



The Importance of Religious Literacy in Critical Thinking and Creativity in Junior High School Students

Annisa Ningtias Cevie Putri¹, Makhmud Syafe'i¹, Mokh. Iman Firmansyah¹

¹Universitas Pendidikan Indonesia, Indonesia

✉ annisaningtiascevieputri@upi.edu *

Article Information:

Received August 17, 2024

Revised September 25, 2024

Accepted October 20, 2024

Keywords: *School literacy movement, religious literacy, critical thinking*

Abstract

This study aims to analyze the impact of the School Literacy Movement program on improving students' religious literacy and critical thinking skills in schools. The scope of this study includes the implementation of School Literacy Movement which integrates religious reading, the habit of reading for 30 minutes, as well as joint reading activities held twice a month (read a thon). The method used in this research is a quantitative approach with an experimental collecting data through observation and interviews with students and teachers involved in the program. The results showed that the School Literacy Movement program plays an important role in improving students' understanding of religious values as well as honing their critical thinking skills. Reading habits and Read a thon activities also increased students' interest in reading, strengthened social relationships and enriched their insights in a religious context. This study concludes that a literacy program that integrates religious materials and reading and writing habits can have a positive impact on students' intellectual and moral development. This program can be a useful model to be implemented in other schools to improve the quality of religious literacy in Indonesia.

INTRODUCTION

Indonesia's low reading literacy score, recorded in the 2018 PISA survey, reflects a serious problem in the quality of education in the country (Pratiwi, 2019). Indonesia ranked 72 out of 77 countries measured, indicating that many Indonesian students face difficulties in understanding and analyzing texts in depth (Yusmar & Fadilah, 2023). These results illustrate the huge gap in literacy skills between Indonesian students and students from other countries with more advanced education systems (Rohman, 2022). This low literacy not only affects students' ability to read texts, but also to think critically and analytically, which is crucial in facing global challenges in the 21st century (Oktariani & Ekadiansyah, 2020).

How to cite:

Putri, A. N. C., Syafe'i, M., Firmansyah, M. I. (2024). The Importance of Religious Literacy in Critical Thinking and Creativity in Junior High School Students. *International Journal of Multidisciplinary of Higher Education (IJMURHICA)*, 7(4), 304-312. <https://doi.org/10.24036/ijmurhica.v7i4.242>

E-ISSN:

2622-741x

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

Several factors contribute to the low literacy levels in Indonesia, including limited access to relevant and high-quality reading materials, a weak reading culture, and uneven educational access across regions (Iswanto, 2018). Additionally, the lack of reading habits among students, both at home and in school, further exacerbates this issue (Iswanto, 2018). Strategic efforts are therefore essential to improve literacy among Indonesian students, enabling them to better face global challenges (Nurhasnawati et al., 2023). One approach to enhancing literacy is through the School Literacy Movement, which aims to cultivate reading habits by providing students with greater access to diverse reading materials. The program not only focuses on improving reading skills but also incorporates moral and spiritual values through religious literacy (Destriani et al., 2022).

According to Moore, (2007), religious literacy involves comprehending and integrating spiritual teachings into daily life. He emphasizes that religious literacy extends beyond simply reading spiritual texts; it also encompasses interpreting and applying these texts within both social and personal settings (Pradana et al., 2020). Religious literacy can help students develop a more holistic understanding of their world, which in turn improves their ability to think critically and creatively (Nurzakiyah, 2018). The influence of religious literacy on the development of students' critical thinking and creativity has been proven by several previous studies. Supporting this view, Sigit et al., (2023) demonstrated in their study Ecoliteracy's Contribution to Creative Thinking that applying value-based education strategies, such as ecoliteracy, can promote creative thinking among senior high school students. Furthermore, Firdaus (2018), through critical studies of religious tolerance education, emphasized that cultivating a tolerant attitude is deeply tied to critical thinking and moral reasoning. These studies collectively underscore that religious literacy, when combined with other forms of value-based education, has a profound impact on both the creative and critical thinking skills of students, fostering a holistic cognitive and moral development.

Students who engage in religious literacy tend to be better able to think critically and analytically, as they are taught to evaluate and process information in the context of religious values (Zainuri et al., 2022). This is a very important skill in a world full of diverse and often contradictory information. In addition, religious literacy also encourages students to apply the knowledge they gain in real life, so they can face challenges with more mature and creative thinking (Yolanza & Mardianto, 2022). However, although religious literacy has many benefits, its implementation in the School Literacy Movement still needs more attention. Some schools have not fully utilized the potential of religious literacy to improve students' critical thinking and creativity. This may be due to the lack of training for teachers in integrating religious literacy in teaching and learning activities effectively (Oktariani & Ekadiansyah, 2020).

