



The Role of WebQuest in Improving Digital Literacy of Students

Alfian Ahsani Nasrullah^{1*}; Evi Fatimatur Rusydiyah²

^{1,2}Pendidikan Agama Islam, UIN Sunan Ampel Surabaya, Indonesia.

^{1*}Corresponding Email: alfiannasrulloh224@gmail.com, Phone Number: 0822 xxxx xxxx

Article History:

Received: Nov 24, 2024

Revised: Dec 28, 2024

Accepted: Jan 28, 2025

Online First: Jan 30, 2025

Keywords:

Digital Literacy,
Pesantren Education,
WebQuest.

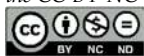
Kata Kunci:

Literasi Digital,
Pendidikan Pesantren,
WebQuest.

How to cite:

Nasrullah, A. A., & Rusydiyah, E. F. (2025). The Role of WebQuest in Improving Digital Literacy of Students. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(1), 601-613.

This is an open-access article under the CC-BY-NC-ND license



Abstract: This study explores WebQuest's role in enhancing students' digital literacy in Islamic boarding schools, particularly at Al-Jihad Islamic Boarding School in Surabaya. Digital literacy has become an essential skill for students to adapt to the challenges and opportunities of the digital era. WebQuest, an internet-based learning method designed by Bernie Dodge, enables students to develop critical thinking skills and the ability to search, evaluate, and process information independently using digital resources. The research employed a qualitative method with a case study approach, involving 10 seventh-semester students as respondents. Data were collected through interviews, observations, and documentation and analyzed using the Miles and Huberman model. The findings indicate that implementing WebQuest can significantly improve students' digital literacy, particularly in digital skills, ethics, and safety. Respondents also reported a better understanding of using technology effectively and ethically. The implications of this study suggest that WebQuest has substantial potential as a learning method in Islamic boarding schools to support technology integration into education. With structured guidance and relevant materials, students can be better prepared to face the digital era's demands without compromising Islamic education's values. This study contributes to the development of technology-based learning in religious educational institutions.

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi peran WebQuest dalam meningkatkan literasi digital santri di Pondok Pesantren, khususnya di Pondok Pesantren Al-Jihad Surabaya. Literasi digital menjadi keterampilan penting bagi santri untuk beradaptasi dengan tantangan dan peluang di era digital. WebQuest, metode pembelajaran berbasis internet yang dirancang oleh Bernie Dodge, memungkinkan santri untuk mengembangkan kemampuan berpikir kritis, mencari, mengevaluasi, dan mengolah informasi secara mandiri melalui sumber daya digital. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, melibatkan 10 santri mahasiswa semester 7 sebagai responden. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan WebQuest dapat meningkatkan literasi digital santri, terutama pada aspek keterampilan digital, etika digital, dan keamanan digital. Responden juga melaporkan peningkatan pemahaman dalam menggunakan teknologi secara efektif dan etis. Implikasi dari penelitian ini menunjukkan bahwa WebQuest memiliki potensi besar sebagai metode pembelajaran di pesantren untuk mendukung integrasi teknologi dalam pendidikan. Dengan panduan yang terstruktur dan materi yang relevan, santri dapat lebih siap menghadapi tuntutan era digital tanpa meninggalkan nilai-nilai pesantren. Penelitian ini memberikan kontribusi bagi pengembangan pembelajaran berbasis teknologi di lembaga pendidikan berbasis agama.

A. Introduction

Indonesia is one of the largest archipelago countries in the world, with a population of more than 270 million people (Soemarmi & Diamantina, 2019), and has adopted technology extensively in various aspects of life. Almost all types of information can be accessed and found online through internet sources (Tutiasri et al., 2020). This is beneficial for everyone, especially in the field of education. In the era of educational transformation in the 21st century, there is a dynamic change between teachers and students, where they have an important role in the learning process (Rusydiyah et al., 2020). Learning no longer depends on teachers as the only source of knowledge, but teachers are mediators and active facilitators in developing students' potential.

To answer the challenges of the needs of today's technological developments, the world of education must continue to adapt to the progress of the times. Undeniably, the presence of the Industrial Revolution 4.0, the concept of *Society* 5.0, and the COVID-19 pandemic have emphasized the importance of technology integration in teaching and learning. This is reflected in the increasing use of technology and online-based learning methods (Sumarno et al., 2023). Therefore, as the nation's next generation, we must be able to understand and continue to follow technological developments.

