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Article

IRAMA: WEB-BASED RELIGIOUS MODERATION DIGITAL LITERACY MEDIA TO COUNTERACT RADICALISM IN THE MILLENNIAL GENERATIONAni Satull Marwah^{1*}, Rosi Nova Lasari², Muhamad Tohari³^{1,2,3}Ponorogo State Institute of Islam*Corresponding Address: anisatull0110@gmail.com**Article Info**

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ABSTRACT

The era of the Industrial Revolution 4.0 is characterized by the massive development of information technology and the easy spread of information without any filter. This research produces a website-based digital literacy media to counteract radicalism among the millennial generation packaged in attractive media, namely IRAMA (Web-Based Religious Moderation Digital Literacy Media). IRAMA is a Digital Literacy Media to foster a moderate and wise attitude of students in religion. The type of research used in this research is Research and Development. Meanwhile, to develop media using Google Sites. Features contained in IRAMA include objectives, materials, reading rooms, videos, quizzes, and the integration and interconnection of religious books. The result of this research is software in the form of a website that functions for religious moderation literacy media to ward off radicalism in the millennial generation. The benefits of this research product are: 1) it Can run on all operating systems; 2) it can be opened directly without additional installation features; 3) it can be accessed on all types of hardware (laptops, personal computers, and smartphones).

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INTRODUCTION

During the Fourth Industrial Revolution, information technology has undergone massive development, allowing information to spread quickly without filtration. Almost all segments of society, from children teenagers, to adults, have access to smartphones quite widely. The millennial generation is one of the groups most affected by technological developments and unlimited access to information. Information easily accessible through the internet has become

an essential tool for those who seek to influence the views and beliefs of the younger generation, especially regarding religion (Hidayat & Lubis, 2021). Internet alternative media is part of the counter-public domain in a society, where ideas of social movements, including radical ideas, can be expressed and conveyed (Lee, 2018).

Radicalism refers to an understanding or ideology deeply rooted in political ideas to change existing conditions, be it in economic, social, or political aspects. Radicalism in the context of Islam can be explained as a religious action that supports drastic changes using a violent approach to achieve specific goals based on instinct (Saihu & Marsiti, 2019; Thoyyib, 2018). When treated as a process, radicalization is often understood as part of a broader social movement dynamic. The diversity of socio-cultural and religious backgrounds can be a highly effective trigger for radical action. To date, it is undeniable that, internationally, radical movements in the name of religion are relatively easy to recognize (Sudjito & Muhaimin, 2018).

In recent years, there have been growing concerns about religious radicalism, including increased participation of young people in acts of violence and terrorism. Universities have become platforms for the spread of radical ideology. For example, in Indonesia, many students at seven leading public universities are exposed to radical groups. The results of a recent national survey in 2020 conducted by PPIM UIN Jakarta indicated that 24.89% of students showed a low level of religious tolerance. Students who interact with radical groups can delve deeper into their religious beliefs. Most students who are attracted to radical ideas do not have an in-depth religious education, and the universities that are exposed to radicalism provide limited religious teaching. (Khoirunnissa & Syahidin, 2023; Sirry, 2020).

Religious moderation has become a serious discussion among the government and students (Khojir, 2020). Moderation is a core principle in Islam. A moderate understanding of Islam is relevant in a situation of diversity that covers various aspects, such as religion, culture, ethnicity, and nationality (Sutrisno, 2019). Religious moderation refers to a non-extreme way of understanding and practicing religious teachings, which avoids the extreme left and overly liberal views and prevents the rigid and conservative extreme right. The extremism that uses religion as a basis can fuel conflict, create sentiments of hatred, increase intolerance, and support radicalism, all of which can disrupt the well-being of societies living peacefully together (Fahri, Mohammad, 2022; Khoirunnissa & Syahidin, 2023)

This research responds to these problems by developing an innovative solution in the form of a website-based digital literacy media named "IRAMA" (Website-Based et al.). IRAMA aims to address the spread of radicalism among the millennial generation by using an approach that is interesting and relevant to the millennial generation. IRAMA is designed to help students as the millennial generation becomes moderate and wise in religion. Based on the results of the study, it shows that website media can improve digital literacy and is very feasible to use (Rahayu et al., 2019). Another study also developed a Google site or website platform to train science literacy received a good response from students and was feasible to use (Amarulloh, 2022).