Therefore, this study aims to examine the influence of religious literacy on the development of critical thinking and creativity of students at the junior high school level. This research will examine how religious literacy applied in the School Literacy Movement can improve students' critical thinking and creativity in junior high school (Mislia et al., 2019). The focus of this research is to explore how the integration of religious literacy in School Literacy Movement can help students to think more critically and creatively and how this program can be integrated in the broader education curriculum. With this research, it is hoped that an effective model can be found to improve literacy in schools, especially those based on religious values (Rohman, 2022).

This study also aims to explore the impact of the School Literacy

Movement program on students' reading habits (Muliardi, 2023). This study will look at the extent to which the religious-based School Literacy Movement program can help students in developing their critical and creative thinking skills (Fatmawati et al., 2019). By improving reading habits, students will be more familiar with critical and analytical thinking processes, which can improve the overall quality of their education. As a first step, this study will identify the main problems in low literacy among junior high school students. Furthermore, it will discuss how religious literacy can be a solution to this problem, as well as how it affects students' critical thinking skills and creativity (Salsabila et al., 2023). With this research, it is hoped that schools can further optimize the religious literacy-based School Literacy Movement program to produce a younger generation that is better educated, has character and is ready to face global challenges (Iswanto, 2018).

Diane L. Moore's theory of religious literacy suggests that religious literacy goes beyond the ability to read and understand religious texts. Moore emphasizes that this literacy includes a deep understanding of the moral and spiritual messages contained in religious teachings. In her view, religious literacy focuses on an individual's ability to not only understand, but also criticize and apply religious values in daily life. Religious literacy functions as a form of critical literacy that enables individuals to question and reflect on the religious teachings they receive (Moore, 2007). This is important because it allows students to relate religious teachings to the wider social and cultural context. Thus, religious literacy not only contributes to the development of religious knowledge, but also to the formation of individual character and identity (Rahmadania & Suradi, 2023).

Moore argues that religious literacy plays a significant role in student character building. It helps students develop critical and creative thinking skills, which are essential in making wise decisions (Agusti et al., 2018; Engkizar et al., 2021). With a deep understanding of religious values, students become more open to differences, more empathetic and better able to find innovative solutions to problems they face in everyday life (Asraf et al., 2017).

In this study, the novelty that aims to be achieved is a deeper understanding of the role of religious literacy in helping students develop an understanding of the world around them, not only from a religious teaching perspective but also in a broader social and cultural context. Previously, many studies have focused on religious literacy as a means of understanding religious doctrines in a formal sense. However, this research proposes that religious literacy also serves as a tool to enhance students' empathy for others and enriches their insights into social and cultural life, which is becoming increasingly complex in the modern world. By integrating this approach, this study aims to show that religious literacy not only prepares students in terms of religious knowledge but also prepares them to be better citizens who are more aware of the diversity and social challenges they face. For instance, some previous studies, such as those conducted by Chamalah et al., (2020); Firdaus, (2018), highlight the role of religious literacy in improving critical thinking and social tolerance. However, this research expands on these concepts by linking religious literacy to the development of empathy and broader cultural awareness.

METHODS

This study used a quantitative approach with an experimental design to examine the effect of religious literacy on critical thinking skills and creativity of junior high school students. The experimental design was chosen because it can identify cause-and-effect relationships between religious literacy variables and

critical thinking skills and creativity (Cresswell, 2016). The research sample consisted of 200 students selected by purposive sampling, divided into an experimental group that participated in the religious literacy-based School Literacy Movement program and a control group that was not involved in the program. The samples were drawn from three junior high schools that implemented the religious literacy-based School Literacy Movement program.

Data collection was conducted over three months, from January to March 2024, through surveys, observations, interviews and tests. The main instruments included a questionnaire to measure religious literacy based on relevant indicators, a critical thinking test designed using Ennis' (2017) theory, and a creativity test based on Torrance's theory (Yoon, 2017). In addition, in-depth interviews with teachers were conducted to explore the application of religious literacy in learning and its impact on students' cognitive skill development.

