

## Enhancing Digital Literacy through Editorial Text Reading Materials for Vocational High School Students

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### ABSTRACT

Teaching materials play a vital role in achieving learning objectives. However, the editorial text teaching materials used at SMK Ksatria for Phase F do not meet students' needs, particularly for Indonesian language outcomes related to reading. Existing materials are less relevant to learning goals and technological advancements, prompting the need for digital literacy-based materials incorporating text and video that are accessible and adaptable to diverse learning environments. This study employed the Borg and Gall development model, which involves steps such as research and information collection, planning, product development, field testing, operational field testing, final revisions, and dissemination. Data were collected through validation processes and limited field testing. Digital literacy-based editorial text teaching materials were developed and validated by material experts, media experts, and Indonesian language teachers. Validation covered aspects such as content quality, presentation, language, readability, graphics, software engineering, visual design, and application features. Field testing with 36 students confirmed the materials' suitability with minor revisions addressing accessibility issues. The teaching materials effectively address students' needs by combining editorial texts with digital resources to enhance literacy and critical thinking skills. The inclusion of text and video supports diverse learning preferences, while the use of digital platforms ensures accessibility and modern relevance. Digital literacy-based teaching materials for editorial text reading are practical and impactful, fostering reading proficiency, digital literacy, and critical thinking among SMK Ksatria students. These materials represent a significant advancement in aligning learning tools with technological and educational needs.

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## 1. INTRODUCTION

Teaching materials are one of the most important things in learning. According to Hasanah et al. (2021), teaching materials are one of the means in language learning, which include textbooks, videos, flashcards, leveled reading, pages, games, and even mobile phones. These teaching materials must be informative and instructional, can provide experience, and encourage students to use and explore language. Eyob Kenta (2019) said that teaching materials can provide information to students and teachers. Teaching materials must support the achievement of learning objectives both with learning media and delivery methods. Therefore, in making teaching materials, they must be adjusted to the needs of the user (Karami, 2019).

The needs of teaching material users can be known through needs analysis. Nation and Macallister (2010) argue that needs analysis focuses on the goals and content of learning. They also said that needs are divided into learning needs and target needs. Referring to the same source, Hutchinson and Walters explained that the analysis of target needs is divided into three: necessities, lacks, and wants.

The emergence of viewing skills forms a new paradigm regarding Indonesian language and literature literacy. The novelty of this concept has implications for reading skills, thus requiring the development of teaching materials that integrate the two skills. To integrate the two skills, digital devices are needed so that the needs of students and learning objectives can be achieved. In addition to digital devices, selecting the right text is also needed to build students' critical thinking in reading and viewing.

The needs of teaching material users can be identified through needs analysis. Nation and Macallister (2010) argue that needs analysis focuses on learning objectives and content. They also say that needs are divided into learning needs and target needs. Referring to the same source, Hutchinson and Walters explained that the target needs analysis is divided into three, namely necessities, lacks, and wants. In the needs analysis, it is known that the achievement of Indonesian language learning at stage F of the reading element is that students can rationalize ideas and views based on logical thinking rules from the results of reading various types of texts (non-fiction and fiction) in print and electronic media (Rahmatullah & Ghufon, 2021). Students can appreciate fiction and non-fiction texts. From these achievements, it is known that the editorial text is considered relevant to be used as a text in Indonesian language learning at stage F (Indah Sari et al., 2020).

Editorial text is an aspirational or opinion text that contains the official stance of a press media towards phenomenal and current issues in society. Kosasih also said that editorial text reveals current issues that occur in society, including responses in the form of criticism, praise, satire, or suggestions. Diaz also emphasized that the opinion referred to in the editorial text is an opinion text written directly by the media editor as a form of the media's official stance on the issue being discussed. The function of this editorial text is explained by (Díaz & Zajia, 2020), namely: (1) explaining the news (explaining the news); (2) explaining the background (filling in the background); (3) predicting the future (forecasting the future); and (4) conveying moral judgment (passing moral judgment). These four functions have their respective roles to the reader, in this case the community.

