, and media expert validation stage II was conducted on July 15, 2024, with scores obtained as follows:

Table 2. Material and Media Expert Assessment Results Stage II

No	Validator	S	N	S $P(s) = \frac{N \times S}{100}$	Criteria	Categori
1.	DR. Rustam Ependi, M.Pd	85	90	94%	Very Good	Good
2.	Ahmad Taufik, S.Ag	122	130	94%	Very Good	Good

Based on Table 2, it can be concluded that the material assessment results by Dr. Rustam Ependi M.Pd and the media assessment by Ahmad Taufik S.Ag show that the material expert validation at stage II obtained a score of 85 from a maximum score of 90 with a percentage of 94%. The media expert validation obtained a score of 122 from a maximum score of 130 with a percentage of 94% with "Very Good" criteria and "Suitable." In the material and media expert validation stage II, the validators stated that the Interactive Religious Information Display media on fable text material was suitable without revision.

Evaluation Stage

The evaluation stage aims to assess the feasibility of each product assessment process produced. In this case, the Interactive Information Literacy Display media for class VII and VIII students at SMP IT Bina Insan was conducted during validation stages I and II. Below are the product assessment results at each stage.

Product Assessment at Each Stage

The analysis results from each stage and the final product are as follows: **Material Expert Validation Assessment**

Below are the assessment results from material and media experts in stages I and II.

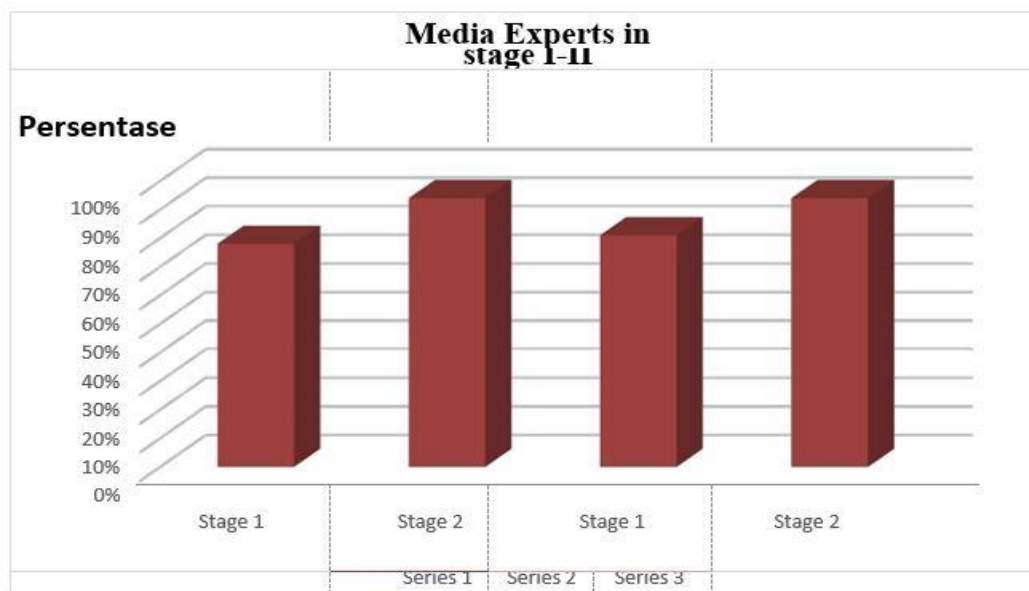


Figure 1. Assessment Results From Material and Media Experts in Stages I And II

Based on diagram 6.1 above, it can be concluded that the material expert validation results on Interactive Powerpoint learning media on fable text material experienced an increase at each stage, as seen from the material validation results in stage I conducted on June 19, 2024, obtaining a score of 71 from a maximum score of 90 with a percentage of 78%, which falls into the "Good" criteria and "Suitable" category with revision. Material expert validation stage II was conducted on July 15, 2024, obtaining a score of 85 from a maximum score of 90 with

a percentage of 94% with "Very Good" criteria and "Suitable" category, and the material expert validator stated that the Interactive Powerpoint learning media was suitable without revision.

Final Product

This research resulted in interactive religious information display media on religious moderation material in the final product stage. Teachers and students can use this media during the learning process in classes VII and VIII at SMP IT Bina Insan Batang Kuis.

CONCLUSION

Based on the research results and discussions on the development of digital website-based religious information literacy at the junior high school level, the following conclusions can be drawn: The research and development process of digital-based religious information literacy media developed by the author uses the ADDIE model, consisting of several stages: a). The analysis stage (Analysis) consists of several parts: (1) student needs analysis conducted through observation in class VII and VIII at SMP IT Bina Insan Batang Kuis, (2) analysis of students' problems in receiving information, especially religious, (3) analysis of students' characteristics towards the obtained information. b). Design stage (Design) with the concept design of media. c). The development stage (Development) includes (1) product creation and development, (2) validation by material and media experts, and (3) revision/improvement. d). The implementation stage (Implementation) includes (1) digital information literacy media production and (2) the validation stage. e). The evaluation stage (Evaluation), which is the final stage, consists of (1) product assessment at each stage, namely the validation results on the learning media, and b) the final product of this media, which is the development of digital-based information literacy media.

The development product handed over to material and media experts is in the form of digital information literacy media. Validation by material expert Dr Rustam Ependi M.Pd., a lecturer in the Department of Islamic Religious Education, and Ahmad Taufik S.Ag., a PAI teacher at SMP Bina Insan as a media expert. The descriptive exposure of material and media validation results will be shown through a questionnaire method with instrument questionnaires obtaining scores as follows: a). Data obtained from the material validation stage I conducted on June 19, 2024, obtained a score of 71 from a maximum score of 90 with a percentage of 78%, which falls into the "Good" criteria and "Suitable" category with revision. Material expert validation stage II conducted on July 15, 2024, obtained a score of 85 from a maximum score of 90 with a percentage of 94%, which falls into the "Very Good" criteria and "Suitable" category, and the material expert validator stated that the Interactive Powerpoint learning media was suitable without revision. b). Data obtained from the media validation stage I conducted on June 19, 2024, obtained a score of 106 from a maximum score of 130 with a percentage of 81%, which falls into the "Good" criteria and "Suitable" category with revision. Media expert validation stage II conducted on July 15, 2024, obtained a score of 122 from a maximum score of 130 with a percentage of 94%, which falls into the "Very Good" criteria and "Suitable" category, and the media expert validator stated that the Interactive Powerpoint learning media was suitable without revision.

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