In today's rapidly evolving digital era, digital literacy has become an important skill for everyone (Seputro & Setiawan, 2020). Digital literacy includes searching, assessing, and utilizing online information (Sa'diyah et al., 2021; Noh, 2017). Islamic boarding schools are right where religious education is the main focus, and the development of digital literacy is often neglected. However, this ability is very important to help students adapt to the challenges and opportunities in the modern world.

According to (Junaidi et al., 2024), Digital transformation has brought significant changes to Islamic boarding schools, especially in modernizing learning methods and administrative management. With technology, pesantren can access a wider range of learning resources, including digital yellow books and multimedia materials. Students can also develop digital skills relevant to the modern world of work, such as using productivity and online communication applications. In addition, Islamic boarding schools can expand their da'wah through digital platforms such as social media and websites, reaching a wider audience without geographical boundaries.

However, digital transformation also presents challenges. The main obstacles are the limitations of technological infrastructure and the gap in teacher competence in using technology. In addition, Islamic boarding schools must maintain traditional values so that they are not displaced by digital content that does not follow religious norms. Student data security and education about digital ethics are also important aspects that must be considered. With the right adaptation strategy, pesantren can take advantage of digital transformation opportunities without losing their identity and values.

WebQuest is an internet-based teaching method developed by Bernie Dodge at San Diego State University in 1995 (Gürgil et al., 2019). Webquest is one of the learning methods that can be used to improve digital literacy. This method utilizes the internet as the main

source of information and encourages students to be actively involved in the learning process (Natasya et al., 2024). In WebQuest, students will be directed to search for information from various online sources and analyze and process that information to achieve learning goals. This approach can provide a deeper experience in the learning process and hone the skills needed to interact with the digital world.

Additionally, the use of WebQuest also helps develop critical skills in evaluating information. In the digital world, not all available information can be trusted. Students will be trained to recognize relevant and valid information by practising searching and analyzing online sources. This is crucial to avoid hoaxes and misleading information, especially in religious learning.

Although there are many benefits, the challenges in implementing WebQuest in educational institutions must also be considered. Some students may have difficulty using technology or feel insecure working in groups. Therefore, teacher assistance and an adequate introduction to technology are very important for the learning process to run well.

In addition, research related to digital literacy in Indonesia tends to focus on the general population or general education institutions. In contrast, Islamic boarding schools, as religious education institutions that have an important role in the national education system, have not been studied much. Also, Islamic boarding schools have unique cultural characteristics and a more traditional learning system. Previous research has not examined how technological approaches, such as WebQuest, can be adapted to the needs and challenges of Islamic boarding schools.

Based on the 2020 Komifo survey, Indonesia's digital literacy ability is still getting a score of 3.47 (Dinata, 2021). If you look more specifically for the good category, there is a number 4. Then, each sub-index is still under the good category in information and data literacy, communication and collaboration, security, and technological ability. In Ririen and Heriasman's research, *smartphone* use is often allocated to playing games and social media only (Dinata, 2021). Meanwhile, according to Nahdi and Jasunda, in their research, the ability of students to find reference sources from the internet is unfortunate if they do not pay attention to clear sources (Nahdi & Jatisunda, 2020).

In his thesis entitled "*What is 'Digital Literacy'?*", Douglas A.J. Belshaw explained that there are eight elements that can support the development of digital literacy, including (Muliani et al., 2021) a.) Culture is an analysis of the context of individual privacy within the scope of the digital world. b.) Cognitive is the cognitive capacity of individuals to make critical judgments of something or information. c.) Constructive is an invention that can be made with experts and actuals. d.) Communicative: A comprehensive understanding of performance and communication as the foundation for developing digital literacy. e.) Have confidence. f.) Creative, namely by doing or making something different and in a new way. g.) Be critical when sorting out newly discovered information. h.) Have social responsibility.

These elements are important in digital literacy. Cultural aspects play an important role in digital literacy. This element is crucial because understanding the cultural context of individuals using social media can support cognitive abilities in evaluating content.

Meanwhile, according to the Ministry of Communication and Information Technology (Kominfo), there are four components of digital literacy development in the study report of the roadmap for digital literacy development in Indonesia prepared by Deloitte Consulting with the title *Digital Literacy Roadmap 2020-2024*. The four components of digital literacy are 1) the ability to operate digital technology (*digital skills*), 2) understanding of digital culture (*digital culture*), 3) the application of digital ethics (*digital ethics*), and 4) literacy related to digital security (*digital safety*) (Nugraha, 2022).

