



The Use of Digital Learning Media to Strengthen Digital Literacy of Drama Texts at Al Islam Boarding School Junior High School

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ABSTRACT

This study aims to analyse the effect of digital learning media use on strengthening the digital literacy of eighth-grade students at SMP Al Islam Boarding School, Cirebon, in Indonesian language learning through drama texts. The research was conducted during the second semester of the 2024/2025 academic year. The participants were 25 students from Class VIII D, selected through purposive sampling. A quantitative approach with a one-group pretest-posttest quasi-experimental design was employed, supported by qualitative data from classroom observation and teacher interviews within a sequential explanatory framework. The primary instrument was a digital literacy questionnaire administered in two stages, pre-test and post-test, measuring four dimensions of digital literacy: digital skill, digital ethics, digital safety, and digital culture. The treatment involved integrating YouTube as a video display medium for drama performances and Google Search Engine as a reference source for collaborative scriptwriting tasks. Quantitative data were analysed using descriptive statistics in Microsoft Excel, while qualitative data were analysed using data reduction, data display, and conclusion drawing. The results revealed an increase in the mean digital literacy score from 61.4 to 68.16, with the proportion of students in the High category rising sharply from 24% to 76%, and no students remaining in the Low category following the intervention. Qualitative findings further confirmed increased student enthusiasm and active engagement throughout the learning sessions.

Keywords: digital learning media, digital literacy, drama texts

Penggunaan Media Pembelajaran Digital untuk Penguatan Literasi Digital Teks Drama di SMP Al Islam Boarding School

ABSTRAK

Penelitian ini bertujuan menganalisis pengaruh pemanfaatan media pembelajaran berbasis digital terhadap penguatan literasi digital teks drama. Penelitian dilaksanakan pada semester genap 2024/2025. Subjek penelitian adalah 25 siswa kelas VIII D SMP Al Islam Boarding School Cirebon yang dipilih melalui teknik purposive sampling. Penelitian menggunakan pendekatan kuantitatif dengan desain eksperimen semu tipe one-group pretest-posttest design, didukung data kualitatif dari observasi kelas dan wawancara guru dalam kerangka sequential explanatory. Instrumen utama berupa kuesioner literasi digital yang diadministrasikan dalam dua tahap, yaitu pre-test dan post-test, dengan pengukuran mencakup empat dimensi literasi digital: digital skill, digital ethics, digital safety, dan digital culture. Perlakuan yang diberikan berupa integrasi YouTube sebagai media tayangan video pementasan drama dan Google Search Engine sebagai sumber penelusuran referensi dalam penugasan penulisan naskah drama secara kolaboratif. Data kuantitatif dianalisis menggunakan statistik deskriptif melalui Microsoft Excel, sedangkan data kualitatif dianalisis melalui reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan peningkatan rata-rata skor literasi digital dari 61,4 menjadi 68,16, dengan lonjakan jumlah siswa berkategori Tinggi dari 24% menjadi 76%, serta tidak adanya siswa yang tersisa pada kategori Rendah setelah perlakuan diberikan. Data kualitatif memperkuat temuan ini melalui meningkatnya antusiasme dan keterlibatan aktif siswa selama pembelajaran berlangsung.

Kata kunci: media pembelajaran digital, literasi digital, teks drama

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INTRODUCTION

Digital transformation, which has accelerated dramatically over the past two decades, has fundamentally altered the ways in which people access, process, and produce information. Global internet penetration continues to increase significantly. In 2024, more than 5.4 billion people worldwide were recorded as internet users, representing approximately 67% of the global population (International Telecommunication Union, 2024). In Indonesia, this development has progressed at an equally rapid pace. According to the We Are Social and Meltwater (2024) report, Indonesia had 221 million internet users, accounting for approximately 79.5% of the total population, with an average daily internet usage of 7 hours and 38 minutes per person. This condition places Indonesia among the countries with the largest internet-user populations in the world and indicates the vast volume of digital information consumed by society, including students. In academic and educational contexts, information sources are no longer confined to physical libraries but have expanded into digital domains through search engines, websites, and online repositories (Gillen, 2014; Putrayasa et al., 2024). This fundamental shift has driven the evolution of learning paradigms, transforming learning processes from static, time-bound activities into dynamic, flexible experiences characterised by virtually unlimited access to information (Chairunnisa & Masyhuri, 2024).

