Interactive English Teaching Materials Based on Digital Literacy of Millennial Muslims

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ABSTRACT

Research that compiles interactive textbooks based on digital literacy for high school is still limited, especially based on Islamic literacy for Madrasah Aliyah Students. This research is the initial stage of a research development with 4D Models (Define, Design, Develop, and Disseminate) which aims to discover and analyze the needs of interactive teaching materials based on digital literacy of millennial Muslims in English subjects at Madrasah Aliyah. The subjects of this study were students of Islamic senior high schools (MAN) in Lampung Province, Islamic senior high school (MAN) 1 Kota Metro, Islamic senior high school (MAN) 1 Bandar Lampung, and Islamic senior high school (MAN) 1 Pringsewu. The number of respondents was 97 students. The research data were obtained through a questionnaire consisting of 16 questions which is the development of four indicators., namely: students' needs for content/topics based on digital literacy of millennial Muslims, students' needs related to four language skills (listening, speaking, reading, and writing) that are Islamic and digitally taught, students' needs for Islamic learning activities/processes, and students' needs for learning evaluation. The results obtained an average of 80.9%. Thus, interactive teaching material based on the digital literacy of millennial Muslims is needed in English Learning at Madrasah Aliyah.

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1. INTRODUCTION

In a cutting-edge education system that leads to modernization, the latest technology-based learning resources play an important role for educators. Cutting-edge education in modern learning has three

main characteristics, including active learning, student-centered approach, and ICT (the use of learning resources) . Various information obtained in the virtual universe is not necessarily can be used as a valuable source of learning, it could bea low accurate or hoax news. Thus, the literacy ability of teachers and students' need to be improved.

English language competence for Islamic senior high school/Senior high school graduates is considered crucial to support the competence of their graduates. Based on the 2013 Curriculum, English lessons are the subject matter but tend to be classic. Classroom learning is based on one-way exposure with speech methods and textbooks. Teachers have not optimally sought interactive learning resources or the use of teaching materials other than printed books. In addition, the source of reading materials or English textbooks in schools is still minimal, especially in digital-interactive form with the content of material that can be seen and enriched in the digital platform as enrichment for students.The audio-video or both can be learned throughYoutube or TikTok channels(Sarfini, 2018). In addition, the development of English learning resources at the Islamic senior high school level is still just a mosaic of materials, which are collected and abstracted from various books and directly taught to students. Furthermore, learning resources are also compiled without an in-depth, systematic, and procedural research process.

Today, English teaching materials used in Islamic senior high schools are still the same as those used by Senior High schools in general. In practice, English material taught is general English material without being integrated with Islamic content. It happens in several districts/cities in Lampung province. Interviews with several English teachers who teach at Islamic senior high school showed that the teaching materials they used were the same teaching materials used in public schools. Thus, teachers expect there will be English teaching materials integrated with Islamic education, which contains Islamic literacy, especially millennial Muslim literacy related to anti-radicalism and terrorism and in the English context.

In this era, technological disruption due to the Industrial Revolution, and coupled with the Covid-19 Pandemic, various learning resources on the internet are very abundant and easily accessible. Learners who are millennial tend to spend time in front of a computer screen to develop their creativity. Of course, it takes various happy learning resources to support these creative activities. Learners in Islamic senior high school who are millennial Muslims need unique learning resources that are charged with Islamic literacy. It is hoped that the learners will also have the good level of Islamic literacy as other literacy. As support for creativity, the learning resources needed are flexible, compatible, and reusable (Kusnandar, 2013). Many studies have been conducted to find answers to the problem, and most have proven the importance of the use of digital technology in English Foreign Language (EFL). Advantages of using the Internet in English learning are that they can provide authentic materials, make students meet real friends online, and help teacher-student communication (Chong et al., 2000; Shin & Son, 2007). The use of technology in the form of movies, radio, TV, electronic module and tape recorders can also be aired online and can be accessed at any time (Nuryanto, 2021; Purba, D., Sinurat, B., & Herman, H. (2021; Amggraini, et al., 2022). The audio and audio-video formats can also be included in digital teaching books.

Based on the results of research conducted by Raharjo(Raharjo et al., 2020), it was obtained that the level of digital literacy of Muslim millennial in Indonesia is quite good. Although most are learning the internet independently, they show a quick response in adapting to digital culture. Unfortunately, the duration of internet access is still high, tending to open the opportunity for negative impacts of the internet. In addition, the study argues that some millennial Muslims unintentionally spread hoaxes because most of them do not check or validate the information from reliable sources.

