

The Influence of Zunal-Based Webquest Media on Students' Digital Literacy in Schools

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Abstract: This research aimed to determine the influence of using Zunal-based webquest media on students' digital literacy at SMAN 1 in Lamongan. This research used a quantitative approach, with a questionnaire as the primary instrument for data collection. The population in this study consisted of 40 students in class XI-2, but the researchers randomly selected 20 students as samples using the random sampling method. The research instrument was created referring to aspects of digital literacy theory according to A Beetham, H Littlejohn, and McGill's, which states that there were 7 important aspects, namely: media literacy, communication and collaboration, study skills, ICT literacy, privacy management, digital scholarship, and information literacy. Data from the questionnaire results were analyzed using T-tests to determine whether there was an influence between the independent variable (webquest media) and the dependent variable (digital literacy). The results of the analysis showed a significance value (sig) of 0.00. So, $0.00 < 0.05$, which means H_0 was rejected and H_a was accepted. Therefore, it can be concluded that there was a very significant influence from the use of webquest media on students' digital literacy at school. This showed that the application of Zunal-based webquests in learning has succeeded in increasing students' abilities to use digital technology and access information effectively. They have mastered or at least have an adequate understanding of the use of technology and access to digital information.

Keywords: webquest; zunal; digital literacy

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 widely in various aspects of life. Almost all types of information can be accessed and found online through internet sources (Irzawati, 2021). The internet is as a rich resource can be accessed anywhere and anytime if needed (Che Wan Mohd Rozali et al., 2022). This is very helpful and beneficial for everyone, especially in the field of education. In the era of educational transformation in the 21st century, there are dynamic changes between teachers and students, where they have a crucial role in the learning process (Evi Fatimatur Rusydiyah, Eni Purwati, 2020). Learning no longer depends on teachers as the only source of knowledge, but teachers act as active mediators and facilitators in developing students' potential (Adanan et al., 2020).

In this context, teachers in the 21st century must have the ability to present learning innovations that are responsive to developments in current learning needs. (Budianto, 2020), which includes the use of technology in learning (Bhagaskara et al., 2021). The use of technology in learning at school opens up various new opportunities to improve students' learning experiences (Soepriyanto, 2018), as it allows wider access to diverse and interactive educational resources (Solihah & Purwanta, 2022). Effective and responsible use of technology is equivalent to mastery of digital literacy, which involves the ability to access, understand, evaluate, and use various forms of information and communication technology.

This includes not only the ability to operate digital devices, but also includes skills in managing, integrating, and creating relevant and useful digital content, as well as

communicating effectively in cyberspace (Che Wan Mohd Rozali et al., 2022). Digital literacy enables individuals to interact with various digital platforms in productive ways, making technology a tool that strengthens their personal and professional capacities in various aspects of life (Seputro & Setiawan, 2020). Digital literacy is defined as the capacity to utilize information and communication technology in order to search, assess, apply, create, and convey content or information, requiring cognitive, and technical skills. (Yanti et al., 2021). According to Gilster, the originator of digital literacy theory, digital literacy is the ability to understand and operate information originating from digital sources (Seputro & Setiawan, 2020). Meanwhile, according to Beetham, Littlejohn, and McGill, there are seven important elements in digital literacy, including: media literacy, communication and collaboration, learning skills, ICT literacy, privacy management, digital scholarship, and information literacy (Yanti et al., 2021).

A teacher must be able to utilize technology as a tool in their learning process. By utilizing technology such as applications and several online platforms, teachers can create a more dynamic and interesting learning experience for students (Wahyuni et al., 2021). One of the media that a teacher can use to help the teaching and learning process innovatively is to use Webquest (Bhagaskara et al., 2021). WebQuest is a method or approach designed by Professors Bernie Dodge and Tom March in 1995 at San Diego State University (SDSU), aims to support teachers in integrating the potential of the internet into the students learning process (Soepriyanto, 2018). Dodge stated that Webquest is able to engage students in a mindset that is vital for the future in the 21st century (Murphy et al., 2020), because the learning that is structured is based on the principle of inquiry, with most of the material

sourced from the web/internet (Etika & Dewi, 2019). This teaching method involves delivering all learning materials through online sources, so that the majority of learning is carried out effectively online (Bhagaskara et al., 2021).