Data analysis used descriptive and inferential statistical methods. Descriptive statistics describe the characteristics of respondents and the distribution of research variable scores, while the independent sample t test is used to compare scores between experimental and control groups (Apuke, 2017; Yuliya, 2020). Multiple linear regression analysis was also applied to measure the extent to which religious literacy affects students' critical thinking and creativity. This study prioritized the principles of research ethics which include informed consent, data confidentiality, and freedom of participation. All respondents (students and teachers) were given an explanation of the purpose of the study and asked to provide written consent before participating in the study. The data collected was kept confidential and used only for research purposes. This research procedure is shown in figure 1.

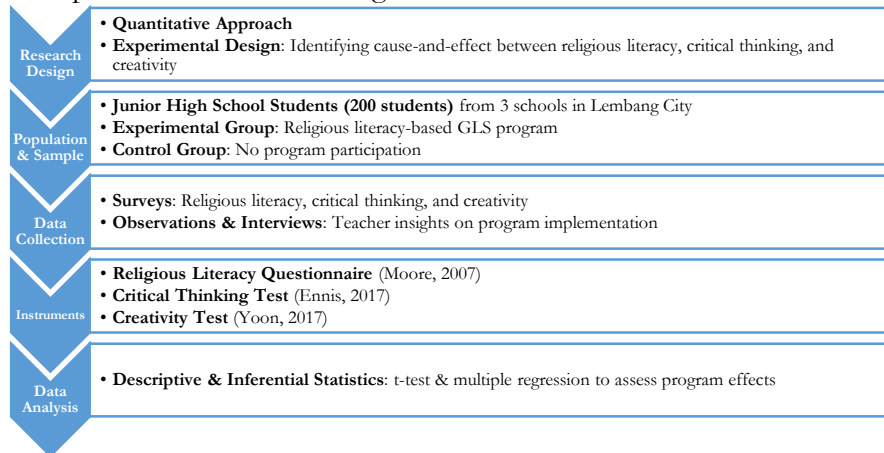


Fig 1. Research procedure

RESULT AND DISCUSSION

This study aims to assess the impact of the religious literacy-based School Literacy Movement on students' critical thinking and creativity development at the junior high school level. The results of this study are presented based on measurements made on the variables studied, namely the level of religious literacy, critical thinking skills, and student creativity. Most students involved in the School Literacy Movement program showed significant improvement in their understanding of religious literacy. Based on a questionnaire distributed to 200 students, the results of the analysis showed that more than 80% of students admitted that reading materials with varied religious content each week had improved their understanding of religious values. This is in line with the program's goal of enriching students' religious knowledge and literacy culture (Febriani et al., 2020; Zuhro et al., 2023).

Table 1 below shows the results of the assessment of students' religious

literacy level before and after participating in the School Literacy Movement program:

Table 1. Improvement of Students' Religious Literacy

Measurement Time	Average Religious Literacy Score	Percentage Increase
Before School Literacy Movement	65%	-
After School Literacy Movement	85%	20%

The School Literacy Movement program implemented in schools not only improves religious literacy but also has a significant impact on students' critical thinking skills. Based on critical thinking tests conducted before and after the program, more than 75% of students showed an improvement in their ability to analyze and evaluate the information they read, especially those related to religious materials. This indicates that reading activities dominated by materials with religious content encourage students to be more critical in assessing information.

Based on the test results, it was found that the average score of students' critical thinking increased from 70% to 85%, indicating a positive change in students' analytical ability. The detailed data of the improvement can be seen in Table 2:

Table 2. Development of Students' Critical Thinking

Measurement Time	Average Critical Thinking Score	Percentage Increase
Before School Literacy Movement	70%	-
After School Literacy Movement	85%	15%

In addition to critical thinking, the literacy program also showed a significant improvement in students' creativity, as measured through a creativity test based on the Torrance Test of Creative Thinking instrument (Moghadam et al., 2023). A total of 78% of students who participated in the program showed improvement in creative thinking skills, especially in generating more diverse new ideas. Table 3 shows the results of measuring students' creativity before and after participating in the School Literacy Movement program:

Table 3. Improvement of Student Creativity

Measurement Time	Average Creativity Score	Percentage Increase
Before School Literacy Movement	75%	-
After School Literacy Movement	90%	15%

The 30-minute reading habituation program in every Indonesian learning session also showed a positive impact on students' literacy habits. As many as 85% of students reported that this helped them not only improve their reading skills but also enrich their vocabulary. The program has successfully strengthened the literacy culture in the school, with many students starting to read more books of their choice outside of class hours.

