

The Effect of Continuity the ISMUBA In Action Program on Religious Literacy Ability of Students at MA Muhammadiyah 1 Weleri

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ABSTRACT

This study aims to analyze the influence of the continuity of the ISMUBA in action program on the religious literacy ability of students at MA Muhammadiyah 1 Weleri. This study uses an associative quantitative method. Data was obtained through the distribution of questionnaires to respondents of 85 students who were selected using the Total Sampling technique. Data analysis was carried out using descriptive and inferential statistics through simple linear regression analysis to test the influence between independent and dependent variables. The results of this study show that the ISMUBA in action program has a positive effect on students' religious literacy skills. Regression analysis showed that a significant positive effect of $\beta = 0.707$ and a p-value of < 0.001 was less than 0.05 with the ISMUBA in action program which was able to explain 53.0% of the variance in the religious literacy ability of students ($R^2 = 0.530$). These findings show that the implementation of the ISMUBA in action program carried out consistently and continuously contributes to improving students' religious literacy skills. Therefore, this study implies that the ISMUBA in action program and other religious programs can be an alternative to improve the religious literacy skills of students at school.

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Introduction

Literacy skills in Indonesia are everyone's concern. Based on data from the Programme for International Students Assessment (PISA), in 2003 the reading literacy achievement of Indonesian students was ranked 39th out of 40 countries, in 2006 it was ranked 48th out of 56 countries, in 2009 it was ranked 57th out of 65 countries, and in 2012 it was ranked 64th out of 65 countries (Kharizmi, 2021). Furthermore, in 2018, the achievement of reading literacy in Indonesia was ranked 74th out of 79 countries (OECD, 2019). Meanwhile, in 2022 literacy achievement in Indonesia is ranked 11th out of 81 countries (Aisyah et al., 2024). This phenomenon proves that Indonesia reflects a country that has relatively low literacy skills due to the narrow meaning of literacy, which is limited to reading and writing learning activities. One of them is as stated by Sulby 1986 that literacy is the ability to read and write (Bu'ulolo, 2021). Meanwhile, the meaning of literacy is getting wider in all directions. Literacy here is the ability to be technologically literate, political, critical thinking and sensitive to the surrounding environment. A literacy person can be said to be someone who is able to understand something because of reading and doing something because of his understanding (Kharizmi, 2021). Therefore, it is important for educational institutions

in the religious field to straighten out the paradigm regarding literacy skills in a society with an uneven understanding of Islam.

Religious literacy is also not only interpreted as the ability to read religious texts, but also the ability to understand, analyze, and apply religious values in daily life. According to Moore, religious literacy is the ability to understand the concepts, symbols, practices and influence of religion in the lives of individuals and society (Moore, 2007). Meanwhile, according to Prothero, religious literacy includes understanding historical teachings, traditions and religious values, so that a person is able to understand religion comprehensively and comprehensively (Prothero, 2007). The context of Islamic Education, religious literacy is important because it can help students to understand religious teachings in depth, be critical of various religious information and apply in daily life.

Religious literacy has an important role in Islamic education in Indonesia in shaping students to understand religion theoretically and implement it in daily life. This ability contributes to the formation of students' character, morals and religious attitudes in facing challenges in the modern era. In line with this, the Muhammadiyah organization is an Islamic organization in Indonesia engaged in education that integrates ISMUBA (Al Islam, Muhammadiyah and Arabic) learning as an effort to strengthen the religious literacy of students. The implementation of the ISMUBA program does not always go well and experiences many problems that occur, such as low interest, motivation and enthusiasm when participating in the ISMUBA program, both in knowledge, understanding and application in daily life and the limited system of learning approaches that are more contextual and applicative. Thus, religious literacy needs to be instilled in students to form individuals who have good character and morals and quality (Handayani et al., 2020).