Findings from research conducted by Arindra et al, indicate that Webquest media can be used by teachers to help and facilitate students in distance learning (covid-19 pandemic) (Bhagaskara et al., 2021). Yerry Seopriyanto explains in his research that although Webquest was initially developed using online resources and is often implemented in the context of web-based or online learning (Soraya, 2021), Webquest concepts and principles can also be applied in face-to-face learning or a combination of online and face-to-face learning (Soepriyanto, 2018). Webquest principles can be adapted to various learning situations, including direct learning in the classroom (Syifa, 2021). So, although Webquests are often associated with online learning, their use is not limited to online learning situations only (Piedmont, 2020). For example, research conducted by Erdyna shows that Webquests are used as a tool to determine the development of students' life skills in geometry material (Etika & Dewi, 2019).

In an educational context, Webquest media can be used to improve students' digital skills (Budianto, 2020). Multidimensional learning requires internet technology as learning material, such as history learning, etc (Bhagaskara et al., 2021). This is because multidimensional history refers to the fact that the study of history involves various aspects that are interrelated and cross many fields of knowledge. History not only includes the chronology of past events, but also requires a deep understanding of the social, political, economic, cultural, and intellectual context of the period in question (Ayundasari, 2022). However, in this context, not only history

learning is intended, because all learning today requires the help of technology to access everything. Therefore, the existence of the Webquest platform makes it easier for students to access digital sources related to the past easily and in a variety of ways (Bhagaskara et al., 2021). This will help students to more actively engage in learning and gain a deeper understanding of the Islamic religion while improving their technology skills (Budianto, 2020).

Webquests can be accessed through a variety of online platforms, depending on instructor preference and student ease of access (Soepriyanto, 2018). One of the Webquest platforms used by teachers is Zunal-based Webquest (Chen, 2021). Zunal is a platform specifically designed to support the learning process. With Zunal, teachers can create, share, and manage Webquests, which are interactive, web-based learning tools (Alebous, 2021). On the Zunal platform, there are several things that teachers must fill in before distributing assignments to students. Some of the things that must be filled in are an introduction, task, process, evaluation, and conclusion (Kholifah et al., 2019). Once these things have been filled in, the link can be shared with students, making it easier for them to access the assignment.

This writing is motivated by the lack of literature regarding the use of Webquest teaching media in learning at school. Therefore, the author aims to analyse in depth the influence of using Webquest media on students' digital literacy in schools. It is hoped that the results of this research will become a consideration and basis for developing innovative learning media for students' digital skills in schools.

Research Methods

This is field-based quantitative research that aims to determine the influence

of Zunal-based Webquest media on students' digital literacy at SMA Negeri 1 Lamongan. The population of this study consisted of 40 students in class XI-2, where the researchers randomly selected 20 students as samples using the random sampling method. Research procedures include data collection through questionnaires, data processing, data analysis, and writing up research results. The data collection technique was carried out through a questionnaire with five answer choices, namely: Strongly Agree (SS) = score 5, Agree (S) = score 4, Disagree (KS) = score 3, Disagree (TS) = score 2, and Strongly Disagree (STS) = score 1. Next, the data analysis

technique uses a simple regression test to determine the influence of the independent variable on the dependent variable.

The main instrument of this research is a questionnaire that refers to Beetham Littlejohn and McGill's theory about seven important elements of digital literacy, such as media literacy, communication and collaboration, study skills, ICT literacy, privacy management, digital scholarship, and information literacy (Yanti et al., 2021). Researchers adjust the indicators for each aspect based on these aspects, as listed in Table 1 below.

Table 1. Aspects, Indicators and statements of Digital Literacy Beetham, Littlejohn and, McGill

No	Aspect	Indicator	Statement
1	Media literacy	a. Diversify sources b. Evaluate credibility learning	1. I feel the Webquest media helps get a broader perspective on the lesson 2. I feel inclined to use Webquest media when looking for reference sources rather than other media. 3. I feel that Webquest media can improve students' ability to evaluate the quality of sources.
2	Communication and collaboration	a. Collaborative activity b. Able to communicate	1. I feel that using Zunal-based Webquest media increases collaboration between me and my friends when completing assignments. 2. I feel that the Zunal-based Webquest media provides a good opportunity to interact and collaborate with classmates when completing assignments. 3. I feel that the use of Zunal-based Webquest media significantly improves