Despite the rapid expansion of digital access, a serious issue remains, namely the relatively low level of digital literacy in Indonesian society. Digital literacy should not be understood merely as the technical ability to operate computers or mobile devices. Rather, it encompasses broader competencies, including the ability to understand, evaluate, process, and use information from diverse digital sources in a critical and responsible manner (Nasrullah et al., 2017; Rizal et al., 2022). According to data from the Ministry of Communication and Information Technology of

the Republic of Indonesia, the country's digital literacy index in 2023 reached only 3.65 on a five-point scale, placing it within the "Moderate" category (Kominfo, 2023). Comparative data further indicate that Indonesia's digital literacy level stands at only 62%, below the ASEAN average of 70% (Anam, 2023). This situation is exacerbated by the widespread dissemination of misinformation and hoaxes across various social media platforms, with Indonesia ranking among the countries with the highest levels of consumption of hoax content in Southeast Asia (Sumantri et al., 2024). These findings demonstrate that high internet usage does not necessarily correspond to a high level of digital literacy among users.

The issue of digital literacy becomes even more critical when viewed from the perspective of adolescents, particularly junior high school students, who constitute one of the most intensive groups of internet users in Indonesia. A study conducted by Zaenudin et al. (2020) among junior high school students in Sukabumi revealed that although students possessed adequate skills in information searching and hypertext navigation, they exhibited significant weaknesses in functional skills, digital creativity, online collaboration, and digital safety, all of which remained at moderate to low levels. Similar findings were reported by Sari (2019), who found that digital literacy among junior high school students in rural areas remained limited, particularly in the dimensions of information evaluation and digital content production. These findings indicate a substantial gap between adolescents' high levels of access to digital technology and the quality of their digital literacy. Addressing this gap represents a major challenge for educational institutions in preparing a generation that is not only technologically competent but also critically and ethically capable of managing digital information.

One strategic response that educational institutions can adopt is the integrative use of



digital learning media within classroom instruction. Digital learning media, including video-sharing platforms such as YouTube, search engines such as Google, and various internet-based applications, have been empirically shown to enhance student engagement, participation, and content retention (Seppewali & Damma, 2023). In the context of Indonesian language learning, integrating digital media also supports the development of twenty-first-century competencies, including critical thinking, creativity, communication, and collaboration (Zuhri et al., 2024). From this perspective, digital learning media function not merely as instructional tools but also as vehicles for cultivating digital literacy through authentic practices embedded in meaningful, contextualised learning experiences. Several previous studies have examined the relationship between the use of digital media and improvements in learning quality. Rahayu et al. (2022) demonstrated that the implementation of interactive multimedia significantly improved students' learning outcomes, resulting in an average increase of 13.84 points in cognitive achievement. Delfi et al. (2023) found that video-based learning on YouTube effectively enhanced literacy skills due to its visually engaging presentation and its ability to sustain students' attention for longer periods than conventional media. Likewise, Oktaviani and Setiawati (2025) showed that digital literacy enhancement programs in boarding school environments can be effective when systematically designed and adapted to the characteristics of the learning ecosystem. Nevertheless, these studies generally focus on either broad educational contexts or a single digital platform. Few studies have specifically explored the integration of two digital platforms simultaneously, namely YouTube and Google, within an Indonesian language learning design aimed at strengthening digital literacy among junior high school students in boarding school settings, which possess distinctive and often

limited patterns of digital access. This research gap constitutes the basis and novelty of the present study.

The concept of digital literacy adopted in this study refers to the framework developed by Paramitha et al. (2023), which consists of four primary dimensions: digital skill (operational technological competence), digital ethics (ethical use of technology), digital safety (security within digital environments), and digital culture (inclusive and responsible digital culture). These four dimensions serve as indicators of students' levels of digital literacy before and after the implementation of Indonesian language instruction integrating YouTube and the Google. This approach is consistent with the perspective of Nasrullah et al. (2017), who argue that digital literacy requires individuals to possess critical thinking skills in filtering and verifying information before using or sharing it with others.