This research will develop an evaluation instrument to measure the effectiveness of students' digital literacy after implementing WebQuest, providing practical insights for pesantren managers and policymakers. It also intends to prepare to overcome the challenges of globalization and the Industrial Revolution 4.0 so that the young generation is not only technologically literate but also has critical skills in managing information.

A study by (Lisyawati et al., 2023) shows that digital literacy in the religious education environment improves technical skills and helps students understand how to use technology ethically in daily life. With this theoretical enrichment, the introduction can provide a stronger and more comprehensive foundation to support the relevance and importance of the research conducted.

However, although technology has been widely adopted in various fields of life, pesantren, as a faith-based educational institution, often faces challenges in integrating technology, especially in developing digital literacy. A study by (Setiawan et al., 2023; Lisyawati et al., 2023) shows that many Islamic boarding schools still focus on traditional teaching methods that lack the use of modern technology, so students have limitations in utilizing online information optimally.

Another challenge faced is the lack of technology infrastructure and digital skills among students, as identified by (Fadli & Dwiningrum, 2021), which states that digital literacy in Islamic boarding schools is often considered not a top priority. Digital literacy is important to prepare students to face the challenges of the digital era, including evaluating online information, avoiding hoaxes, and utilizing technology to support religion-based learning.

With these conditions, this study aims to explore the role of WebQuest in improving digital literacy. This research will be conducted on students who have the status of students. By understanding the effectiveness of this method, the benefits of WebQuest in education can be found so that students not only gain in-depth religious knowledge but also digital skills relevant to the needs of the times. Moreover, of course, it is expected to have its own effect on students, allowing them to master their abilities in technology and digital literacy.

B. Method

This research uses a qualitative method with a case study approach, which is an in-depth approach to exploring information on the role of webquests in improving students' digital literacy. The respondents of this study are 10 7th-semester students registered at the

Al-Jihad Islamic Boarding School, Surabaya. The respondents of this study are 10 7th-semester students registered at the Al-Jihad Islamic Boarding School, Surabaya.

The data collection technique used in this study uses in-depth interviews to explore students' understanding and experiences related to digital literacy, observations to see firsthand how WebQuest is applied and its impact on students, and documentation to complete the data from the results of interviews and observations. The instruments used were structured and semi-structured interview guides, assisted by observation sheets, to record observed activities. The informants utilised documentation tools such as cameras and voice recorders through the purpose sampling technique. Interviews were conducted with several students to dig deeper into their understanding of digital literacy.

The data analysis technique used in this qualitative research uses the Miles and Huberman model. The stages of data analysis include data condensation, data presentation, and conclusions drawn. The condensed data will be presented in narrative form to make it easier for readers to understand. Furthermore, after the analysis, the researcher will conclude the researcher will conclude the implementation of Webquest as a method to improve students' digital literacy.

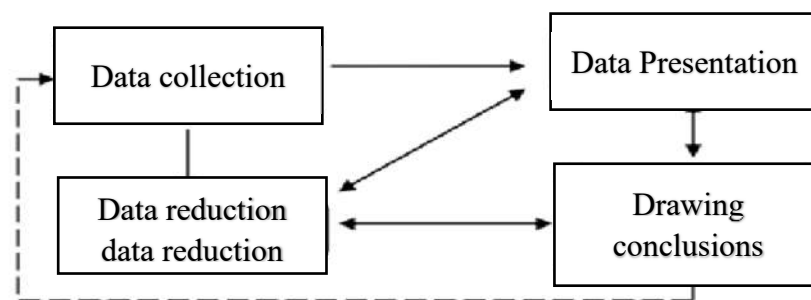


Figure 1. Research Flow

C. Result and Discussion

Result

Webquest

Webquest is an inquiry-based learning method useful for students in various subject areas. As a web-based learning medium, webquests can be accessed through various sources on the internet. In its application, WebQuests utilize the internet or the web as the main or even only source of information that students use.

This method allows students to obtain information from the web when completing assignments or learning. Webquest is designed to make it easier for students to analyze and explore information independently. Thus, WebQuests have become an effective medium for training students to think critically and solve problems through the processing of information obtained.

Webquest is also a technology-based task that leverages the *World Wide Web* as the main source of information that students need to complete learning (Munadzar & Darajat,

2024). As a digital learning format, WebQuests allow students to access and manage various information relevant to the topic being studied. This makes Webquest one technology-based learning media that effectively supports the student learning process.