Then, analyzing the shortcomings, it is known that the main teaching materials used in learning editorial texts in vocational schools are textbooks which are considered less relevant to current technological developments. From the results of the needs analysis, it was found that 48.68% of respondents stated that the use of printed books dominated learning, 32.89% used printed media, 18.42% of them used videos, and 0.00% used digital teaching materials (Lascano Pérez & Altamirano Carvajal, 2023). From the teaching materials used, other shortcomings were also known, such as the material presented was considered not in accordance with the abilities mastered by students (Yogia et al., 2023); materials, examples, and exercises have not aroused students' desire to read; the material/text presented in the teaching materials is difficult to understand (Asfahani, 2019); the examples presented are difficult to understand; the language used is difficult to understand; the appearance of the teaching materials is considered less attractive; the illustrations made do not match the discussion; and teaching

materials are considered less helpful for students in assisting the teaching and learning process (Nur et al., 2020).

Responding to the known deficiencies through a deficiency analysis, followed by a desired analysis. The results of the analysis show that students need teaching materials that contain text, are easy to access, and can be used anywhere. Referring to the results of the desire analysis, students are also interested in studying digital literacy-based editorial text teaching materials (Sarwanti, 2015). In addition, digital literacy-based learning is also considered to be able to help students in learning activities.

The analysis of current educational needs and conditions highlights a critical gap in digital literacy-based teaching materials at SMK Ksatrya, as reflected in the 2022 FA 3101 national report. This report underscores the low utilization of digital tools in learning, with only 36.5% of students using the internet for information mining, 27.6% participating in online learning, and just 17.1% engaging with multimedia learning (Antoni et al., 2021). Additionally, the SMK Ksatrya education report card for 2022/2023 revealed a 13.9% decline in literacy scores, further emphasizing the need for interventions that enhance students' reading competencies through innovative, accessible teaching methods. Despite the increasing integration of digital tools in education, significant gaps remain in leveraging digital literacy to strengthen basic reading skills, which is a critical issue for schools.

This study addresses the identified gap by developing digital literacy-based teaching materials specifically designed to enhance reading editorial text skills. Unlike traditional approaches, this research incorporates multimodal content such as text, videos, and interactive exercises to engage students and cater to their technological familiarity and preferences. The novelty of this study lies in its focus on utilizing digital literacy as a dual-purpose medium: to improve students' reading competence and to foster critical and interpretative skills necessary for the digital era. By combining editorial text reading with interactive digital tools, this study proposes a comprehensive framework for modernizing literacy education.

The primary aim of this research is to design, validate, and test digital literacy-based teaching materials that are accessible and effective in improving reading literacy at SMK Ksatrya. These teaching materials integrate various multimedia elements to create an interactive learning experience that aligns with the independent curriculum's objectives, emphasizing reading as a critical receptive skill. By addressing students' preferences for mobile and accessible resources, the study ensures that the teaching materials are both practical and relevant.

The significance of this research extends beyond improving reading literacy scores; it contributes to the broader discourse on integrating digital tools in education to meet the demands of globalization. By equipping students with enhanced literacy and digital competencies, this study supports the development of human resources capable of critical thinking, problem-solving, and adaptability in the rapidly evolving technological landscape. Moreover, the validation process involving material and media experts, along with field testing, ensures the practicality and effectiveness of these innovative teaching materials, positioning them as a model for similar educational contexts.

## 2. METHOD

This research is a research and development of the Borg and Gall model. This development model is a development research that combines qualitative and quantitative research. This model has ten stages of research, namely 1) research and informing collecting; 2) planning; 3) develop preliminary form of product; 4) preliminary field testing; 5) main product revision; 6) main field testing; 7) operational product revision; 8) operational field testing; 9) final product revision; 10) dissemination and distribution (Borg and Gall, 1983:775).