Based on the conceptual framework and the identified research gap, this study aims to analyse the impact of digital learning media on strengthening the digital literacy of eighth-grade students at SMP Al Islam Boarding School, Cirebon. Specifically, the study examines two main aspects: the initial profile of students' digital literacy levels prior to the intervention and the magnitude and significance of the effects of implementing digital media, namely YouTube and Google, within Indonesian language instruction on the enhancement of students' digital literacy. The findings of this study are expected to contribute to the development of adaptive digital learning strategies, particularly within boarding school environments that face unique infrastructural challenges.

METHOD

This study employs a quantitative approach supplemented by qualitative supporting data within a sequential explanatory mixed-methods design, in which quantitative data are collected and analysed first, followed by qualitative data to deepen

and explain the primary findings (Creswell & Creswell, 2023). Specifically, the quantitative component utilises a quasi-experimental method with a one-group pretest–posttest design. This design was selected because the field conditions did not permit the full randomisation of research participants into separate treatment and control groups. Consequently, the study was conducted within a single intact group under natural classroom conditions without artificial manipulation (Stratton, 2019). Although this design has limitations in controlling external variables, it is considered the most realistic and ethically appropriate approach for classroom-based research in boarding schools, where strict regulations govern students' access and mobility (Creswell & Creswell, 2023).

The study was conducted at SMP Al Islam Boarding School Cirebon, an Islamic junior high school operating a full-boarding system for all students. The research site was selected because boarding schools represent a unique educational context in which students' access to digital devices is restricted and regulated, thereby allowing digital-media-based interventions to be implemented in a more structured manner and integrated into the formal curriculum. The study was carried out during the second semester of the 2024/2025 academic year as part of Indonesian language instruction, particularly within the drama-text unit. The participants consisted of 25 students from Class VIII D selected through purposive sampling based on the researcher's accessibility and recommendations from the subject teacher. All participants resided in the school dormitory and had limited access to digital devices outside formal instructional hours. Within the context of a one-group pretest–posttest design, a sample size of 25 students is considered adequate for exploratory and descriptive classroom-based experimental research (Fraenkel et al., 2022). In addition to the students, supporting data were obtained from the eighth-grade Indonesian language teacher, who served as

the primary informant for the qualitative component of the study through interviews.

The study involved two main variables. The independent variable was the use of digital learning media, operationally defined as the integration of YouTube and Google into Indonesian language instruction on drama texts. The dependent variable was students' level of digital literacy, measured across four dimensions: digital skill, digital ethics, digital safety, and digital culture, as proposed by Paramitha et al. (2023).

Data were collected through three complementary techniques. The first was a digital literacy questionnaire, which served as the primary instrument for quantitative data collection. The questionnaire was developed based on the four dimensions of digital literacy proposed by Paramitha et al. (2023) and was administered in two stages: a pretest before the intervention and a posttest after the intervention. Responses were measured using a four-point Likert scale. Each student's total score was subsequently converted into three levels of digital literacy—high, moderate, and low—following the categorisation approaches employed by Oktaviani & Setiawati (2025), Amnie et al. (2021), and Razak (2017). Category intervals were calculated based on the theoretical maximum and minimum questionnaire scores to ensure consistency and replicability. The second technique was structured observation conducted throughout the intervention period to directly monitor students' interactions with digital media, levels of active engagement, and classroom learning dynamics. The observation sheet was designed to record indicators of student engagement, including participation in operating digital devices, the intensity of information searches through Google, and students' responses to YouTube video content. The third technique was semi-structured interviews with the Indonesian language teacher, conducted both before and after the intervention. Pre-intervention interviews aimed



to explore students' initial levels of digital literacy and the challenges faced by the teacher in integrating digital media into instruction. Post-intervention interviews sought to obtain the teachers' perspectives regarding observable changes in students' attitudes and abilities following the intervention. All interviews were audio-recorded and transcribed for qualitative analysis.