Millennial learners are familiar with social media. There is much information that can be accessed. However, it turns out that social media presents a lot of hoax information and hates speech to specific groups. Sometimes the information received is still raw without initial double-check of the truth. For that reasons, millennial learners must be knowledgeable and committed to fight radicalism in this digital era(Yanti Dwi Astuti, Rika Lusri Virga, Lukman Nusa, Rama Kerta Mukti, Fajar Iqbal, 2018). Therefore, millennial muslims, must have literacy skills or the ability to obtain information online wisely and ethically. The manner can be through doubled-check information received.

According to Fauzi(Nashih Nashrullah, 2020), it is time for millennial Muslim students to use digital literacy to master public spaces in the era of the Industrial Revolution marked by digital disruption. It is a strategic solution and positively reduces saturation in learning. In the book Digitally Friendly Millennial Muslims: MariTabayyundalam berinteraksi(Yanti Dwi Astuti, Rika Lusri Virga, Lukman Nusa, Rama Kerta Mukti, Fajar Iqbal, 2018), ten competencies of digital literacy are revealed: accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating, and collaborating.

Based on the above assumptions, the provision of various learning resources is needed by teachers, especially for English teachers in Islamic senior high school, who are required to be able to combine Islamic content in English content. Based on this thought, it would be better if learning resources were developed in the form of interactive teaching materials in the form of e-books based on the digital literacy of millennial Muslims. It is expected that millennial Muslim learners can be proficient in using digital literacy in this era of the Industrial Revolution. Therefore, this study aims to analyze students' needs for interactive teaching materials based on millennial Muslim digital literacy in English subjects for students of Grade X Islamic senior high school (Madrasah Aliyah).

Literarure Review
The Nature of Interactive Teaching Materials in English Learning

Technological advances are believed to provide new innovations in the field of education, especially in the learning process. In this process, teachers and students' need tools for learning; Textbooks containing information can be used. Depending on the applicable curriculum, the information in question takes the form of a series of materials (Majid, 2011). Textbooks are definedas any form of material used to assist teachers in conducting learning, regardless of whether it is done through written material, such as books, modules, student worksheets, and others. It reviews some of these examples, it can be described that the textbook is in print form. However, the demands of the increasingly advanced times of teaching materials switched from the form of print to digital format. In line with the real situation, digital technology is closely related to computer devices, internet networks, and other digital devices.

According to Weaver and Nilson(Weaver, Barabara E. dan Nilson, 2005), digital devices have a very important role in the teaching and learning process in the classroom. This statement makes teachers able to think openly about today'stechnological advances. Moreover, students are closed to digital devices, especially in the fields of communication, social media, games, and other creative functions. Similarly, Dinata(Dinata, 2013) stated that technological developments could change a person's perspective in learning, obtain information, etc. The ideas are in line with Anjana (Anjana, Nitro, 2013), computer technology is not only used as a means of computing and data processing but can also be used as a means of learning, such as compiling and designing concepts and science. Furthermore, computers can integrate various information elements and design effective teaching materials with the relevance of existing learning materials.

Digital technology is considered as one of the most critical drivers of language change in modern times. Over the past decade, with its outstanding entry as an educational device, the tradition of teaching English has changed drastically. Technology lies at the heart of globalization; Affects education, employment, and culture. Today, the role and status of English as the language of social, political, socio-cultural contexts, business, education, industry, media, libraries, communication through any borders, and main subjects. In the curriculum and language of education delivery(Abbasova & Mammadova, 2019; Raharjo et al., 2013).

Furthermore, interactive teaching materials were arranging with multimedia technology. According to Suyanto(Suyanto, 2003), multimedia uses computers to process text, graphics, audio, moving images (video and animation) by integrating links and tools that allow managers to navigate, interact, create, and communicate. With these advantages, students not only listen but also see or observe. The more sensory involvement in learning, the more information is gained and understoodas stated by Fan (Lestia Fanrianti, Adelina Hasyim, 2014)learning with multimedia offers many more benefits in disseminating information. Then, Gilakjani(Gilakjani et al., 2011) believe that multimedia learning can include simulation, interactive,

and hypermedia elements. Thus, interactive teaching materials can improve students' attention and performance in learning.