Through IRAMA, it is hoped that the millennial generation will have better access to information that supports a moderate understanding of religion and can avoid the harmful influence of radicalism. This research plays an essential role in helping to protect millennials from the spread of radicalism, which can jeopardize the security and stability of society.

METHODS

The research method used in developing IRAMA is Research and Development (R&D). The technology used in creating this media is Hypertext Markup Language (HTML), which has become the primary basis for website development. This research takes seven of the ten stages in the Borg & Gall (1989) model, including (1) Research and Information Collecting:

research and data collection, (2) Planning: Planning, (3) developing preliminary product: development of initial product draft, (4) Preliminary Field Testing: initial trial, (5) Main Product Revision: revision of initial trial results, (6) Main Field Testing: product field test, (7) Operational Product Revision: product revision. After carrying out development, a One Group Pre-Test and Post-Test Design test was carried out. The number of samples in this research was 10 students using the purposive sampling technique. The instruments used were the Numerical Rating Scale, pain scale, and radicalism observation sheet. The statistical tests used in this research are the Wilcoxon Signed Ranks Test and Paired T-Test (Lestari, 2022).

This digital literacy media for website-based religious moderation using Google Sites was developed following a series of development stages. The first stage includes a problem, needs analysis, and a literature study that assesses the importance of the product and available resources. The second stage involves planning, including design and research steps. In the third stage, product design features to be used, and media testing techniques are selected. IRAMA carries some relevant and exciting features, including objectives, materials, reading rooms, videos, and quizzes, as well as integration and interconnection with Religious Books. These features are designed to help users understand religious issues from a moderate and understanding point of view.

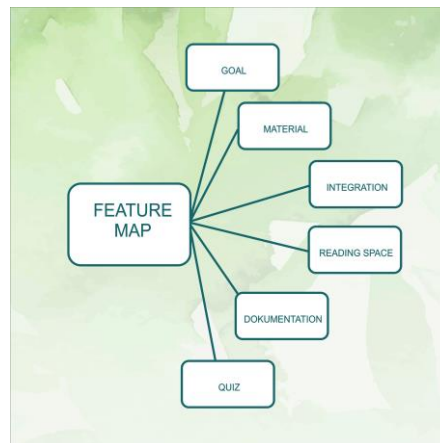


Figure 1: The developed feature map.

In the fourth stage, researchers conducted limited media testing. Testing with validation is carried out by material experts and media experts in the hope of finding findings that can improve the design and materials in IRAMA. The next stage involves product revision based on the results of these trials. In the sixth stage, the product was tested on students by distributing questionnaires using a Google form connected to the IRAMA link. In addition, interviews were conducted to obtain feedback from students regarding their experiences with IRAMA, including the extent to which they received material on religious moderation. The final stage involves product revision based on the results of the IRAMA trials.

Digital literacy media research is a percentage using a formula. The formula for processing data from validation results for experts adapted with modifications from Akbar, S., Sriwiyana, 2012 (Chrisyarani & Yasa, 2018) is as follows:

Figure 2. Validation data processing formula

$$V = \frac{TSe}{TSh} \times 100\%$$

$$Vt = \frac{Vm + Vd}{2} = 100\%$$

Information:

V = Validation

Tse = total score achieved

TSh = total expected score
 Vt = total validation
 Vm = Validity of material/content experts
 Vd = Validity of the design expert

Table 1. Validity Criteria

No.	Attractiveness Score	Attractiveness Level	Practical Level	Validity Level
1.	86% - 100%	Very interesting, no revision needed	Practicality is perfect	No need for revision. Very Valid (can be used without revision)
2.	70% - 85%	Quite interesting, no need for revision of Keprak Tisan either	Good practicality, no need for revision	valid enough (can be used with revision)
3.	60% - 69%	Not interesting; it needs minor revision	Practicality is sufficient; it needs minor revision.	Invalid (cannot be used)
4.	0% - 59%	Not interesting; the total revision	Lack of practicality, total revision	Very invalid

The instruments used to collect data for this research include validation sheets by media experts, materials, and questionnaires used to assess student responses to the media that has been developed.

RESULTS AND DISCUSSION

Expert Validation Result

The media developed in this research is website-based religious moderation digital literacy media with the Google Sites platform. Validation is used to determine the feasibility of implementation among millennials. The results of the validity test of website-based religious moderation literacy media are presented in Table 2.