The research procedure was implemented in three consecutive stages. The first stage involved preparation, including the development of lesson plans integrating digital media, preparation of the digital literacy questionnaire, coordination with school administrators and teachers, and administration of the pretest to all participants. The second stage consisted of the intervention itself, implemented within Indonesian language instruction on drama texts. During the core learning activities, the teacher utilised YouTube videos of drama performances to provide students with concrete visual illustrations of dramatic elements, characterisation techniques, and directing practices. The use of YouTube videos in educational settings has been shown to significantly enhance student engagement and comprehension due to their visual, authentic, and easily accessible nature (Yuliarti et al., 2024). Subsequently, students were divided into groups and assigned a collaborative task requiring them to develop drama scripts using Google to locate references and examples of drama texts through internet-connected laptops available in the school's computer laboratory. This information-search process directly fostered students' abilities to evaluate digital information, identify credible sources, and produce content based on digital resources, all of which are core components of digital literacy (Angraini, 2024; Zahra et al., 2025). The intervention was designed according to the principle of effective digital media integration within the curriculum, whereby technology serves

not as an end in itself but as a means of achieving deeper learning competencies (Kaharuddin, 2024). The third stage involved final assessment, including administration of the posttest using the same digital literacy questionnaire, post-intervention interviews with the teacher, and the compilation of observational data for comprehensive analysis.

All quantitative data obtained from the pretest and posttest were analysed using descriptive statistics in Microsoft Excel, including calculations of the mean, maximum score, minimum score, median, mode, standard deviation, and frequency distributions across the digital literacy categories (Sofwatillah et al., 2024; Subhaktiyasa et al., 2025). Comparisons between pretest and posttest results were conducted to identify patterns of change and the magnitude of improvement following the intervention. It should be noted that this study limits its analysis to a descriptive-comparative level. Consequently, the conclusions drawn are tentative and require further verification through inferential statistical testing in future studies. Meanwhile, qualitative data derived from observations and interviews were analysed using a qualitative descriptive approach consisting of three stages: data reduction, data display, and conclusion drawing (Miles et al., 2020). These qualitative findings served to enrich, deepen, and contextualise the quantitative results, thereby providing a more comprehensive and holistic understanding of the process of strengthening students' digital literacy.

RESULTS

This section presents the results of the data analysis derived from two primary sources: quantitative data in the form of digital literacy questionnaire scores (pre-test and post-test) and qualitative data obtained from classroom observations and interviews with the Indonesian language teacher. The intervention was integrated

into Grade VIII Indonesian language instruction on drama texts, referring to Chapter 8, “Drama-Drama Kehidupan,” in the Grade VIII Indonesian Language Student Book (Kosasih, 2017), and to Module 8, “Drama di Kehidupan” (Kemendikdasmen, 2021). The instructional content covered four core competencies: identifying and understanding the elements of drama; analysing the content of drama texts; examining the structure and linguistic features of drama texts; and composing original drama scripts. Both types of data are presented sequentially to provide a comprehensive overview of students’ digital literacy before and after the intervention.

1. Initial Profile of Students’ Digital Literacy (Pre-Test Results)

Students’ initial levels of digital literacy were measured through a pre-test administered to 25 students in Class VIII D of SMP Al Islam Boarding School Cirebon prior to the intervention. The descriptive statistics of the pre-test scores for all research participants are presented in Table 1.

Table 1
Descriptive Statistical Data of Digital Literacy

Pre-Test Scores	
Statistic	Value
Maximum Score	73
Minimum Score	46
Mean	61.4
Median	60
Mode	60
Standard Deviation	6.26

The data presented in Table 1 indicate that the mean pre-test score was 61.4, with a standard deviation of 6.26. The relatively wide score range, from 46 to 73, reflects considerable variation in students’ levels of digital literacy prior to the intervention. The fact that both the median and mode were 60 suggests that most students’ scores

were concentrated around this value, which overall falls within the Moderate category.