The WebQuest component has five basic components, according to Bornie Dogde, which are:

1. *The introduction* is an introduction that provides an initial overview and background information.
2. The task is a task that can be done and is interesting for students.
3. *Sources* are a collection of information sources that support task completion.
4. *Process*: is an explanation of the process that students must pass when completing assignments. This process is broken down into steps, including a guide to organizing the information obtained.
5. *Conclusion*: conclusions that provide a conclusion to the search, remind students of what they have learned, and encourage them to expand this experience to other areas.

Improving Digital Literacy Through Webquest

Digital literacy is a form of literacy that develops along with technological advances. Digital literacy refers to an individual's ability to understand various digital content (Dewi et al., 2021). Most people think that literacy is only limited to the ability to read and write. However, in the early stages of its development, literacy is defined as the skill of using language and media, both in the form of writing and video, to read, write, listen, speak, see, convey, and reflect on ideas critically. In its development, literacy is increasingly closely related to the social context and its application.

Digital literacy is one of the important skills the golden generation must possess as a life skill that supports them to survive and compete amid globalization and digitalization. Gilster defines digital literacy as understanding and utilizing information derived from various information technologies (Ishak et al., 2024). In line with that, UNESCO explained that digital literacy includes accessing, understanding, restructuring, communicating, and evaluating information using digital technology and is supported by cognitive, ethical, social, and emotional skills. Therefore, further explanation is needed about the model for implementing digital literacy in Islamic boarding schools.

Digital literacy refers to a person's ability to use functional skills on digital devices to search for and select information, think critically, innovate, collaborate with others, communicate effectively, pay attention to electronic security and understand the existing socio-cultural context (Naufal, 2021).

WebQuest plays an important role in improving digital literacy among students. In its application, many platforms, one of which can use Edmodo by utilizing the features in the platform to support interactive learning and collaboration.

The website "Edmodo" is expected to facilitate educators' and students' interaction and communication more easily through Internet services. With this platform, educational communication between lecturers and students is no longer limited by space and time.

Through the internet network and the use of www.edmodo.com sites, the learning process and educational services can continue anytime and anywhere.

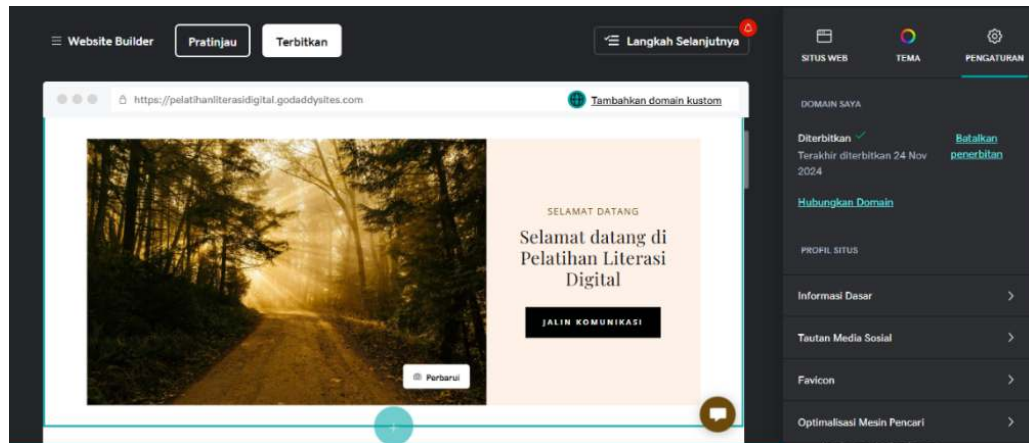


Figure 2. Edmodo Domain Creation Process

In accordance with the first image, the researcher created an Edmodo-based webquest domain to make it easier for students to participate in digital literacy training activities.