Table 2. IRAMA Validation Results by Expert Validators

Expert Validation	Validation 1	Validation 2	Validation 3	Appropriateness	Criteria
Design	93%	89%	92%	91%	Good
Material	85%	93%	87%	88%	Good

At IRAMA, design experts get decent (very valid) qualifications. The design validation results were 91% in the perfect category. Shows that the digital literacy media developed is attractive, valid, and practical and can be used to ward off radicalism in the millennial generation. Apart from that, based on other research, website-based teaching materials with Google sites are in the excellent category, so they are classified as valid and practical for implementation in learning (K.A. Nalasari et al., 2021).

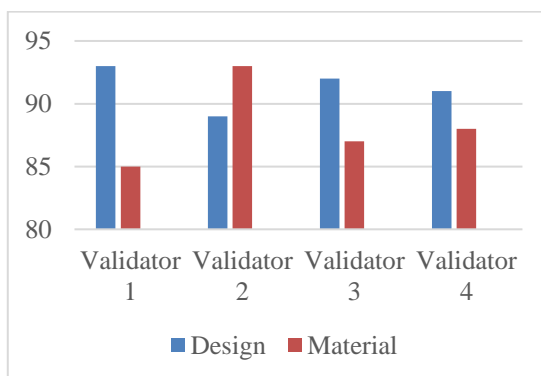


Figure 1. Validation Test Results

User Response Results

Student responses to website-based digital literacy media were measured using a questionnaire instrument. From the survey results conducted on students, all aspects of the assessment averaged 88%, indicating a high level of satisfaction. Shows that the use of website-based religious moderation digital literacy media, especially using the Google Sites platform that has been developed, contributes positively to efforts to prevent radicalism. These results are based on research showing that website media can increase digital literacy and is very suitable for use (Rahayu et al., 2019).

Another response from students who used the IRAMA website was, "I am very interested in the website that has been created. Apart from offering unique and integrated features, the simulation makes understanding religious moderation material easier and more comprehensive. These simulations help users apply their knowledge practically, allowing them to understand complex concepts more concretely. "In this way, the website not only provides theory but also provides real experience in understanding and applying the principles of religious moderation." This comment is one of the positive testimonials about the website discussed and shows that the website offers added value in understanding and applying the concept of religious moderation. Previous research states that one implementation of technology that can convey information is a website (Ismanto et al., 2014).

Table 3. Paired Samples Test

Pair	Mean	Std. Deviation	Paired Differences			t	df	Sig. (2-tailed)
			Std. Error	95% Interval Difference	Confidence of the			
			Mean	Lower	Upper			
1	PRE TEST - POST TEST	7.5000	-3.68932	-10.13918	-4.86082	-6.429	9	.000

Based on the results of statistical tests, it is known that 10 respondents in this study understand religious moderation in preventing radicalism. The questionnaire provided has items that discuss how to ward off radicalism. The paired t-test results are p-value or sig0.000, which means ($p < \alpha = 0.05$). Then it is stated that H_0 is rejected and H_a/H_1 is accepted or 'Hypothesis is accepted', meaning that it can be concluded that the IRAMA website influences students' understanding of preventing radicalism on campus. Research conducted by one of the efforts to prevent radicalism in the millennial generation can be carried out by developing eight essential elements of digital literacy (Arizal et al., 2021). Apart from that, other research shows a change in students' career understanding between before and after accessing the website (Laila, 2022)



Figure 2. Home page

On the home page, an introduction regarding IRAMA is presented. This screen makes it easier for students to recognize their direction in reading and what they will get in the future after reading the home page. Apart from that, the home page is linked to the menu page. Students can access IRAMA to explore the importance of religious moderation and having a moderate attitude. The home page of the web-based system at the admin login access displays an icon and a brief description of the system (Tinambunan & Sintaro, 2021). The home page is presented in Figure 2.

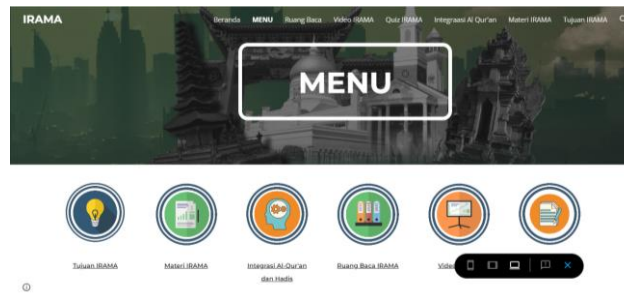


Figure 3. Menu page

The menu page provides menus presented on Google sites that users can access. These menus include IRAMA objectives, materials, integration of Al-Quran interconnections, reading room, videos, and quizzes. The menu page display is presented in Figure 3 (Tinambunan & Sintaro, 2021).