Further categorisation of the pre-test data yielded the following distribution: 17 students (68%) were classified in the Moderate category, 6 students (24%) in the High category, and 2 students (8%) in the Low category. Thus, the majority of students in Class VIII D, more than two-thirds of the participants, demonstrated a Moderate level of digital literacy before the intervention was implemented.

These quantitative findings were reinforced by interview data obtained from the Grade VIII Indonesian language teacher prior to the intervention. The teacher stated that students’ digital literacy skills were generally considered inadequate. According to the teacher, students were not accustomed to using digital media as learning resources during classroom instruction and tended to rely on conventional approaches, particularly by asking teachers directly whenever they needed information. This condition was especially evident in drama instruction, where students were expected to independently search for references on dramatic elements, examples of drama scripts, and recordings of drama performances across various digital sources. In practice, however, students were unable to perform such tasks independently before the intervention.

The teacher further explained that although SMP Al Islam Boarding School possesses adequate technological facilities and infrastructure, including a computer laboratory and internet access, these resources have not been utilised optimally. The primary obstacle is the scheduling conflict between the use of the computer laboratory and Information and Communication Technology (ICT) classes. As a result, teachers from other subjects, including Indonesian language teachers, have difficulty accessing these facilities for digital learning activities. This contextual evidence

supports the quantitative findings indicating that students' initial levels of digital literacy remained within the Moderate category, with considerable variation in scores.

2. Changes in Students' Digital Literacy Following the Intervention (Post-Test Results)

Following the intervention, students' digital literacy levels were reassessed using the same questionnaire administered during the pre-test in a post-test. The intervention consisted of Indonesian language instruction on drama texts based on the competencies outlined in Chapter 8, "Drama-Drama Kehidupan," of the Grade VIII Indonesian Language Student Book (Kosasih, 2017) and Module 8, "Drama di Kehidupan" (Kemendikdasmen, 2021). It generally comprised four learning activities.

In the first activity, students were introduced to the characteristics and elements of drama, including characters, plot, setting, theme, message, and language, through drama-performance videos accessed via YouTube. In the second activity, students analysed and interpreted drama texts obtained through online searches. In the third activity, students examined the structure of drama texts, including prologues, dialogues, and epilogues, as well as linguistic features such as direct speech, mental process verbs, and temporal conjunctions. In the fourth and final activity, students worked collaboratively to compose original drama scripts, utilising the Google to locate references, sample scripts, and supporting information through internet-connected computers in the school's computer laboratory.

The post-test scores were subsequently compared directly with the pre-test scores to determine the extent of change that occurred following the intervention. The descriptive statistical comparison between the pre-test and

post-test results is presented in Table 2.

Table 2.

Comparison of Descriptive Statistical Data for Digital Literacy Pre-Test and Post-Test Scores		
Statistic	Pre-Test	Post-Test
Mean	61.4	68.16
Maximum Score	73	82
Minimum Score	46	55
Median	60	68
Mode	60	68
High Category	6 students (24%)	19 students (76%)
Moderate Category	17 students (68%)	68 students (24%)
Low Category	2 students (8%)	0 students (0%)

The data in Table 2 indicate consistent, positive changes across all descriptive statistical indicators following the intervention. The mean score increased from 61.4 on the pre-test to 68.16 on the post-test, representing a gain of 6.76 points. The highest student score also increased from 73 to 82, while the lowest rose from 46 to 55. The median and mode increased from 60 to 68, indicating that the overall distribution of student scores shifted toward higher values after the intervention.

The most striking and practically meaningful change is evident in the distribution of digital literacy categories. The number of students classified in the High category increased substantially from 6 (24%) in the pre-test to 19 (76%) in the post-test, representing a 52 percentage-point increase. Conversely, the number of students in the Moderate category declined sharply from 17 (68%) to 6 (24%). The most significant change occurred in the Low category, which initially included 2 students (8%) during the pre-test but had none in the post-test, declining to 0 students (0%). This pattern suggests

that all students who were previously classified in the Low category, along with most students in the Moderate category, progressed to higher levels of digital literacy after participating in Indonesian language instruction on drama texts integrated with digital media.