Responding to the above problems, MA Muhammadiyah 1 Weleri has an innovative role that starts with instilling and developing religious literacy skills that are more contextual, applicable and interesting, namely through action-based ISMUBA programs with an interesting term "ISMUBA In Action". In addition, there are also several ISMUBA in action programs in schools that aim to improve students' religious literacy skills, such as; congregational prayer movements (dhuha and dhuhur prayer), worship exam practices in accordance with Muhammadiyah's Manhaj Tarjih, social awareness movements, religious extracurriculars, Ramadan pesantren habituation, 5S habituation (smile, greeting, greeting, politeness and manners), study of Al-Islam Muhammadiyah and Islamic competitions (cult and speech) during the month of Ramadan. Therefore, ISMUBA in action program is not only limited to monotonous material learning, but also contains positive activity programs that are carried out continuously and continuously (Bastian, 2022).

ISMUBA in action program, which is carried out in a sustainable manner, is able to make a positive contribution to improving students' religious literacy skills. Wulandari found that the School Literacy Movement (GLS) had a positive effect on students' reading interest and reading skills at SMAN 1 Purworejo. The findings show that the implementation of the program that is carried out regularly and consistently is able to improve the literacy skills (Wulandari, 2020). Another finding by Hanafi who said that religious literacy has a positive relationship with students' understanding. Religious literacy not only helps students to understand the learning material, but also encourages them to develop the ability to think, analyze and implement religious values in daily life (Hanafi, 2023). Therefore, it is necessary for religious programs that are implemented in a sustainable manner to strengthen students' religious literacy skills through the ISMUBA in action program.

According to Yusuf, it was found that ISMUBA learning based on students' reality had a positive effect on student learning motivation at Muhammadiyah At-Tanwir Metro Junior

High School. The findings show that ISMUBA learning can increase the involvement and enthusiasm (Yusuf, 2024). Another finding by Mafhum who said that religious activities affect the formation of the character of students at SD Inpres Timbuseng, Pattalassang District, Gowa Regency. Religious activities that are carried out regularly are able to instill the values of discipline, responsibility and religious behavior in the daily life (Mafhum, 2021). It is hoped that the learning program can be a stimulus for students and useful in supporting the strengthening of religious literacy skills in schools. Thus, students are able to compare it wisely with the literacy that has been carried out, both in general and in accordance with the Tarjih Decision Association (HPT).

There are many research findings that have examined religious literacy programs, ISMUBA learning, character education and student development, but have not studied clearly and still focus on the effectiveness of the program and the results obtained by students. So, it becomes a problem that must be solved. The success of a program is not only determined by the type of activities carried out, but also the consistency, regularity, and sustainability of its implementation. Thus, there is a need for research that examines the influence of the continuity of religious programs through ISMUBA in action on improving students' overall religious literacy skills.

In contrast to previous research, this study provides a new and different paradigm that focuses on the continuity of the ISMUBA in action program as a factor that affects students' religious literacy skills. MA Muhammadiyah 1 Weleri is here not only to create the ISMUBA program in action, but also to strive to maintain the continuity of continuous application in learning. This research is expected to contribute empirically to the role of the continuity of the ISMUBA in action program in supporting the development of students' religious literacy skills in schools.

Based on the description above, this study aims to analyze the influence of the continuity of the ISMUBA in action program on the religious literacy of students at MA Muhammadiyah 1 Weleri.

Method

This research is a type of quantitative research with an associative approach to determine the relationship or influence between research variables (Hakim, 2018). The research population consists of all students at MA Muhammadiyah 1 Weleri which totals 85 students. The number of samples was determined using the Arikunto formula with the Total Sampling technique, where all members of the population were used as research samples, because the population was $85 < 100$ respondents (Arikunto, 2013). Thus, total sample used in this study was 85 respondents. Meanwhile, data collection technique was carried out using questionnaires as a primary data source. Furthermore, the research instruments are prepared based on theoretical studies and indicators from each research variable. The variables of continuity of the ISMUBA in action program are operationalized into the aspects of order, discipline, perseverance, time management and concentration (djaminah). Meanwhile, religious literacy skills are operationalized into aspects of knowledge, understanding, religious attitudes, critical thinking skills on religious issues and the application of religious values in daily life (Sofanudin, 2020).