			communication skills between students
3	Learning Skills	a. completing the task b. critical	<ol style="list-style-type: none"> 1. I feel I can complete the assignment well when the assignment is given via Zunal-based Webquest media. 2. I feel more critical and analytical when completing assignments through Zunal-based Webquest media.
4	ICT Literacy	Technology adoption	<ol style="list-style-type: none"> 1. I feel that using Zunal-based Webquest media makes me more interested in using technology in learning. 2. I believe that using Zunal-based Webquest media helps improve my ability to use technology for learning purposes.
5	Privacy management	a. Account management b. Security level	<ol style="list-style-type: none"> 1. I understand and apply concepts such as privacy settings and access permissions in the use of technology. 2. I can maintain account and personal data security when using technology at school. 3. I feel schools need to provide students with the necessary knowledge and skills to keep themselves safe online.
6	Digital Scholarship	a. use of digital information as a reference b. level of active participation	<ol style="list-style-type: none"> 1. I often use digital information as an active reference in completing assignments at school. 2. I feel confident in the reliability of the digital information that I use as a reference in learning. 3. I feel that schools are often active in creating digital content, such as posting on social media related to education.

7	Information literacy	<ul style="list-style-type: none"> a. ability to find information b. ability to manage information 	<ul style="list-style-type: none"> 1. I feel I can find relevant and accurate information from various digital sources to support the learning process at school. 2. I found it very easy to use various digital sources to find answers to my questions. 3. I feel capable of managing digital information. 4. I feel the school has helped improve students' ability to manage the information they use online.
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Finding

The results of this research were obtained through statistical analysis using SPSS version 29.0 software, and then the results were summarized using Microsoft Excel. The main focus of the research is to determine the effect of using Zunal-based Webquest media on students' digital literacy levels in schools. Researchers conducted several tests to test the results obtained in this research. One of the tests carried out is a pre-requisite test on research data. This test includes:

1. Validity Test, which aims to ensure the validity or accuracy of each question item. The basis for decision making in the validity test is that if the R-count value is greater than R-table, then the items are considered valid. Based on the results of data validity tests carried out by researchers using Microsoft Excel tools, it can be concluded that all statement items in the variable X and variable Y instruments have a calculated R-value that is greater than the R-table value of 0.443. This shows that each statement item is valid or accurate, and therefore, all data from

these items can be used safely in research because it meets the required validity criteria.

2. Reliability Test, to increase confidence in data integrity. This reliability test is important to ensure that the data obtained is reliable or unreliable. This means ensuring that the data is consistent and reliable, so that research results can be accounted for. The basis for decision making in the reliability test is that if the Cronbach's alpha value is greater than 0.60, then it is considered reliable. Based on the results of the reliability test that has been carried out, it can be seen that the Cronbach's alpha value obtained for variable X is $0.848 > 0.60$. Thus, this indicates that the data obtained in this study are reliable. As for variable Y, the Cronbach's alpha value obtained was $0.908 > 0.60$. So, it can be concluded that variables X and Y can be said to be very reliable.
3. Test descriptive statistics are used to determine the size of the data concentration and the size of the data distribution. It helps us understand patterns, variations, and key properties of a data set. Some of the techniques

included in descriptive statistical tests are calculating the mean (average), median (middle value), mode (value that appears most frequently), and distribution of data such as standard deviation and variance. Based on the test results, it was found that the measure of data concentration was the mean (average) value for variable X, namely 42.55, while for variable Y, it was 42.35. The median (middle value) for variable X is 43.00, while for variable Y it is 43.50. As for data distribution, it is known that the variance in variable X is 22,682, while variable Y is 26,029, and the standard deviation in variable

4. The data normality test is used to determine whether the data follows a normal distribution or not. This is important because irregularities in data distribution can have a significant impact on the results of the research to be conducted. Therefore, testing data normality is a crucial stage to ensure the analysis to be carried out. By gaining a clear understanding of data distribution, researchers can take appropriate steps in conducting appropriate statistical analysis, thereby increasing the trustworthiness and reliability of research results. The basis for decision making is the normality test. Using the normality test *Kolmogorov Smirnov* referring to the value ($2 - \text{tailed sig}$) > 0.05 , which means the data is normally distributed. Based on the normality test that has been carried out, it shows that a significance value of 0.200 is obtained, meaning $0.200 > 0.05$, which means the research data is normally distributed. So, it can be concluded that this research data is normally distributed.
5. Linearity Test, to see whether there is a significant relationship between variable X (the influence of Zunal-based webquest media) and variable Y (digital literacy). The complete results of the linearity test can provide a comprehensive picture regarding the strength and direction of the relationship between the two variables. The basis for decision making in the linearity test is that if the sig value is a *deviation from linearity* greater than 0.05, then it is said to be linear. Based on the results of the linearity test on research data, we all know in the picture above that, the value (*sig*) for *deviation from linearity* is 0.866. So, $0.866 > 0.05$, which means that this result shows that there is a significant relationship between Variable X (zunal-based webquest media) and Variable Y (digital literacy). Thus, the research data indicates that there is an important relationship between the influence of Zunal-based webquest media and the observed level of digital literacy.
6. The heteroscedasticity test is used to test whether in the regression model there is an inequality of variance in the residuals of one observation to another. If the variance from the residual of one observation to another is constant, it is called homoscedasticity, and if it is different, it is called heteroscedasticity. To interpret the results of the researcher's heteroscedasticity test using the Glejser test, it is enough to look at the output table "*coefficients*," with the Abs_RES variable acting as the dependent variable. The basis for decision making using the Glejser test is that if the significance value is > 0.05 , then there is no heteroscedasticity in the data. Based on the heteroscedasticity test that has been carried out, the significance value (*sig*)