3. Qualitative Findings: Student Engagement and Enthusiasm During the Intervention

In addition to the quantitative questionnaire data, classroom observations during the intervention provided a richer understanding of the learning dynamics that emerged. The observational findings revealed increased enthusiasm and active student engagement throughout the digital-media-based learning sessions. When YouTube videos of drama performances were used as instructional materials to introduce and analyse dramatic elements, all students paid close attention. Several students spontaneously took notes on important aspects of the performances, including characterisation, plot development, and stage settings, which they later used as references when composing their group drama scripts.

Student engagement became even more evident during the collaborative drama-script writing activities conducted in the computer laboratory, where students actively searched for information using the Google. Students engaged enthusiastically in group discussions to evaluate and select information they considered relevant and credible, including examples of drama scripts, guidelines for writing dialogue, and inspiration for themes and settings. The most notable indicator of engagement was the absence of passive behaviour throughout the learning sessions. No students were observed sleeping or disengaging from classroom activities, a situation that, according to the teacher, rarely occurs during conventional lessons conducted without digital media support.

Post-intervention interviews with the

Indonesian language teacher further confirmed these observational findings. The teacher reported observing substantial changes in students' attitudes and levels of participation compared to previous conventional learning sessions. According to the teacher, students appeared more motivated and confident in seeking information independently and using drama-related references rather than relying entirely on teacher explanations. The teacher also explained that the scheduling conflict with ICT classes was successfully addressed through careful coordination and thorough lesson planning, enabling the computer laboratory to be used more effectively for Indonesian language instruction during the intervention.

Overall, both the quantitative and qualitative findings revealed a consistent and mutually reinforcing pattern. The quantitative data demonstrated a measurable increase in digital literacy scores, with an average gain of 6.76 points and a substantial rise in the proportion of students categorised as having High digital literacy from 24% to 76%. Meanwhile, the qualitative data derived from observations and interviews provided contextual depth and insight into the learning processes and classroom dynamics underlying these improvements in students' digital literacy during Indonesian language instruction on drama texts.

DISCUSSION

Initial Condition of Students' Digital Literacy and Its Relevance to the Boarding School Context

The pre-test findings, which revealed that 68% of Grade VIII D students at SMP Al Islam Boarding School were categorised as having a Moderate level of digital literacy, with a mean score of 61.4, do not represent an isolated phenomenon. Rather, they reflect a broader profile of digital literacy among Indonesian adolescents, particularly junior high school students living in environments with limited and regulated access to technology.



Interviews with the teacher confirmed that the low utilisation of digital media in learning was not primarily due to a lack of facilities but rather to students' unfamiliarity with and limited integration of technology into their learning routines. This finding is consistent with the argument of Sulistyarini and Fatonah (2022), who emphasise that digital literacy and the use of learning media are two interrelated variables that jointly influence pedagogical competence. Without habitual engagement with digital media in learning activities, students' digital literacy levels are likely to stagnate even when technological infrastructure is available.

The boarding school context adds a distinctive dimension to this issue. Unlike students in regular schools who have relatively unrestricted internet access at home, boarding school students face structural limitations on the use of digital devices. On the one hand, this condition restricts organic exposure to technology. On the other hand, it creates opportunities for schools to design digital interventions that are more structured, targeted, and measurable within a controlled learning environment. Oktaviani and Setiawati (2025), in their study of Islamic boarding schools, reported similar findings, showing that systematically designed, adapted digital literacy enhancement programs produced more consistent improvements than programs implemented in regular schools with uncontrolled digital access. This finding reinforces the present study's position that boarding schools, rather than serving as barriers, can become conducive ecosystems for meaningful digital learning when managed through careful planning.

The Influence of Digital Media on Strengthening Digital Literacy in Drama Instruction

The increase in the mean digital literacy score from 61.4 to 68.16, accompanied by the rise in the proportion of students in the High category from

24% to 76%, provides strong empirical evidence that the integration of digital learning media into Indonesian language instruction on drama texts positively contributes to the enhancement of students' digital literacy. This improvement did not occur by chance but resulted from an instructional design that systematically positioned students as active participants interacting directly with two major digital platforms, namely YouTube and Google, within meaningful academic tasks.