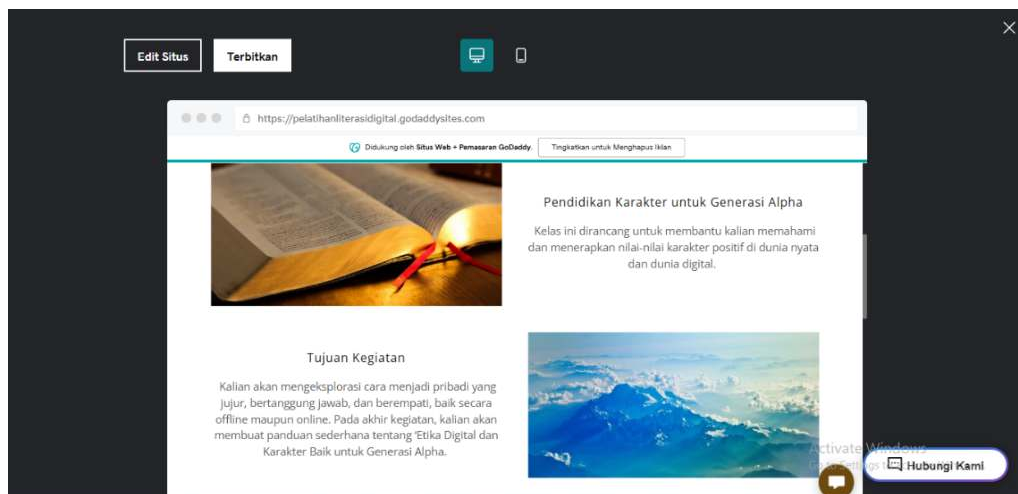


Figure 3. Explanation and Purpose of the Activity

In the second picture, the link that has been given to the students gives an overview of the activity and its purpose. This is intended so that the students have an idea of what will be done according to the first component in WebQuest, namely *the introduction* or introduction.

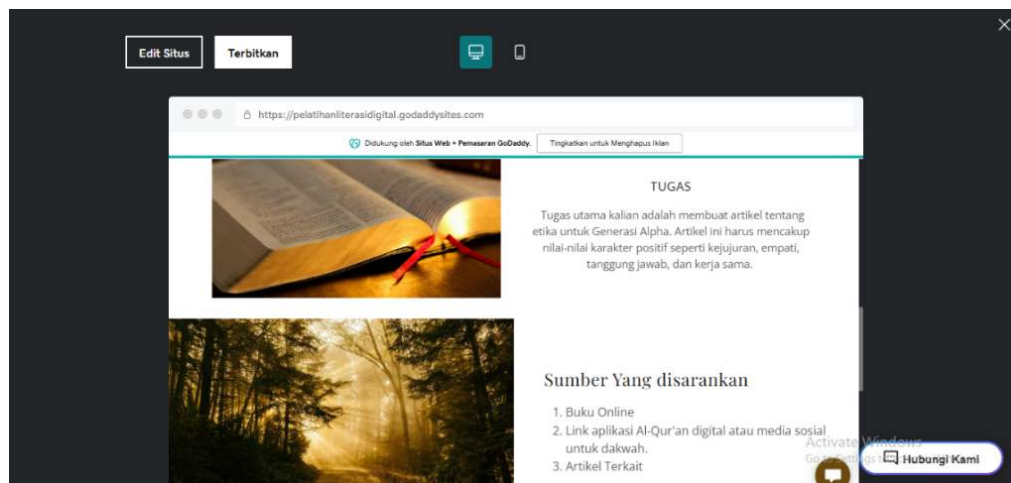


Figure 4. Suggested Tasks and Resources

Furthermore, in accordance with the second component of the WebQuest (*task*), they were given a task by the activity, namely, creating an article about ethics for the alpha generation. At this stage, the suggested sources in the creation of articles are also explained, and this is also included in the third component, namely *sources*. In addition, it also explained the process that students must pass to complete their tasks. This process also guides organizing clear information so that the students who participate in this activity are aware of the purpose of the activity.