The read a thon program, which is implemented every Wednesday twice a month, has proven to be effective in building social interaction and strengthening the sense of community among students. Based on field observations, students show high enthusiasm for this shared reading activity. During these activities, students can interact with each other, discuss the books

they read, and broaden their horizons in a more relaxed atmosphere (Segal, 2024).

The *Gerakan Nasional Menulis Buku Sekolah* program implemented as part of the effort to hone students' writing skills has also had a positive impact. Each student is encouraged to write their own work, which is eventually compiled and published into a book. As many as 95% of students who participated in the program reported that they felt more confident in writing and more interested in participating in literacy activities. This program not only improves writing skills but also fosters students' passion to contribute to the school's literacy culture.

The School Literacy Movement program implemented in Lembang, West Java, has had a significant impact on students' religious literacy. In accordance with Sumarni & Kadarwati, (2020) research, the integration of religious literacy in the curriculum can strengthen students' understanding of religious values. The School Literacy Movement, which focuses on religious reading materials, serves to improve literacy skills while broadening students' horizons. Mansyur et al., (2018) also showed that religious literacy has a major effect on students' character development. The 30-minute reading habit in Indonesian language learning and the “read a thon” program also support the improvement of students' reading and critical thinking skills (Fatmawati et al., 2019; Perdana et al., 2019).

Diane L. Moore's religious literacy theory is the basis for evaluating the impact of the School Literacy Movement program. Defines religious literacy as the ability to understand, analyze and apply religious texts in a social and cultural context (Moore, 2007). The School Literacy Movement program encourages students not only to read religious texts but also to relate them to everyday life, in line with Moore's view. In addition, the reading and writing habits in this program help students develop analytical, reflective and creative skills (Mulyana, 2023; Pehlić & Mahmutović, 2020).

The results support Moore's theory by showing that the School Literacy Movement and faith-based literacy programs enrich students' understanding of religious values and improve critical thinking skills and creativity. Programs such as “read a thon” and the *Gerakan Menulis Buku Sekolah Nasional* not only strengthen technical literacy skills but also foster students' self-confidence and ability to evaluate and apply religious values in their social lives (Zuhro et al., 2023). This model can be adopted by other schools to improve students' literacy and thinking skills in the global era.

CONCLUSION

This study uncovers a new insight into the synergy between religious literacy programs and the development of students' critical thinking skills. While previous studies have often highlighted the importance of religious literacy, this research demonstrates that the integration of religious reading in the School Literacy Movement, along with regular reading habits and writing activities, enhances not only students' religious understanding but also their cognitive abilities. The key finding of this study is that the combination of structured religious literacy and critical thinking exercises leads to students becoming more reflective, critical, and creative learners, thus offering a new model for holistic literacy development in schools. This approach goes beyond the traditional focus on academic achievement, advocating for the broader cultivation of religious and general literacy to foster well-rounded individuals.