The use of YouTube as a medium for drama-performance videos primarily contributed to the digital skills and digital culture dimensions of digital literacy. Through video content, students not only gained a concrete visual understanding of dramatic elements such as characterisation, plot, and setting, as outlined in Chapter 8 of the Grade VIII Indonesian Language Student Book (Kosasih, 2017), but also learned to consume digital content critically and selectively. Delfi et al. (2023) demonstrated that YouTube videos in literature instruction significantly improve literacy skills by activating multiple channels of information processing through their multimodal nature, combining text, audio, and visual elements. The relevance of Delfi et al.'s findings to the present study is particularly strong, given that both studies focus on Indonesian literary instruction using YouTube as the primary learning medium and report measurable improvements in literacy-related competencies.

Meanwhile, the collaborative drama-script writing assignment using Google engaged students in more complex dimensions of digital literacy. The activities of searching, selecting, evaluating, and using information from search engines directly fostered digital navigation, digital safety (in identifying credible sources), and digital ethics (in the responsible use and citation of information) (Paramitha et al., 2023). Zahra et al. (2025), in their study on the use of the Google in social studies instruction for Grade VIII students, found that

search engines significantly enhanced student engagement and independent learning. However, their effectiveness depended heavily on students' ability to evaluate the validity of information. These findings are directly relevant to the present study because both investigations involved Grade VIII students and produced mutually reinforcing results.

Furthermore, the drama-script writing task positioned students not merely as consumers of digital information but also as producers of content utilising digital resources. This competency represents a higher level of digital literacy. As noted by Khoirunnisaa et al. (2025), the ability to create content using technology constitutes one of the most important aspects of digital literacy within Indonesian language learning. Simultaneously, this activity developed the core competencies targeted in the Grade VIII drama curriculum, namely the ability to compose drama scripts while considering textual structure, linguistic conventions, and originality, as outlined in Module 8, "Drama di Kehidupan" (Kemendikdasmen, 2021). Thus, the intervention successfully achieved two educational objectives simultaneously: mastery of drama-related competencies and enhancement of digital literacy.

Digital Collaborative Learning as a Reinforcement of Literacy Competencies

Another factor contributing to improvements in students' digital literacy was the collaborative dimension of the intervention. Students worked in groups to write drama scripts, meaning that information searching, source selection, content discussion, and script production were conducted collectively. This collaborative approach not only strengthened the digital culture dimension of digital literacy but also fostered twenty-first-century competencies, including communication, collaboration, critical thinking, and creativity (Zuhri et al., 2024). Nurjanah et al. (2024), in their

study of collaborative learning cultures in the digital era, found that collaboration in digital-based assignments significantly increased student engagement and motivation, strengthened social skills, and promoted creative problem-solving because group members were required to validate digital information collaboratively before using it as a shared reference.

The observation that no student fell asleep or remained passive during the learning sessions provides strong evidence that the digital collaborative learning design successfully elicited active engagement among all participants. Sapitri and Suriani (2025) found that interactive learning media significantly enhance students' interest in learning by providing immediate feedback and allowing them to learn at their own pace. In the present study, such immediate feedback was provided through instant Google search results and responsive YouTube video content, thereby sustaining students' curiosity throughout the learning process.

The Teacher's Role as Facilitator and Infrastructure Challenges

The successful implementation of digital media in this study cannot be separated from the teacher's crucial role as both instructional designer and facilitator. The fact that scheduling conflicts with ICT classes were successfully resolved through careful coordination and lesson planning demonstrates that teachers' managerial and pedagogical competencies are just as important as the availability of technology itself. Hartati and Ermanto (2025) argue that under the Merdeka Curriculum, the role of Indonesian language teachers in utilising digital media has shifted significantly from that of content transmitters to facilitators who actively select, adapt, and integrate technology into student-centred learning designs. This shift precisely reflects the teacher's role in the present study, where YouTube and Google were



not used sporadically but were deliberately integrated into four instructional stages aligned with the competencies of drama instruction.