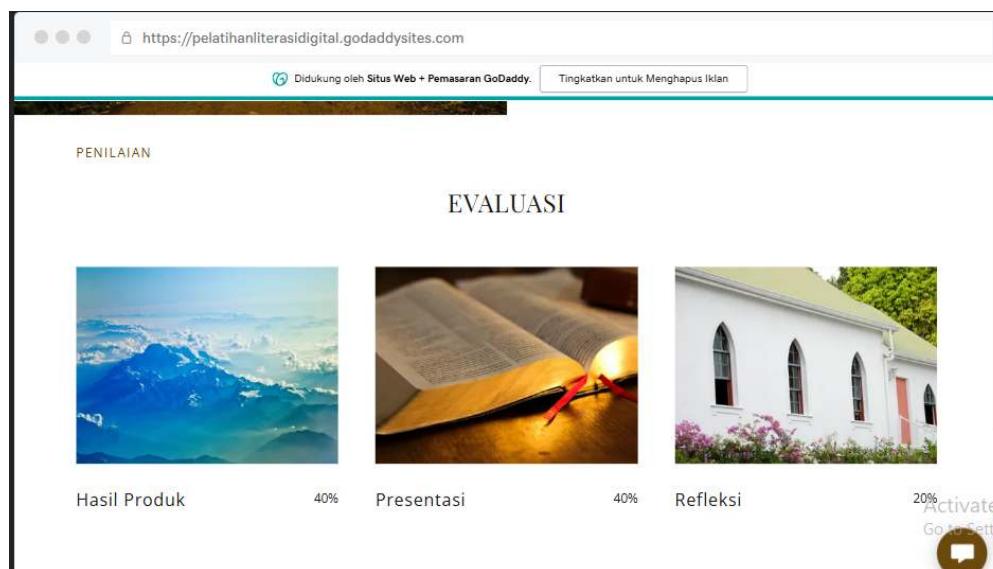


Figure 5. Evaluation of Conclusion

The fifth component is *the conclusion*; in this component, students who have completed making articles are given time to present the product that has been reviewed. In addition, reflections or conclusions are given from what has been passed; students are also reminded to remember what has been learned and expected to develop in other fields.

Discussion

Based on the results obtained, the data consisted of respondents' answers to a series of statements related to the four components of digital literacy: *digital skills*, *digital culture*, *digital ethics*, and *digital safety*. In the *digital skills* component, most respondents showed good ability to use digital devices such as computers and smartphones, with the majority giving a "Agree" or "Strongly agree" response. The ability to utilize digital applications to complete tasks also received positive responses. This shows that respondents are confident in using technology to support daily activities. However, in solving basic technical problems, some respondents gave a "Neutral" answer, indicating the need for increased training in this aspect.

Regarding *digital culture*, most respondents realize the importance of respecting the views of others in digital communication. This is reflected in the high response of "Strongly agree" to statements related to this matter. The ability to adapt to digital culture trends showed various responses, with some respondents choosing "Neutral." This may be due to differences in background and digital experience among respondents. In addition, awareness of the impact of digital footprints is quite positive. However, some respondents still do not fully understand the importance of managing digital footprints wisely. Efforts to contribute positively through digital technology also reflect differing views, with some respondents answering "No."

Most respondents highly appreciate the importance of maintaining others' privacy in the digital ethics component. This is shown by the many "Strongly Agree" responses to statements related to personal data protection. In addition, efforts to avoid disseminating unverified information received a positive response, with the majority giving "Agree" or "Strongly agree." However, the conformity of digital measures with norms and ethics shows some "Neutral" responses. This shows that while there is a basic understanding of digital ethics, its practical application still requires further coaching. Respondents also understood the risk of copyright infringement, as reflected in the "Agree" response.

The fourth component, *digital safety*, showed quite encouraging results. Most respondents already understand the importance of personal data security, as evidenced by the majority voting "Agree." Cyber threats such as fraud and hacking are a serious concern for respondents, so many voted "Strongly Agree" in assessing the importance of being vigilant against these threats. When it comes to the use of strong passwords, most respondents support the importance of this step, although a small percentage are still hesitant or unsure. Awareness of the dangers of downloading files from untrusted sources is very high among respondents, demonstrating a good understanding of cybersecurity.

Overall, the results show that most respondents have a good understanding of and ability to relate to the four components of digital literacy. Regarding *digital skills*, success in using digital devices and applications reflects their readiness to face the technological era. However, areas such as solving basic technical problems still require special attention. Similarly, adaptation to digital culture trends in the *digital culture aspect* is a challenge that needs to be overcome through increased training and education.

The importance of digital literacy in the aspect of *digital ethics* is also a major concern. High awareness of the importance of privacy and avoiding the spread of false information shows good progress. However, the application of digital norms and ethics in daily practice still needs to be strengthened. This can be done through a digital literacy campaign emphasizing the importance of ethical values in the digital world.

From a *digital safety* perspective, although understanding personal data security and cyber threats is good enough, education on the importance of using strong passwords and other precautions is still needed. Respondents showed good sensitivity to security risks, but proactive protection should continue to be encouraged.

These findings emphasize the importance of continuous efforts to improve digital literacy through education, training, and awareness-raising. This supports individual development and contributes to security and sustainability in the digital society. With good digital literacy, individuals can be more confident, responsible, and secure in using technology in various aspects of their lives.

The evaluation instrument results show that WebQuest's use has a significant role in improving digital literacy among students. The guide in WebQuest is considered easy to understand, allowing students to follow instructions clearly and directionally. In addition, the tasks given are interesting and challenging, so they can increase learning motivation and encourage independent exploration of information.