However, due to limited research time, this research only went through seven stages, namely 1) research and informing collecting; 2) planning; 3) development product; 4) preliminary field testing; 5) operational field testing; 6) final product revision; 7) dissemination and distribution. At the research

and informing collecting stage, a needs analysis was carried out through document reviews or literature studies, teacher interviews, and distribution of questionnaires or questionnaires to students. After the needs are known, at the planning stage, planning is carried out to create a teaching material model to develop teaching materials for reading editorial texts based on digital literacy that are in accordance with the needs of students. The third stage is product development, researchers begin to develop teaching materials according to previous planning. After the product is developed, in the fourth stage, preliminary field testing, researchers conduct limited trials to determine the suitability of the product used to the needs of students. After knowing the response from students, researchers make improvements to product development. In the fifth stage, operational field testing is carried out to determine the product's validation and feasibility. The sixth stage is final product revision. At this stage, researchers make improvements according to the suggestions of experts and users during the product feasibility test. The seventh stage is dissemination and distribution. At this stage, the results of the development of teaching materials for reading editorial texts based on digital literacy are disseminated to users (teachers and grade XII students).

This study involved material experts, media experts, and product users such as Indonesian language teachers and grade XII students (Phase F) of SMK Ksatrya. The material expert validator in this study was Dr. Sri Kusuma Winahyu, S.S., M.Hum, a researcher at the Language, Literature, and Community Research Center, National Research and Innovation Agency. The media expert selected was Dr. Reni Nur Eriyani, M.Pd., a lecturer in Indonesian Language and Literature at the Faculty of Languages and Arts, Jakarta State University. The selection of experts was considered based on the expertise they had to validate this digital literacy-based editorial text teaching material. The users involved in this study were the Indonesian language teacher at SMK Ksatrya, Mr. Muhammad Dwi Juniarto, S.S. who teaches in class XII and class XII students of SMK Ksatrya. The selection of class XII students as samples was because class XII students met the criteria for Indonesian language learning achievement in phase F, the highest phase in learning achievement in the independent curriculum.

The tools and techniques for data collection in this study were literature study (field note results), assessment (field note results), questionnaires, and interviews. The literature study was conducted by reviewing the curriculum used at SMK Ksatrya, learning outcomes, teaching tools used by Indonesian language teachers, and textbooks and other teaching materials used in learning. The questionnaire was used to determine students' responses to Indonesian language learning at SMK Ksatrya. This questionnaire was distributed three times. First, in the preliminary analysis, to determine the extent to which Indonesian language learning was studied in schools and what texts were considered difficult to understand and needed to be developed. The second questionnaire was what kind of teaching materials were needed by SMK Ksatrya students. The third questionnaire was distributed to determine the feasibility of the operational trial. Furthermore, interviews were aimed at Indonesian language teachers at SMK Ksatrya to find out what kind of learning was going on and what kind of teaching materials teachers needed to improve Indonesian language learning in schools.

The data collection was then analyzed qualitatively and quantitatively. The data analyzed qualitatively were literature studies (field note results), preliminary study questionnaires and needs analysis, and interviews. Meanwhile, quantitative data analysis was carried out to determine the results of the feasibility of teaching materials for reading editorial texts based on digital literacy at SMK Ksatrya.

The assessment criteria used by experts and users to find out and evaluate these teaching materials refer to Romiszomski in Kosasih (2020) and Wahono (2006). The assessment questionnaire for material experts and users refers to Romiszomski in Kosasih (2020), which includes aspects of material, presentation of editorial text material, language and readability, and graphics. Meanwhile, the questionnaire used to validate refers to Wahono (2006) with aspects of software engineering, communication and visuals, and application presentation. The overall assessment is then calculated using teaching material validation, which refers to Akbar (2013:41), as shown in the following table.

**Teaching Language Validation Criteria Table**

| No. | Validation Criteria | Validation Level   |
|-----|---------------------|--|
| 1   | 85.01% - 100.00%    | Very valid or can be used without revision                                       |
| 2   | 70.01% - 85.00%     | Quite valid or can be used but revised slightly                                  |
| 3   | 50.01% - 70.00%     | Less valid and can be recommended not to be used because it needs major revision |
| 4   | 10,00% - 50,00%     | Not valid or cannot be used  |

The validation criteria can be calculated for their effectiveness using the following formula:

$$\text{Validation of teaching materials} = \frac{\text{TSe} \times 100\%}{\text{TSh}}$$

### 3. FINDING AND DISCUSSION

#### 3.1 Design and Development of Editorial Text Teaching Materials

This development planning includes developing teaching materials and digital media used in the developed teaching materials. This digital teaching material is then divided into four sub-learnings: reading editorial texts, viewing editorial texts, editorial text structures, and linguistic rules of editorial texts. Meanwhile, the media used is divided into three categories: main media, filler media, and publication media.