Nevertheless, the infrastructure-related challenges encountered in this study, particularly scheduling conflicts concerning the use of the computer laboratory, should not be underestimated. Husen et al. (2025), in their study of the impact of ICT infrastructure limitations on digital learning effectiveness, found that even when schools have adequate hardware, scheduling and access management limitations remain significant barriers that reduce the frequency and consistency of digital learning implementation. This finding is highly relevant to the situation at SMP Al Islam Boarding School. It suggests that the intervention's effectiveness could be further enhanced if these managerial obstacles were addressed systematically through more flexible and inclusive scheduling policies for computer laboratories.

Relevance of the Findings to the Research Objectives and Their Implications

The two objectives of this study have been convincingly addressed through the findings presented. The first objective, namely, examining the initial profile of Grade VIII students' digital literacy, was addressed through the pre-test data, which showed that the majority of students (68%) were categorised at the Moderate level, with a mean score of 61.4. This condition was confirmed through teacher interviews and is consistent with the digital literacy profiles of junior high school students reported in previous studies. The second objective, namely analysing the impact of digital media implementation on strengthening students' digital literacy, was addressed through post-test results, which revealed an average score increase of 6.76 points and a rise in the proportion of students categorised as High from 24% to 76%. Substantively, the findings both reinforce and extend the arguments advanced by previous

studies. Rahayu et al. (2022) demonstrated improvements in speaking skills through interactive multimedia, Delfi et al. (2023) reported enhanced literacy skills through YouTube-based literary instruction, and Oktaviani and Setiawati (2025) confirmed the effectiveness of digital literacy programs in boarding schools. The novelty of the present study lies in demonstrating that integrating two digital platform; *YouTube* and *Google*; simultaneously into an Indonesian-language learning design for drama texts in a boarding school setting produces measurable improvements in students' digital literacy. It constitutes the study's primary contribution to the growing body of research on digital-based Indonesian language instruction.

The practical implications of these findings are also significant. For Indonesian language teachers, the study demonstrates that literary materials such as drama, which are often perceived as difficult to visualise, can serve as highly effective vehicles for developing students' digital literacy when integrated with appropriate digital media. For school administrators, particularly those in boarding school settings, the findings provide strong empirical support for optimising the management of existing digital facilities, including implementing more inclusive scheduling systems for computer laboratories across subjects. Such measures represent a strategic step toward comprehensively and sustainably strengthening students' digital competencies.

CONCLUSION

This study concludes that the use of digital learning media, particularly YouTube and the Google Search Engine, integrated into Grade VIII Indonesian language instruction on drama texts, has a positive, measurable impact on strengthening students' digital literacy in Class VIII D at SMP Al Islam Boarding School Cirebon. This conclusion is evidenced by the increase in the mean

digital literacy score from 61.4 on the pre-test to 68.16 on the post-test, the substantial rise in the proportion of students classified in the High category from 24% to 76%, and the complete elimination of students in the Low category following the intervention. These quantitative findings are further supported by qualitative data demonstrating increased student enthusiasm and active engagement throughout the learning process. It suggests that integrating digital media not only enhances students' digital literacy competencies in measurable ways but also creates more meaningful and enjoyable learning experiences within the boarding school environment.

Based on these findings, Indonesian language teachers are encouraged to continuously integrate digital media into their instructional design, particularly in literature-related content that offers substantial opportunities for visualisation and digital exploration. School administrators, especially principals as key decision-makers, should optimise the management of computer laboratory facilities to ensure more flexible access for all subject areas, rather than limiting their use to Information and Communication Technology (ICT) classes. Such efforts are essential for supporting the comprehensive and sustainable development of students' digital literacy. Furthermore, future studies employing more rigorous experimental designs, including control groups and inferential statistical analyses, are needed to verify these findings more convincingly across broader populations.

CONCLUSION

This study concludes that the use of digital learning media, particularly YouTube and the Google Search Engine, integrated into Grade VIII Indonesian language instruction on drama texts, has a positive, measurable impact on strengthening students' digital literacy in Class VIII D at SMP Al Islam Boarding School Cirebon. This conclusion is evidenced by the increase in the mean digital

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