for variable X (zunal-based Webquest Media) is 0.898. So, $0.898 > 0.05$, meaning it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

Next, the researcher carried out a hypothesis test to see whether there was an influence of Zunal-based Webquest media (variable X) on digital literacy (variable Y) using the T-test. The results of the T-test can be seen in the picture below.

Table 2. T-Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,335	5,588		0,597	0,558
	X	0,917	0,131	0,856	7,023	0,000

a. Dependent Variable: Y

Based on the picture above, the results of the T-test analysis are obtained in the form of a significant influence of variable x on variable y. The basis for decision-making in the T-test is if the sig value is < 0.05 . From the picture above, a significance value (sig.) of $0.000 < 0.05$ is obtained. So it can be concluded that there is a significant influence of variable (x)

Zunal-based Webquest media on variable (y) digital literacy.

Next, the researcher calculated the value of the influence of variable X on variable Y using the coefficient of determination table. The results of the coefficient of determination table can be seen below.

Figure 8. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	0,733	0,718	2,710

a. Predictors: (Constant), X

Based on Figure 8 Coefficient of Determination above, the coefficient of determination (R square) is 0.733, which means that the magnitude of the influence of variable x (Zunal-based Webquest media) on variable y (digital literacy) is 73.3%.

Discussion

Digital literacy is a person's ability to use digital technology, in this case, including

skills, and abilities in accessing information for communication, information seeking, and learning purposes (Yanti et al., 2021). In an educational context, a teacher must be able to utilize technology as a tool or teaching medium in the learning process (Bhagaskara et al., 2021). By utilizing technology such as applications and several online platforms, teachers can create a more dynamic and interesting learning experience for students (Wahyuni et al., 2021). One teaching platform

that a teacher can use is Webquest (Chen, 2021).

Webquest is a method or approach designed by Professor Bernie Dodge and Tom March in 1995 at San Diego State University (SDSU), aimed at supporting teachers in integrating the potential of the internet in the student learning process (Soepriyanto, 2018). Dodge stated that Webquest is able to engage students in a mindset that is vital for the future in the 21st century (Murphy et al., 2020) because the structured learning is based on the principle of inquiry, with most of the material sourced from the web/internet (Etika & Dewi, 2019).

As stated by Soepriyanto in his journal, he stated that Webquest is a teaching method where all learning material is delivered through online sources. This means Webquests can be accessed via a variety of online platforms, depending on teacher preference and student ease of access (Soepriyanto, 2018). Nanda Lintang et al, in their journal also stated that Webquest aims to help students develop critical thinking and problem-solving skills. Overall, the application of Webquest can be said to be effective for the teaching and learning process (Nanda Lintang et al., 2022).

This agrees with what Armedo and Ahmad Darajat said in their journal, webquests that have been well prepared are valid learning resources and are suitable for use in learning contexts. In the Covid-19 pandemic situation, using Webquests as an online learning method is one of the main choices (Armedo Futhi Munadzar & Achmad Darajat, 2024). Webquest makes it easy for students to access learning materials by just opening one website page, apart from the materials in Webquest there are also assignments/activities that can attract students to learn using the platform. One Webquest platform that can be used by teachers is Zunal-based webquest (Chen, 2021).

SMA Negeri 1 in Lamongan, which is located on Jl. Veteran No. 41, Jetis, Kec. Lamongan, Lamongan Regency, East Java Province, Indonesia, one of the schools that uses the Webquest platform as a learning medium. Apart from that, SMA Negeri 1 Lamongan is also recognized as an Adiwiyata School, "PAS CLUSTER," and holds "ISO 9001:2008" certification. This educational institution has become a top choice in the region, with many parents going out of their way to enroll their children there. The school's excellent reputation is based not only on the quality of its curriculum, but also on the extraordinary expertise of its educators. The majority of teachers at SMA Negeri 1 Lamongan apply interesting and innovative learning methods, using technology as a tool in the learning process. One example is the use of a Zunal-based Webquest media/platform.