Figure 4. Destination page

The purpose page explains the primary purpose of digital literacy media. The objective feature explains that, as a pluralistic society, we often witness social tensions due to differences in religious views, which can threaten the peace we desire. Religious moderation aims to practice religious values, such as honesty, compassion, and peace in everyday life. IRAMA is present as an attractive online educational tool, especially for students, in forming a moderate spirit in order to improve the quality of life and maintain social harmony (Akhmadi, 2019). The menu page display is presented in Figure 4.



Figure 5. Material Features Page

The material page displays the understanding and pocketbook of religious moderation. In the material feature, the latest news is presented, discussing the issue of religious moderation. Students are directed to become moderate people and understand the dangers of radicalism in order to avoid radicalism. The material page is presented in Figure 5.



Figure 6. Reading Room Page

The reading room page is one of the features that supports readers' digital literacy. The reading room contains journals about the dangers and ways to avoid radicalism. The reading room page is presented in Figure 6. Apart from that, other features support the IRAMA website, as in figure 7, figure 8, and figure 9.



Figure 7. Al Qur'an interconnection integration page



Figure 8. Cadence Video Page

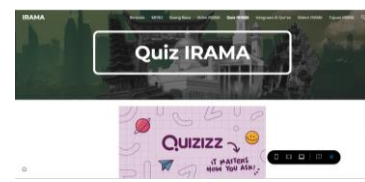


Figure 9. Quiz Page

Revision of the IAIN Ponorogo Religious Moderation Corpus

On this occasion, researchers could obtain a validator from the head of the religious moderation house, IAIN Ponorogo. The results regarding comments, criticism, and suggestions from media experts from the IAIN Ponorogo Religious Moderation corpus are that the website needs to be further developed by looking at and studying other similar websites, thus making this website even more exciting and worthy of being used as an information reference. The quality and attractiveness of the website were created. By studying other websites with similar content or the same target audience, researchers can identify the elements that make other websites successful and integrate them into the IRAMA website. It can include design, navigation, content, and overall user experience. This effort can improve the image and quality of the IRAMA website so that more people will choose it as their source of information. This is based on previous research that one way to increase the profile value of a website is to create an attractive digital profile, making it easier for followers and potential clients to access information (Trisnadoli et al., 2021).

The IAIN Ponorogo, Religious Moderation Corpus, also commented on increasing creators' imagination to be more creative and innovative. In the world of online media and content, creativity, and innovation are critical to remaining relevant and attractive to audiences. Creators must strive to create unique, exciting, and helpful content; this can include using different content formats, exploring new ideas, and creating different audience experiences. Apart from that, focusing on technological innovation and visual appearance can also help creators remain competitive and attract the attention of more people; this is based on research results, which say that content needs to be made as attractive as possible to attract many viewers

and become more famous (Kuncoro et al., 2018). These suggestions are a positive step in improving the quality and attractiveness of IRAMA from the IAIN Ponorogo Religious Moderation corpus.

The results regarding comments, criticism, and suggestions from material experts from the IAIN Ponorogo Religious Moderation corpus include that the material on this website is good; all that remains is to adapt it to the concept of Religious Moderation initiated by the Indonesian Ministry of Religion by not abandoning the 4 leading indicators of religious moderation, namely; national commitment, tolerance, non-violence and respect for culture. Content must reflect the values of national commitment, tolerance, non-violence, and respect for culture. Second, this suggestion highlights the importance of the visual appearance of a website. "Easy looking" can be interpreted as an appearance that is clean, neat, and easy for visitors to understand. Choosing the right colors, reasonable layout, and easy navigation can improve the visitor experience and make them more comfortable when exploring content (Yulianto, 2020).

CONCLUSION

This research concludes that developing digital literacy media for website-based religious moderation can prevent radicalism in the millennial generation. Based on the results of IRAMA validation and positive student responses. The result of this research is software in the form of a website that can be used as a medium for religious moderation literacy. The advantages of this research product include: 1) it can be accessed and used on all types of operating systems; 2) it does not require additional installation processes so that it can be used immediately; 3) it can be accessed via various types of hardware, including laptops, personal computers, and smartphones.

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