These four sub-materials were chosen because the results of the needs analysis stated that SMK Ksatrya students found it difficult to understand the content, structural analysis, and linguistic rules of editorial texts through traditional teaching materials. Text comprehension, structural analysis, and linguistic rules in the learning achievements of editorial texts are included in the reading and viewing elements. On the other hand, students' desires to maximize the use of digital technology can also be accommodated in the development of this material. Reading editorial texts can be done digitally through direct digital media or other digital media. Likewise, viewing skills do require digital devices to access them because viewing is necessary to read editorial texts in the form of videos containing text and audio. Various digital media are also easy to use to help students understand the content, structure, and linguistic rules. Thus, the design of this teaching material will be the teaching material of choice because it can facilitate students' reading and digital literacy in schools.

The materials developed are based on the learning component of the editorial text. In reading materials, teaching materials begin with an introduction to editorial texts and an understanding of the content of editorial texts. Then, the audience material is designed by presenting the editorial text as a video, understanding the facts and opinions in the editorial text with inductive concepts and exercises. Furthermore, the editorial text structure material is presented by providing editorial text, understanding the structure, and analyzing the structure of the editorial text. Finally, the language rules material contains editorial texts, an understanding of language rules, how to analyze, examples, and practice questions. Attention to the following image to discover the mapping of the editorial text teaching materials.

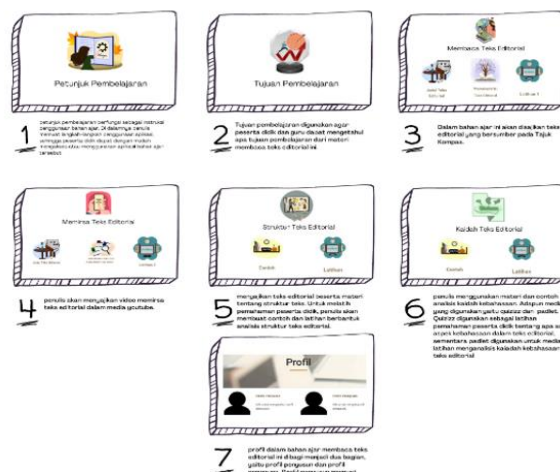


Figure 1. Overview of Reading Materials

As explained earlier, the media in this teaching material is divided into three categories. *First*, the main media in this teaching material are *Google Sites* and *Google Drive*. *Google Sites* is the teaching material page, while *Google Drive* is the main database for teaching materials. *Second*, they taught materials filling media such as *Wordwall*, *YouTube*, *quizizz*, *pallet*, *Google Form*, *canvas*, and *Google Search*. These media are used as materials and exercises in this teaching material. *Third*, publication media such as *WhatsApp*, *SMK Ksatrya LMS*, and *SMK Ksatrya Page*.

The selection of *Google Site* and *Google Drive* as the main media aims to make teaching materials easily accessible to users and easy to update. This *Google site* will be the home or main page of teaching materials for reading editorial texts based on digital literacy. Materials that have been developed using various digital media will be linked and embedded to the *Google site*. The material will be mapped according to the theme and needs of students. The use of this *Google site* also aims to make teaching materials accessible from various devices such as laptops, *iOS* or *Android*-based cellphones, and tabs or tablets. In addition, users can also access it in the form of links or applications.

The media used in this teaching material are *wordwall*, *quizizz*, *google form*, *padlet*, *canva*, *youtube*, and *google search*. *Wordwall*, *quizizz*, and *google form* are used to practice understanding the content, analysis, and quizzes after students read or watch the editorial text. The three media are easy to use and students are familiar with the media. *Padlet* is used to provide examples and practice analyzing structure and language rules. *Canva* media is used to apply students' understanding after going through the reading and analyzing text phase. *Google search* is presented so that students can reflect on the material that has been learned by searching for other editorial texts that are in accordance with the wishes of the students. The use of these media is expected to improve students' understanding, analytical skills, and critical reasoning of phenomena in society.