Digital Literacy of Millennial Muslims

The expansion of culture between communities, especially between nations, is caused by the abundance of information with various digital communication facilities, the availability of widespread and affordable flexibility, and even the ease of migration with policies amongnations that are increasingly open. This condition is worrying daily social life, such as reduced social closeness between personal due to differences in wiggle room in doing each other's activities and the reducing the person itself in the culture that become the main topic in social media. This situation has a positive impact, such as the faster, more accessible, and widespread social care for disasters in specific communities, as well as other things (Setiawan, 2020).

In such a massive digital era, diversity in Indonesian character gets a serious challenge. The turmoil is an escalation of hatred and provocations spread massively through social media. The Industrial Revolution, technological advances, and easy access to social media harbored a gloom of hatred and false news spread by radical groups (Chabibie, 2017). The group intended by Chabibie(Ahmad, 2020) is inseparable from conservative groups that exhale religious issues for the sake of power politics. The big challenge of millennial is to be more competent in sorting and choosing data or information that must be followed or sought the truth.

2. METHODS

This research uses research and development design . The teaching materials development model is based on a model developed by Thiagarahan (Tagrahan et al 1974). 4D models with steps, Define, Design, Development, and Disseminate. In this study, researchers only conducted the first stage, define.

As explained above, in this study, researchers conducted the first stage of the 4D Model, namely the define stage. As the first stage, there has been an analysis of learning needs, including early analysis, student analysis, material analysis, task analysis, and learning objective specification analysis. Analytical activities are carried out using questionnaires as data collection instruments. The questionnaire was distributed to respondents. In this case, were students from three Islamic Senior High School (MAN) schools in Lampung province, namely; Islamic Senior High School (MAN) 1 Metro City, Islamic Senior High School(MAN) 1 Bandar Lampung City, and Islamic Senior High School(MAN) 1 Pringsewu Regency, first validated the student questionnaire. Respondents in this study consisted of 97 students from 3 Islamic Senior High School (MAN) schools mentioned above.

The type of data obtained in the study is quantitative data in the form of a questionnaire score obtained through the spread of questionnaires using Google form. The questionnaire consists of 16 statements in which respondents are asked to answer each statement by choosing the answer Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Data analysis techniques used to process data are quantitative data analysis and qualitative data analysis.

3. FINDINGS

In this study, the questionnaire was developed based on four indicators, namely; 1) Students' need for content/topics based on digital literacy of millennial Muslims, 2) students' need related to four language skills (listening, speaking, reading, and writing) that are Islamic and digitally taught, 3) students' need for Islamic learning activities/processes, and 4) students' need for learning evaluation. The four indicators were then developed into several statements for each indicator and generated 16 statements. The percentage of the spread of the questionnaire can be seen in the table. 1 following:

Table 1. *Students' need on Interactive English Teaching Materials Based on Digital Literacy of Millenial Muslim*

		Questions		Score				Total
			1	2	3	4	5	
A	1	Interactive English teaching materials based on Digital Literacy Muslim Millennials will support learning better digitally.	2	2	11	45	37	97
	2	The topic of Interactive English based on Millennial Muslim Digital Literacy that you want is related to religion.	1	3	14	46	33	97
	3	The Interactive English Content Based on Millennial Muslim Digital Literacy you want contains four integrated language skills..	1	1	16	45	34	97
B	4	Duration per segment, your desired English listening skill material is less than > 5 minutes.	5	2	11	45	34	97
	5	Listening Skill input that you like is a simple monologue/dialogue model accompanied by a list of vocabulary and expressions that are nuanced Islamic.	1	2	10	47	37	97
	6	Listening Skill activity that you want to help you learn to listen is to use images related to listening material.	1	1	8	42	45	97
	7	The Speaking Skill that you like describes the context of everyday life that is nuanced Islamic.	1	2	15	53	26	97
	8	Speaking Skill activity that you want to help you in learning to speak is practicing a simple monologue/dialogue model in front of the class.	2	4	27	35	29	97
	9	The English reading material text you want is less than 500 words.	4	4	21	39	29	97
	10	Reading Skill that you like is a reading text accompanied by vocabulary related to Islamic text.	1	0	10	57	29	97
	11	Reading skill activity that you want to help you learn to read is to read aloud with the correct pronunciation and intonation then answer questions.	1	1	17	45	33	97
	12	Input Writing Skill that you like in the form of sentence structure (grammar) related to the text to be written.	1	2	13	44	37	97
C	13	The activity you want to help in learning to write is to write text like an existing text model with the correct grammar and text organization structure.	1	2	10	44	40	97
	14	The activity you want to help you learn vocabulary is to interpret English words or expressions in the text without being provided with meaning first.	3	8	24	31	31	97
	15	The activity you want to do in grammar tasks is to write sentences based on the patterns taught.	1	3	11	45	37	97
D	16	According to you, the number of practical tasks in one unit of material is ten to twelve tasks.	6	9	30	38	14	97