Platforms like Edmodo are also considered easily accessible and used, providing convenience in implementing activities. Students feel comfortable working individually and in groups, demonstrating this method's flexibility in various learning situations. WebQuest helps students understand how to search for relevant information on the internet while improving their ability to evaluate online information critically.

Furthermore, after participating in WebQuest activities, many participants reported an improvement in their ability to choose valid and reliable sources of information. They also feel more confident using technology, which is one of the essential skills in the digital age. Overall, WebQuest is considered effective in improving digital literacy in Islamic boarding schools by providing a purposeful, interactive, and relevant learning experience that meets the needs of the times. This approach is useful for integrating technology in faith-based learning, thus creating a critical, creative, and digitally capable generation.

In addition, the researcher also found that the results of interviews with several students at the pesantren supported the findings of the evaluation instrument. Most students stated that WebQuest provides a different and fun learning experience. They appreciate the clear guidance and engaging tasks, which make the learning process more structured and interactive. One participant mentioned that WebQuest helped him understand how to find relevant and reliable information on the internet, which was previously quite difficult. Meanwhile, other participants also highlighted that this method could increase students' involvement in improving their online searchability.

In addition, the students revealed that WebQuest helps to be more critical in filtering online information, especially in the context of digital literacy, which is relevant to daily

needs. Some students also admitted that this activity broadened their horizons on productively using technology. Considering the limited use of digital technology in learning in Islamic boarding schools, this is very important. With this approach, WebQuest is a learning tool and an effective means to improve students' digital competencies.

D. Conclusion

This research proves that WebQuest is an effective method to improve students' digital literacy. With clear guidance and interesting tasks, students can learn to independently search, analyze, and evaluate information. Despite challenges such as technological convenience, Web Quest still has great potential to develop students' digital skills.

The application of Web Quest in pesantren learning provides new hope in developing students' digital literacy. By combining religious learning and technology, WebQuest can equip students with the skills to face future challenges and contribute to a digital society.

In implementation, most respondents feel competent in using digital devices and applications. They are also quite good at searching for information online. Even so, some still need to improve their ability to overcome technical problems. People generally understand the importance of respecting others in the digital world. However, understanding the impact of digital footprints and how to contribute positively online is still diverse. Awareness of the importance of privacy and avoiding the spread of hoaxes is very high. However, more efforts are needed to instil an understanding of ethics in the overall use of technology. The majority of respondents are aware of the importance of protecting personal data and avoiding cyber threats. They also generally use strong passwords and be cautious about downloading files.

References

- Dewi, D. A., Hamid, S. I., Annisa, F., Oktafianti, M., & Genika, P. R. (2021). Menumbuhkan Karakter Siswa Melalui Pemanfaatan Literasi Digital. *Jurnal Basicedu*, 5(6), 5249-5257. <https://doi.org/10.31004/basicedu.v5i6.1609>.
- Dinata, K. B. (2021). Analisis Kemampuan Literasi Digital Mahasiswa. *Edukasi: Jurnal Pendidikan*, 19(1), 105-119. <https://doi.org/10.31571/edukasi.v19i1.2499>.
- Fadli, M. R., & Dwiningrum, S. I. A. (2021). Pesantren's Digital Literacy: An Effort to Realize the Advancement of Pesantren Education. *Ulul Albab*, 22(2), 338. <https://doi.org/10.18860/ua.v22i2.14221>.
- Gürgil, F., Ünal, M., & Aksoy, B. (2019). Social Studies Preservice Teachers' Views on and Experiences with WebQuest. *Journal of Education and Training Studies*, 7(4), 131-141. <https://doi.org/10.11114/jets.v7i4.4061>.
- Ishak, K., Selamat, M. I., Mahilda, S., Asmara, A., Nurjannah, N., Faizal, M., & Mustagfiroh, M. (2024). Pelatihan Literasi Digital Wujudkan Santri Kreatif. *SWARNA: Jurnal*