The publication media used in the development of this teaching material are *WhatsApp*, *SMK Ksatrya LMS*, and the *SMK Ksatrya page*. *WhatsApp* is used because this media is used en masse, so that the dissemination of teaching materials can be done easily and more widely. *SMK Ksatrya LMS* is a learning and assessment media used by the school to facilitate teachers and students in learning and teaching. Although learning is carried out face-to-face, students who are unable to attend can still take part in online learning by accessing the *LMS* according to the class and subject in question. Finally, the *SMK Ksatrya page* is a publication and promotion media, so it can be used to disseminate teaching materials for reading editorial texts.

This teaching material was developed by referring to the theories of *Kosasih (2020:255; O'Connor et al., 2023)* about the criteria for good digital teaching materials. *Romiszowsky* stated that the teaching materials developed should meet the following criteria: 1) material experts validate the teaching materials; 2) the lesson plan makes teaching materials; 3) teaching materials are useful for students; 4) supported by the right media; 5) the concept presented is clear; 6) examples used in accordance with the material and learning objectives; 7) the language used is effective; 8) the level of difficulty of the

questions is by the characteristics and abilities of the students. A different opinion was expressed (Matli & Ngoepe, 2020) that the development of good digital teaching materials should pay attention to the aspects of identity completeness, linguistic aspects, clarity of instructions, physical appearance aspects, introductions, content aspects, task aspects, and summary aspects (Hasanah et al., 2021). Therefore, the preparation of digital teaching materials requires an assessment of their feasibility.

This digital literacy-based editorial text reading teaching material has four displays, namely the display on the screen of *smartphones*, laptops, and tablets. This was made to make it easier for students to access it. The following is a display of teaching materials on *smartphones*.

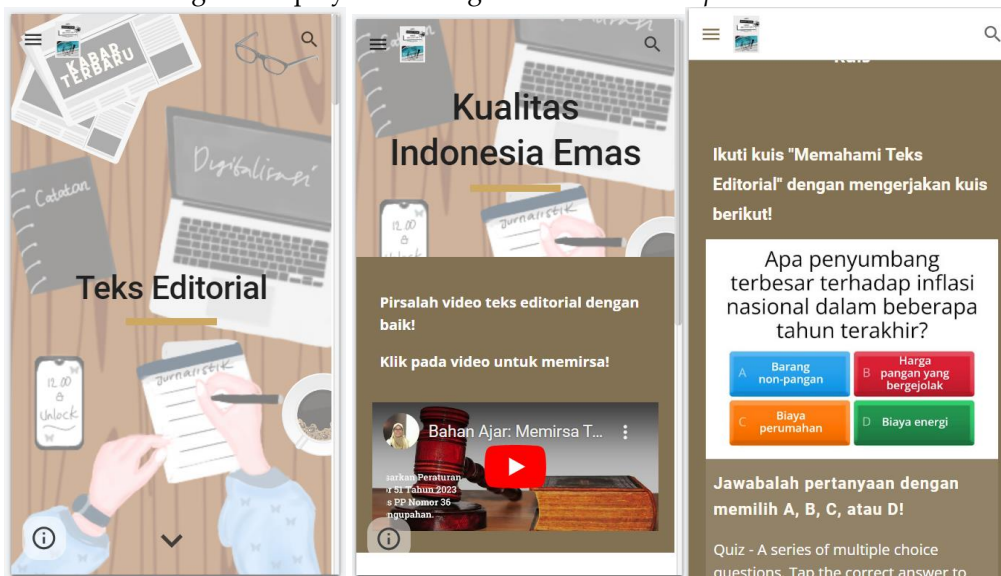


Figure 2. Display of Editorial Text Reading Teaching Materials

The teaching materials presented contain three editorial texts entitled 1) Taming Food Inflation, 2) The Unresolved Rice Problem, and 3) TikTok and the US-China Rivalry. The four texts have been analyzed for their structure and linguistic rules.