Note:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Based on table.1 it can be seen that most students' need interactive English teaching materials based on digital literacy Muslimmillennial. The evidence from most of the answers questionnaires is

strongly agree. If we look in more detail based on the four indicators mentioned above, the results are as follows:

1. Students' needs for content/topics based on digital literacy of millennial Muslims. Statements that show students' need for content/topics based on digital literacy of millennial Muslims are contained in statements number 1, 2, and 3.

Table 2. *Students' needs for content/topics based on digital literacy of millennial Muslims*

		Question	Score					Total
			1	2	3	4	5	
A	**1**	Interactive English teaching materials based on Digital Literacy Muslim Millennials will support learning better digitally.	2	2	11	45	37	97
	2	The topic of Interactive English based on Millennial Muslim Digital Literacy that you want is related to religion.	1	3	14	46	33	97
	3	The Interactive English Content Based on Millennial Muslim Digital Literacy you want contains four integrated language skills.	1	1	16	45	34	97

Student questionnaire results show that most students' need content or topics that are loaded with Muslim digital literacy. This can be seen from their statements that most students agree and strongly agree.

2. Studentsneed four language skills (listening, speaking, reading, and writing) that arecontain Islamic that are taught digitally. Statements regarding students' needs for this indicator are contained in the questionnaire at numbers 4, 5, 6, 7, 8, 9, 10, 11, and 12.

Table 3. *Studentsneed four language skills*

		Question	Score					Total
			1	2	3	4	5	
B	**4**	Duration per segment, your desired English listening skill material is less than > 5 minutes.	5	2	11	45	34	97
	5	Listening Skill input that you like is a simple monologue/dialogue model accompanied by a list of vocabulary and expressions that are nuanced Islamic.	1	2	10	47	37	97
	6	Listening Skill activity that you want to help you learn to listen is to use images related to listening material.	1	1	8	42	45	97
	7	The Speaking Skill that you like describes the context of everyday life that is nuanced Islamic.	1	2	15	53	26	97
	8	Speaking Skill activity that you want to help you in learning to speak is practicing a simple monologue/dialogue model in front of the class.	2	4	27	35	29	97
	9	The English reading material text you want is less than 500 words.	4	4	21	39	29	97
	10	Reading Skill that you like is a reading text accompanied by vocabulary related to Islamic text.	1	0	10	57	29	97
	11	Reading skill activity that you want to help you learn to read is to read aloud with the correct pronunciation and intonation then answer questions.	1	1	17	45	33	97

			1	2	3	4	5	
	12	Input Writing Skill that you like in the form of sentence structure (grammar) related to the text to be written.	1	2	13	44	37	97

In this indicator, students show that most of them need teaching materials containing four language skills that are requirements with Islamic content and can be accessed digitally. It can be seen in the results of the questionnaire. This can be seen from their testimony. Most students agree and strongly agree.

3. Students' need Islamic activities/learning processes.

Three indicators are on numbers 13, 14, and 15. The results state that most of them need Islamic activities/learning processes. It can be seen from their statements that most students agree and strongly agree.

Table 4. *Students' need Islamic activities/learning processes*

		Question	**Score**					**Total**
			1	2	3	4	5	
C	**13**	The activity you want to help in learning to write is to write text like an existing text model with the correct grammar and text organization structure.	1	2	10	44	40	97
	14	The activity you want to help you learn vocabulary is to interpret English words or expressions in the text without being provided with meaning first.	3	8	24	31	31	97
	15	The activity you want to do in grammar tasks is to write sentences based on the patterns taught.	1	3	11	45	37	97

4. Students' needs for learning evaluation.

Associated with the evaluation of learning, there is one statement that is at number 16. The questionnaire results show that most students' need a learning evaluation, which is indicated by most students agreeing and strongly agreeing.