REFERENCES

- Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47. <https://doi.org/10.12816/0040336>
- Agusti, F. A., Zafirah, A., Engkizar, E., Anwar, F., Arifin, Z., & Syafril, S. (2018). the Implantation of Character Values Toward Students Through Congkak Game for Mathematics Instructional Media. *Jurnal Penelitian Pendidikan*, 35(2), 132–142. <https://doi.org/https://doi.org/10.15294/jpp.v35i2.13947>
- Asraf, R. M., Muhamad, A. J., & Supian, N. (2017). Developing critical thinking through critical reading in the literature classroom. *Advanced Science Letters*, 23(5), 5004–5006. <https://doi.org/10.1166/asl.2017.8995>
- Chamalah, E., Setiana, L., & Nuryyati, R. (2020). Critical Literacy of Kreo Cave as Solution to Improve Religious Character Learning. *Proceedings of the 1st International Conference on Islamic Civilization, ICIC 2020, 27th August 2020, Semarang, Indonesia*. <https://doi.org/10.4108/eai.27-8-2020.2303197>
- Cresswell, J. W. (2016). Research Design: Quantitative, Qualitative, and Mix Method Approach. *Journal of Social and Administrative Sciences*, 4, 342. <https://doi.org/http://dx.doi.org/10.1453/jsas.v4i2.1313>
- Destriani, Rasmini, Amriyadi, & Jeniati, H. (2022). Upaya Guru Pendidikan Agama Islam Dalam Menanamkan Pemahaman Literasi Keagamaan. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(1), 1–12. <https://doi.org/10.38048/jipcb.v9i1.645>
- Engkizar, E., K, M., Kaputra, S., Arifin, Z., Syafril, S., Anwar, F., & Mutathahirin, M. (2021). Building of Family-based Islamic Character for Children in Tablighi Jamaat Community. *Ta'dib*, 24(2), 299. <https://doi.org/10.31958/jt.v24i2.4847>
- Fatmawati, A., Zubaidah, S., Mahanal, S., & Sutopo. (2019). Critical Thinking, Creative Thinking, and Learning Achievement: How They are Related. *Journal of Physics: Conference Series*, 1417(1), 12070. <https://doi.org/10.1088/1742-6596/1417/1/012070>
- Febriani, S. R., Safutri, J. T., Yusnawati, Y., & Anasrudin, A. (2020). Development of Literacy in Islamic Education in the COVID-19 Pandemic Era for Elementary School. *Khalifa: Journal of Islamic Education*, 4(2), 79. <https://doi.org/10.24036/kjie.v4i2.44>
- Firdaus, E. (2018). The Learning of Religious Tolerance among Students in Indonesia from the Perspective of Critical Study. *IOP Conference Series: Earth and Environmental Science*, 145(1), 12032. <https://doi.org/10.1088/1755-1315/145/1/012032>
- Iswanto, A. (2018). Membaca Kecenderungan Pemikiran Islam Generasi Milenial Indonesia. *Harmoni*, 17(1), 172–179. <https://doi.org/10.32488/harmoni.v17i1.299>
- Mansyur, Syahrul, & Iskandar, A. (2018). Assessing the critical thinking ability of junior high school students in Makassar and Gowa in South Sulawesi. *International Journal of Assessment and Evaluation*, 24(3), 25–35. <https://doi.org/10.18848/2327-7920/cgp/v24i03/25-35>
- Misliya, T. S., Indartono, S., & Mallisa, V. (2019). Improving Critical Thinking among Junior High School Students through Assessment of Higher Level Thinking Skills. *Joint Proceedings of the International Conference on Social Science and Character Educations (IcoSSCE 2018) and International Conference on Social Studies, Moral, and Character Education (ICSMC 2018)*. <https://doi.org/10.2991/icossce-icsmc-18.2019.58>
- Moghadam, Z. B., Narafshan, M. H., & Tajadini, M. (2023). The effect of

- implementing a critical thinking intervention program on English language learners' critical thinking, reading comprehension, and classroom climate. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 15. <https://doi.org/10.1186/s40862-023-00188-3>
- Moore, D. L. (2007). Overcoming Religious Illiteracy. In *Overcoming Religious Illiteracy: A Cultural Studies Approach to the Study of Religion in Secondary Education*. Palgrave Macmillan US. <https://doi.org/10.1057/9780230607002>
- Muliardi, M. (2023). Mengembangkan kreativitas dan karakter bangsa melalui Kurikulum Merdeka di Madrasah. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 2(1), 1–12. <https://doi.org/10.56113/takuana.v2i1.68>
- Mulyana, R. (2023). Linking Religious Awareness of Madrasah Teachers with Critical Thinking. *Ta'dib: Jurnal Pendidikan Islam*, 28(1), 44–54. <https://doi.org/10.19109/td.v28i1.17281>
- Nurhasnawati, N., Suhertina, S., Herlinda, F., Arisanti, D., Murny, M., & Martius, M. (2023). Kontribusi kemampuan berpikir kritis dan ketertarikan keagamaan terhadap hasil belajar agama Islam. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 9(1), 12. <https://doi.org/10.29210/189900>
- Nurzakiyah, C. (2018). Literasi Agama Sebagai Alternatif Pendidikan Moral. *Jurnal Penelitian Agama*, 19(2), 20–29. <https://doi.org/10.24090/jpa.v19i2.2018.pp20-29>
- Oktariani, O., & Ekadiansyah, E. (2020). Peran Literasi dalam Pengembangan Kemampuan Berpikir Kritis. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 1(1), 23–33. <https://doi.org/10.51849/j-p3k.v1i1.11>
- Pehlić, I., & Mahmutović, M. (2020). Effects of Critical Thinking Development in Islamic Religious Education Classes. *Zbornik Radova Islamskog Pedagoškog Fakulteta u Zenici*, 18, 195–226. <https://doi.org/10.51728/issn.2637-1480.2020.18.195>
- Perdana, R., Budiyo, Sajidan, & Sukarmin. (2019). Analysis of Student Critical and Creative Thinking (CCT) Skills on Chemistry: A Study of Gender Differences. *Journal of Educational and Social Research*, 9(4), 43–52. <https://doi.org/10.2478/jesr-2019-0053>
- Pradana, D., Nur, M., & Suprpto, N. (2020). Improving Critical Thinking Skill of Junior High School Students through Science Process Skills Based Learning. *Jurnal Penelitian Pendidikan IPA*, 6(2), 166–172. <https://doi.org/10.29303/jppipa.v6i2.428>
- Pratiwi, I. (2019). Efek Program Pisa Terhadap Kurikulum Di Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 4(1), 51–71. <https://doi.org/10.24832/jpnk.v4i1.1157>
- Rahmadania, A., & Suradi, A. (2023). The Influence of the Use of Student Worksheets and Students' Critical Thinking on Islamic Religious Education Learning Outcomes for Students at SMP Negeri 2 Bengkulu Selatan. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 15(2). <https://doi.org/10.30596/17238>
- Rohman, A. (2022). Literasi dalam Meningkatkan Kemampuan Berpikir Kritis di Era Disrupsi. *EUNOLA (Jurnal Pendidikan Bahasa Indonesia)*, 2(1), 40. <https://doi.org/10.30821/eunoia.v2i1.1318>
- Salsabila, Y., Fatah, A., & Jaenudin, J. (2023). Hubungan antara Literasi Numerasi terhadap Kemampuan Berpikir Kritis dan Kreatif Siswa SMP di Kecamatan Curug. *EQUALS: Jurnal Ilmiah Pendidikan Matematika*, 6(1), 42–54. <https://doi.org/10.46918/equals.v6i1.1789>
- Segal, A. (2024). Rethinking Collective Reflection in Teacher Professional Development. *Journal of Teacher Education*, 75(2), 155–167.