The teaching materials that have been developed are then validated to refer to four aspects, namely the material, the presentation of the material, language and readability, and graphics. These four aspects refer to Romiszowski's theory (1986). This validation is carried out so that you know whether the teaching materials developed are feasible or not.

### 3.2 Expert Validation Results

The first validation was carried out of the material and linguistic aspects tested by Dr. Sri Winahyu, M.Pd. The results of the validation are as follows.

Table 1: Results of Validation of Subject Matter Experts and Linguistic Rules

| No.                        | Validation Aspects               | Valuation     | Criterion           |
|----------------------------|----------------------------------|---------------|---------------------|
| 1                          | Material Aspects                 | 95            | Highly valid        |
| 2                          | Aspect of Material Presentation  | 100           | Highly valid        |
| 3                          | Language and Readability Aspects | 91.16         | Highly valid        |
| 4                          | Graphics Aspects                 | 93.75         | Highly valid        |
| <b>Total Value Earned</b>  |                                  | <b>379.91</b> |                     |
| <b>Total Maximum Score</b> |                                  | <b>400</b>    |                     |
| <b>Average Score</b>       |                                  | <b>94.97</b>  | <b>Highly valid</b> |

The material and language validation results obtained very valid results with an assessment number (Tse) of 379.91 out of a maximum score of 400. If calculated, the average value obtained is 94.97.

The results of the validation of materials and language showed an assessment score (TSe) of 379.91 out of a maximum score of 400. The material aspect received a score of 95 because it was considered very appropriate to the achievement of Indonesian language learning; the material presented was very appropriate to the editorial text teaching material; the material presented was very appropriate to the development of students; the examples presented were appropriate and effective with the material given; and the questions/exercises were very appropriate to the editorial text material. The material presentation aspect received a score of 100 because the material presented was very appropriate to the problem-based learning approach; very appropriate to the objectives to be achieved; arranged sequentially; the information conveyed was complete; and the media used was very appropriate. The language and readability aspect received a score of 91.16 because it was considered very effective to use; the language rules were in accordance with the Indonesian Spelling; and the use of language was in accordance with the cognitive development of students. The graphic aspect received a score of 93.75 because the design of the teaching material display was very appropriate; the use of font types and sizes was very appropriate; the layout of the editorial text material was appropriate; and the use of illustrations, images, or photos was very appropriate to the material presented. Therefore, it can be concluded that the results of the material and language validation obtained very valid results with an average value of 94.97.

The second validation carried out is media validation. Media validation is carried out to determine the effectiveness of media as a tool in this teaching material. Dr. Reni Nur Eriyani, M.Pd, carried out validation. The results of the material are as follows.

**Table 2.** Media Expert Validation Results

| No.                        | Validation Aspects       | Valuation    | Criterion           |
|----------------------------|--------------------------|--------------|---------------------|
| 1                          | Software Engineering     | 95.8         | Highly valid        |
| 2                          | Visual Communication     | 90           | Highly valid        |
| 3                          | Application Presentation | 95.8         | Highly valid        |
| <b>Total Value Earned</b>  |                          | <b>281.6</b> |                     |
| <b>Total Maximum Score</b> |                          | <b>300</b>   |                     |
| <b>Average Score</b>       |                          | <b>93.86</b> | <b>Highly valid</b> |

The results of the validation of media experts stated that this teaching material for reading editorial texts is very valid and worthy of use. The criteria are based on a score given by media experts (Tse) of 281.6 out of 300. If calculated, the average value obtained is 93.86.

The results of the media expert validation stated that this editorial text reading teaching material obtained a score (Tse) of 281.6 out of a total score of 300. The software engineering aspect obtained a score of 95.8 because it was considered quite good and comprehensive; the media used in the digital literacy-based editorial text reading teaching material is very effective; the application system used in the teaching material is very reliable; the applications/tools in the teaching material are easy to manage; the teaching material is very easy to use; the media chosen is very appropriate; and the media used are interrelated, integrated, and very easy to use. The visual communication aspect obtained a score of 90 because the appearance of the editorial text teaching material is very attractive; the placement of the teaching material menu is appropriate and easy to use; the instructions and icons in the teaching material are easy to understand and use; the use of color in the teaching material also looks very attractive; and the images and videos in the teaching material are very helpful in learning. The presentation aspect of the material shows a score of 95.8 because the presentation of the teaching

material is very attractive; the presentation of the teaching material is very easy to understand and use; the presentation of the teaching material has very clear instructions for teachers and students; and the presentation of teaching materials has clear instructions at each step of learning. Through these results, media experts say that editorial text teaching materials are very valid for use, with an average value of 93.86.