Table 5. *Students' needs for learning evaluation*

		Question	**Score**					**Total**
			1	**2**	**3**	**4**	**5**	
D	**16**	According to you, the number of practical tasks in one unit of material is ten to twelve tasks.	6	9	30	38	14	97

Overall, after the results of the questionnaire were analysed, it was found that the percentage was 80.9% of the three Madrasah Aliyah respondents in this study. This shows that students at Madrasah Aliyah need interactive English teaching materials based on digital literacy in learning English. The table below showed the percentage results of the overall questionnaires.

DISCUSSION

English Instruction at Madrasah Aliyah should be emphasized to Islamic teaching (Pelu, n.d.). English materials must be adapted to Islamic values. The material can be developed by the teacher him/herself or can be adapted from various Islamic learning sources. Then, students will not only learn the language but also content/material enriched with Islamic nuances. However, some English teachers

at Madrasah Aliyah still face internalization problem to teach English by integrating Islamic values. Islamic value is intended to be mastered by the students of Madrasah Aliyah with the Islamic contents and build a good student's character (Omar, N.,&Noh, 2015). On the other hand, massive technological developments also require teachers at Madrasah Aliyah to be able to integrate technology into the learning process. In this study, the process can be done by optimizing technology into effective and efficient teaching materials.

From the results of the analysis of the questionnaire that has been done, there are several things that can be concluded , namely; 1) Students' need for content/topics based on digital literacy of millennial Muslims. Madrasah Aliyah students' need English content/subject materials related to Islam and packaged in the form of digital teaching materials. With Islamic and digital teaching materials, students will be more motivated to learn. An interactive English teaching material is needed in the English learning process to improve literacy and students learning motivation. Teaching materials/interactive learning models can increase students' learning motivation, and understanding of the material taught (Mukhlisin, n.d.). 2) Studentsneed four language skills (listening, speaking, reading, and writing) with Islamic content that can be taught digitally. The content or English materials for Madrasah Aliyah should be adapted from Islamic values.

While the previous research found that materials should be adapted to different learners in different settings following some adaptation principles (Nikkopour, J., & Farsani, 2011). The four language skills taught are packaged digitally without leaving Islamic values behind. 3) Students' need Islamic activities/learning processes. Learning nuanced English and conditions with Islamic content is needed by Islamic Senior high school (MAN) students. It is because Islamic Senior high school (MAN) millennial Muslims must know Islamic values and apply them in real life. Islamic values can be included on a material level or assignments (Rohman, 2020). With digital literacy, Muslim millennial students are expected to sort the good culture that can be followed. Surely the relevant cultural sorting that coincides with the acquisition of good foreign language skills (Irawan, 2020). 4) Students' need for learning evaluation. Students expect that the assessment is not excessive and adapted to the given Islamic material and also packaged in digital form.

Furthermore, previous research showed that digital era requires teachers to be able to utilize and develop teaching materials in digital form Digital era (Mudra, 2020). However some research reported that English teacher have not been equipped with sufficient digital learning skills (Nordin, H., Davis, N., & Ariffin, 2013). Hence the teachers should prepare for some strategies to develop digital literacy for young learners. Such integration also allows the teachers to manage the use of digital literacy tools which might be both beneficial and disadvantageous for young learners (Liza, K., & Andriyanti, E. 2020). This is a challenge for English teachers, especially in Madrasah Aliyah on how they can equip themselves with digital technology knowledge and skills. The use of digital technology in teaching and learning process can increase the quality of teaching and learning (Laabidi, Y., & Laabidi, 2016). The problem has led the writers to develop interactive teaching materials based on millennial Muslim digital literacy.

A further study implementing their digital literacy skills in real English settings need to be done. All findings related to the current study and later studies can be considered by policy makers in applying digital literacy in millennial Muslims. The use of digital literacy was also appropriate because students, took an advantage of it and could demonstrate that being digitally literate can enhance the language learning process through the several tools and sites that were integrated into this study.

CONCLUSION

The results of students' need for interactive English teaching materials based digital literacy on millennial Muslim in class X Madrasah Aliyah in Lampung province showed an average level of 80.9%. This research concludes that students of Madrasah Aliyah need interactive teaching material based on millennial Muslim digital literacy in English subjects. Thus, English learning at Islamic Senior High School (MAN) can provide Islamic literacy content to improve students' English skills.

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