After conducting research tests, the Zunal-based Webquest implemented at SMAN 1 Lamongan had a very significant influence on students' digital literacy. Based on the research results as shown in Figure 6, it is known that Zunal-based Webquest media can have an influence on students' digital literacy, with a significance value of 0.000. So, $0.000 < 0.50$, which means H_0 is rejected and H_a is accepted. So, it can be concluded that there is a significant influence of Zunal-based Webquest media on students' digital literacy at SMAN 1 Lamongan. This data was confirmed by Semsettin et al who stated, the application of the 5E learning model supported by Webquest media, it can stimulate the student learning process. This learning environment has proven to be generally satisfying for students, with a particularly significant increase in female student participation (Şahin & Baturay, 2016).

Skills in using technology as a tool in learning are not only needed by teachers, but also by students who are currently undergoing education as prospective

teachers (Adanan et al., 2020). As stated by Yanti et al in their journal, it is important for these students to be trained from an early age so that they are able to master technology as a means of supporting their learning process (Yanti et al., 2021). This is in line with what was conveyed by Evi Fatimatur Rusydiyah et al who stated that the majority of students who are pursuing careers as teachers currently have a positive understanding of the use of digital literacy as a learning tool. They realize that digital media has an important role in the educational context because it can present learning material in an interesting and interactive contextual, visual, and audio manner (Rusydiyah & Purwati, 2020).

Besides that, the use of technological media in learning today has created interest and enthusiasm for students who may lack focus during learning. When a teacher uses technology to conveying material, it can be seen that students appear sedated and pay more attention to the teacher. This is proven by the research results of Heppy Sapulete et al in their journal, the use of Google Sites-based webquests as a medium for learning in the current era of technological advances can improve student learning outcomes (Sapulete et al., 2023).

The advantage for students of using Webquest media in learning is that there is easy access to learning material that is presented in an interactive and interesting manner. By using Webquest, students can access various sources of information online easily, as well as engage in learning activities designed to arouse interest and motivation to learn (Alebous, 2021). Besides that, webquests also help students to develop critical thinking, analytical, and problem-solving skills, because they are invited to carry out independent exploration and evaluate information found through the inquiry process (Piedmont, 2020). Thus, the use of Webquest media can improve the

quality of student learning and prepare them to face challenges in the current digital era (Soraya, 2021).

In the context of education, the existence of digital literacy is crucial, especially in the current era characterized by technological advances and easy access to information. As stated by Rizki et al in their journal, digital literacy has a double impact; it can improve students' digital literacy skills, but if it is not balanced with adequate digital literacy skills, this situation can lead users into a flow of inaccurate information and even potentially hoaxes (Arwien et al., 2024). The convenience obtained when using Zunal-based Webquest media makes it easier for students to access learning materials by just opening one website page. Apart from the material in the Webquest there are also some assignments and activities that can attract students to learn using the platform (Chen, 2021).

In agreement with Min Zhang et al, in their journal, stated that the use of Webquest significantly improves students' learning performance in terms of tasks, processes, and resources. Overall, the benefits of this webquest media help in developing students' knowledge transfer abilities, advancing their higher-level thinking, and innovating teaching models in the information technology era. By utilizing Webquest media in learning, we can make learning more interesting and also increase the level of digital literacy of students at school (Zhang et al., 2022).

Conclusion

This research aims to determine whether or not there is an influence of Zunal-based webquest media on students' the digital literacy at SMA Negeri 1 Lamongan. The population in this study consisted of 40 students from class XI-2, but the researchers

randomly selected 20 students as samples using the random sampling method. This quantitative research refers to digital literacy theory of Beetham, Littlejohn, and McGill, who stated that there are seven important elements in digital literacy, including: media literacy, communication and collaboration, learning skills, ICT Literacy, management privasi, digital scholarship, and information literacy. The research data was analyzed using the T test with a significance value (sig.) of 0.000, so $0.000 < 0.05$, which means H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant influence of Zunal-based webquest media on students' digital literacy at SMAN 1 Lamongan.

This shows that some students at SMAN 1 Lamongan have updated regarding digital literacy. Thus, it can be concluded that the application of Zunal-based webquests in learning has succeeded in improving students' abilities to use digital technology and accessed information effectively. They have been able to master or at least have an adequate understanding of the use of technology and access to digital information. Therefore, learning approaches that utilize digital media or technology may be more successful or relevant for these students.

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