### 3.3 Limited Field Test Results

The limited field test was conducted at SMK Ksatria with a sample of one Indonesian teacher named Muhammad Dwi Juniarto, S.S., and 36 students in grade XII. The validation used in this limited field test still refers to Romiszowski (1986). The results obtained from the teachers are as follows.

**Table 3.** Material User Validation of Editorial Text Reading Teaching Materials

| No.                        | Validation Aspects               | Valuation    | Criterion           |
|----------------------------|----------------------------------|--------------|---------------------|
| 1                          | Material Aspects                 | 95           | Highly valid        |
| 2                          | Aspect of Material Presentation  | 100          | Highly valid        |
| 3                          | Language and Readability Aspects | 100          | Highly valid        |
| 4                          | Graphics Aspects                 | 100          | Highly valid        |
| <b>Total Value Earned</b>  |                                  | <b>395</b>   |                     |
| <b>Total Maximum Score</b> |                                  | <b>400</b>   |                     |
| <b>Average Score</b>       |                                  | <b>98.75</b> | <b>Highly valid</b> |

The table shows that the score obtained (Tse) is 395 out of a total score of 400. Based on this value, it is known that the average is 98.75. Thus, teaching materials for reading editorial texts based on digital literacy are very valid.

This limited field test also received a response as an assessment from students. The results obtained are as follows.

**Table 4.** The limited field test

| No. | Indicator   | Result      |             |               |                | Total Score | Max Score |
|-----|---|-------------|-------------|---------------|----------------|-------------|-----------|
|     |   | 1           | 2           | 3             | 4              |             |           |
| 1   | The material contained in the teaching materials is in accordance with the learning outcomes of the editorial text. | 0<br>(0x25) | 1<br>(1x50) | 19<br>(19x75) | 16<br>(16x100) | 1425        | 3600      |
| 2   | The material contained in the teaching materials makes you want to know more about the editorial text.              | 0<br>(0x25) | 1<br>(1x50) | 20<br>(20x75) | 15<br>(15x100) | 1500        | 3600      |
| 3   | The material contained in the teaching materials makes you think critically.  | 0<br>(0x25) | 1<br>(1x50) | 20<br>(20x75) | 15<br>(15x100) | 1500        | 3600      |
| 4   | The material contained in the teaching materials makes you digitally literate.                                      | 0<br>(0x25) | 1<br>(1x50) | 21<br>(21x75) | 14<br>(14x100) | 1575        | 3600      |
| 5   | The material presented is easy to understand.   | 0<br>(0x25) | 1<br>(1x50) | 22<br>(22x75) | 13<br>(13x100) | 1650        | 3600      |

|                                 |   |             |             |               |                |       |      |
|---------------------------------|---|-------------|-------------|---------------|----------------|-------|------|
| 6                               | The questions/exercises presented are easy to understand.             | 0<br>(0x25) | 4<br>(4x50) | 19<br>(19x75) | 13<br>(13x100) | 1425  | 3600 |
| 7                               | The questions/exercises presented train you to be digitally literate. | 0<br>(0x25) | 1<br>(1x50) | 24<br>(24x75) | 11<br>(11x100) | 1800  | 3600 |
| 8                               | The media used is easily accessible.                                  | 0<br>(0x25) | 2<br>(2x50) | 17<br>(17x75) | 17<br>(17x100) | 1275  | 3600 |
| 9                               | The tutorial text presented is interesting to read and analyze.       | 0<br>(0x25) | 2<br>(2x50) | 21<br>(21x75) | 13<br>(13x100) | 1575  | 3600 |
| 10                              | The language used is easy to understand.                              | 0<br>(0x25) | 3<br>(3x50) | 19<br>(19x75) | 14<br>(14x100) | 1425  | 3600 |
| <b>Total Score</b>              |   |             |             |               |                | 30100 |      |
| <b>Maximum Number of Scores</b> |   |             |             |               |                | 36000 |      |

Based on the validation table above, it is known that the field test results are limited to teaching materials for reading editorial texts based on digital literacy as the implementation of the independent learning curriculum at vocational schools, resulting in a validation score of 83.61%. This value is included in the validation criteria for being quite valid or suitable for use, but it has undergone a slight revision (minor revision).