- <https://doi.org/10.1177/00224871231188702>
- Sigit, D. V., Ristanto, R. H., Nurrismawati, A., Komala, R., Prastowo, P., & Katili, A. S. (2023). Ecoliteracy's contribution to creative thinking: A study of senior high school students. *Journal of Turkish Science Education*, 20(2), 356–368. <https://doi.org/10.36681/tused.2023.020>
- Sumarni, W., & Kadarwati, S. (2020). Ethno-Stem Project-Based Learning: Its Impact to Critical and Creative Thinking Skills. *Jurnal Pendidikan IPA Indonesia*, 9(1), 11–21. <https://doi.org/10.15294/jpii.v9i1.21754>
- Yolanza, R., & Mardianto, M. (2022). Analisis Kemampuan Berfikir Kritis Siswa Sekolah Menengah Atas Pada Mata Pembelajaran Pendidikan Agama Islam. *Belajea: Jurnal Pendidikan Islam*, 7(1), 27. <https://doi.org/10.29240/belajea.v7i1.4339>
- Yoon, C.-H. (2017). A validation study of the Torrance Tests of Creative Thinking with a sample of Korean elementary school students. *Thinking Skills and Creativity*, 26, 38–50. <https://doi.org/10.1016/j.tsc.2017.05.004>
- Yuliya, T. A. (2020). Features of social-perceptual properties of mathematically gifted students. *International Journal of Cognitive Research in Science, Engineering and Education*, 8(Special Issue 1), 103–112. <https://doi.org/10.23947/2334-8496-2020-8-SI-103-112>
- Yusmar, F., & Fadilah, R. E. (2023). Analisis Rendahnya Literasi Sains Peserta Didik Indonesia: Hasil PISA Dan Faktor Penyebab. *LENSA (Lentera Sains): Jurnal Pendidikan IPA*, 13(1), 11–19. <https://doi.org/10.24929/lensa.v13i1.283>
- Zainuri, A., Sukarno, & Huda, M. (2022). Understanding Scientific Literacy and Pedagogy Competence: A Critical Insight into Religious Integration Thinking Skills. *Journal of Educational and Social Research*, 12(1), 273–281. <https://doi.org/10.36941/jesr-2022-0022>
- Zuhro, I. N., Ubaidillah, M.Ag, D. H., & Mukaffan, M.Pd.I, D. (2023). Development of Literacy-Based Interactive Learning Media in Improving Critical Thinking Skills of Junior High School Students in Islamic Religious Education. *International Journal of Current Science Research and Review*, 06(08). <https://doi.org/10.47191/ijcsrr/V6-i8-67>

Copyright holder:

© Putri, A. N. C., Syafe'I, M., Firmansyah, M. I. (2024)

First publication right:

International Journal of Multidisciplinary of Higher Education (IJMURHICA)

This article is licensed under:

CC-BY-SA