- Pengabdian Kepada Masyarakat*, 3(9), 662-670.
<https://doi.org/10.55681/swarna.v3i9.1498>.
- Junaidi, K., Hitami, M., & Zaitun, Z. (2024). Dampak Transformasi Digital terhadap Metode Pengajaran di Pondok Pesantren Kabupaten Kampar: Peluang dan Tantangan. *Instructional Development Journal*, 7(1), 173-184.
- Lisyawati, E., Mohsen, M., Hidayati, U., & Taufik, O. A. (2023). Literasi Digital Pembelajaran Pendidikan Agama Islam Pada MA Nurul Qur'ân Bogor. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 21(2), 224-242.
<https://doi.org/10.32729/edukasi.v21i2.1618>.
- Muliani, A., Karimah, F. M., Liana, M. A., Pramudita, S. A. E., Riza, M. K., & Indramayu, A. (2021). Pentingnya Peran Literasi Digital Bagi Mahasiswa di Era Revolusi Industri 4.0 untuk Kemajuan Indonesia. *Journal of Education and Technology*, 1(2), 87-92.
- Munadzar, A. F., & Darojat, A. (2024). Webquest Sebagai Pembelajaran Dimasa Pandemi Covid-19 Pada Mata Pelajaran Sejarah Indonesia Kelas X Di Smk Nurul Huda Poncokusumo Kabupaten Malang. *Jikom: Jurnal Informatika dan Komputer*, 14(1), 64-72. <https://doi.org/10.55794/jikom.v14i1.131>.
- Nahdi, D. S., & Jatisunda, M. G. (2020). Analisis literasi digital calon guru SD dalam pembelajaran berbasis virtual classroom di masa pandemi covid-19. *Jurnal cakrawala pendas*, 6(2), 116-123. <https://doi.org/10.31949/jcp.v6i2.2133>.
- Natasya, R. D., Budiono, J. S., & Rusydiyah, E. F. (2024). The Influence of Zunal-Based Webquest Media on Students' Digital Literacy in Schools. *Jurnal Pendidikan Islam Indonesia*, 8(2), 93-105. <https://doi.org/10.35316/jpii.v8i2.575>.
- Naufal, H. A. (2021). Literasi Digital. *Perspektif*, 1(2), 195-202.
<https://doi.org/10.53947/perspekt.v1i2.32>.
- Noh, Y. (2017). A study on the Effect of Digital Literacy on Information Use Behavior. *Journal of Librarianship and Information Science*, 49(1), 26-56.
<https://doi.org/10.1177/0961000615624527>.
- Nugraha, D. (2022). Literasi Digital Dan Pembelajaran Sastra Berpaut Literasi Digital di Tingkat Sekolah Dasar. *Jurnal Basicedu*, 6(6), 9230-9244.
<https://doi.org/10.31004/basicedu.v6i6.3318>.
- Rusydiyah, E. F., Purwati, E., & Prabowo, A. (2020). How to Use Digital Literacy as a Learning Resource for Teacher Candidates in Indonesia. *Cakrawala Pendidikan*, 39(2), 305-318.
- Sa'adiyah, H., Azizah, M., & Rusydiyah, E. F. (2021). Feedback Siswa sebagai Refleksi untuk Meningkatkan Profesionalisme Guru di Madrasah. *Al-Ulum Jurnal Pemikiran dan Penelitian ke Islaman*, 8(2), 178-189.
- Seputro, A. M., & Setiawan, B. (2020). Hubungan Antara Pemahaman Literasi Digital dan Tingkat Kompetensi Literasi Digital pada Mahasiswa S1 Universitas Negeri

- Yogyakarta. *Lektor: Jurnal Ilmu Komunikasi*, 3(1), 38-47. <http://dx.doi.org/10.21831/lektor.v3i1.16822>.
- Setiawan, R. A., Azis, A. A., Kusnanto, N., Haris, M., & Mufidah, H. (2023). Analisis Kompetensi Literasi Digital Guru Pendidikan Agama Islam sebagai Pendukung Keterampilan Abad 21 pada Madrasah Tsanawiyah. *Innovative: Journal of Social Science Research*, 3(2), 3635-3646.
- Soemarmi, A., & Diamantina, A. (2019). The Concept of Archipelagic State in Efforts to Protect Indonesia's Fisheries Management Areas. *Masal. Huk*, 48(3), 241. <https://doi.org/10.14710/mmh.48.3.2019.241-248>.
- Sumarno, W. K., Shodikin, A., Solikha, N. I. A., & Pratama, N. K. (2023). Implementasi Aplikasi Toy App dan Modul Ajar Berbasis Proyek di SD Negeri 1 Padanganploso Kabupaten Lamongan. *Abdimas Universal*, 5(2), 182-191. <https://doi.org/10.36277/abdimasuniversal.v5i2.300>.
- Tutiasri, R. P., Laminto, N. K., & Nazri, K. (2020). Pemanfaatan Youtube sebagai Media Pembelajaran Bagi Mahasiswa di Tengah Pandemi Covid-19. *Jurnal Komunikasi, Masyarakat dan Keamanan*, 2(2), 1-15. <https://doi.org/10.31599/wqb46v14>.