From the results of validation and limited field test, it can be said that the teaching material for reading editorial texts is suitable for use. However, the teaching material requires minor revisions, as the results were obtained from limited field tests. The revision is in the application tools usage section which is considered less effective because students cannot use the material directly on the front page, but gradually from the instructions to the end of the material. Users also suggest that interactive videos and videos explaining the material be presented, so that students can learn independently. Users also consider that the use of colors in the teaching material should be changed to soothing colors so that it is not monotonous and students can be more comfortable using the teaching material. After the revision, where possible, teaching materials can be disseminated through publication media such as *WhatsApp*, *LMS-SMK Ksatrya*, and other social media.

The development of digital literacy-based teaching materials for reading editorial texts, as part of the independent curriculum implementation, enriches the diversity of resources available for Indonesian language instruction, particularly for editorial text materials. While the concept of creating teaching materials for editorial texts is not entirely novel, this study offers a distinct focus on integrating digital literacy to enhance reading skills. Previous studies, such as those by Misrawati and Suryana (2022), Sholichah et al. (2022), and Novitasari and Wulandari (2021), have explored various aspects of editorial text teaching, with Annas (2019) specifically analyzing editorial texts. Additionally, research by Yusuf et al. (2019), Dhanya and Alamelu (2019), and Chicho (2022) have examined the development of editorial text teaching materials, but these studies primarily targeted writing skills using demonstrative or inductive methods. These methods, aligned with Al-Burhani's approach, emphasize reasoning and logical postulates (Ibna, 2018).

This research advances the field by shifting the focus toward reading skills and embedding digital literacy as a foundational component. By doing so, it not only addresses the need for innovative teaching strategies in editorial text instruction but also aligns with contemporary educational demands, fostering critical thinking and adaptability among students in the digital age.

The research on developing teaching materials for reading editorial texts based on digital literacy implements the independent curriculum. In the independent curriculum, the learning outcomes no longer focus on one text but on the ability of students to evaluate ideas and critical thinking skills (Ariaini & Sanaya, 2023). To train these skills, CP Phase F of the independent curriculum states that students can use a variety of texts, both fiction and nonfiction, from print or electronic media. Therefore, this teaching material is considered relevant to achieve CP reading viewers in phase F.

The existence of this teaching material, of course, differs from the main teaching material, but it is a companion teaching material. This companion teaching material is also expected to restore the literacy score of SMK Ksatria students (in particular) who are experiencing a decline. In addition, this teaching material is expected to support Indonesian language lessons as basic capital in fostering and developing students' trust as communicators, critical-creative-imaginative thinkers, and citizens who master digital literacy. Indonesian language learning is also expected to develop knowledge and literacy skills in all student participant communication events that support success in education and the world of work.

#### 4 CONCLUSION

This research developed teaching materials to meet the needs of students at SMK Ksatria, integrating digital literacy with editorial text reading to align with the Independent Curriculum and 21st-century educational demands. The materials emphasize fostering critical thinking, creative imagination, and digital literacy, essential for academic success and workplace readiness. Validation by experts in content, language, and media confirmed the materials' high validity, while limited trials with students demonstrated their feasibility and adaptability with minor revisions. These findings highlight the materials' effectiveness and potential as a model resource for integrating literacy and digital skills in Indonesian Language learning. The research underscores the importance of equipping students with competencies that enable critical engagement with texts and effective use of digital platforms. However, the study's scope was limited to one institution and focused on short-term trials. Future research should investigate long-term impacts on student engagement, adaptability in diverse educational contexts, and contributions to lifelong learning. Expanding the application of such teaching resources could further enhance digital literacy and critical thinking across broader educational settings.

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