The research instrument consisted of 30 statement items distributed to respondents and measured using a likert scale in the form of 4 scale points, namely Strongly Agree, Agree, Disagree and Disagree (DeVellis, 2016). The use of the likert scale with 4 points aims to reduce the tendency of respondents to choose neutral answers and the data obtained is

more firm and representative. Furthermore, the instrument is first compiled based on theoretical indicators which are then consulted with experts to obtain validity content. Validity testing was carried out using Pearson Product Moment correlation through the Corrected Item-total Correlation value (Kurniawan & Puspitaningtyas, 2016). Meanwhile, the reliability of the instrument was tested using Cronbach's Alpha coefficient with the help of the IBM SPSS Statistic version 27 application (Machali, 2021). The test results showed that all statement items met the criteria of validity and reliability and were suitable for use as a research instrument.

The data analysis technique of this study is through descriptive and inferential statistics. Before hypothesis testing, the data were first tested using the Kolmogorov-Smirnov normality test, the Linearity Test and the Levene homogeneity test to ensure the fulfillment of the regression analysis assumptions (Usmadi, 2020). Hypothesis testing was carried out using simple linear regression analysis to determine the magnitude of the influence of the continuity of the ISMUBA program in action on the religious literacy ability of students. The interpretation of the results of the study was based on the value of the regression coefficient, the determination coefficient (R), F_{test} , T_{test} and the significance level of 0.05.

Results and Discussion

1. Results

a. Composition of Respondents by Gender and Class

Based on the results of this study, the composition of respondents with gender and class was obtained, namely 85 students who became respondents in this study, namely 42 male students and 43 other female students. Of the 42 students who are male, 14 students (33.3%) are from class X, 13 students (31.0%) from class XI and 15 students (35.7%) from class XII. Meanwhile, the rest, of the 43 female students, are 13 students (30.2%) from class X, 12 students (27.9%) from class XI and 18 students (41.9%) from class XII. Thus, it can be concluded that male and female students in class XII are more dominant (38.8%) than class X (31.8%) and class XI (29.4%).

b. Category Variable X

The results of the ISMUBA in action program continuity category were obtained from the results of questionnaire data processing scores that had been filled in by 85 respondents from students at MA Muhammadiyah 1 Weleri. Then, the test of frequency analysis and data description with the help of the SPSS program version 27 obtained the results of descriptive statistical data, namely the Mean of 41.96 and the Standard Deviation of 4.324 which was rounded to 4. Then, the results will be classified into 3 levels of certain categories from the results of research on the continuity of the ISMUBA program in action on the religious literacy ability of students at MA Muhammadiyah 1 Weleri. The level of this category is not continuous, less continuous and continuous. Therefore, the calculations that have been carried out by the researcher are known as the results of the categorization of the continuity variable score of the ISMUBA program in action as follows:

Table 1. Class Range of Variable X

| Interval | Frequency | Percentage | Category |
|----------|-----------|------------|---------------|
| 33-37 | 12 | 14,1% | Not Continued |
| 38-45 | 57 | 67,1% | Less Continue |
| 46-56 | 16 | 18,8% | Continue |

Based on table 1, it can be seen that the level of continuity of the ISMUBA in action program is included in the less supportive category. This is based on data obtained from

85 respondents from students at MA Muhammadiyah 1 Weleri, namely 12 students (14.1%) in the non-continuous category, 57 students (67.1%) in the less continuous category and 16 students (18.8%) in the continue category.

c. Category Variable Y

The results of the ISMUBA in action program continuity category were obtained from the results of questionnaire data processing scores that had been filled in by 85 respondents from students at MA Muhammadiyah 1 Weleri. Then, the test of frequency analysis and data description with the help of the SPSS program version 27 obtained the results of descriptive statistical data, namely a mean of 44.35 and a standard deviation of 4.197 rounded to 4. The results are divided into 3 categories, namely low, medium and high. Therefore, the results of the categorization of the continuity variable score of the ISMUBA program in action as follows:

Table 2. Class Range of Variable Y

| Interval | Frequency | Percentage | Category |
|----------|-----------|------------|----------|
| 36-39 | 10 | 12% | Low |
| 40-47 | 58 | 68% | Medium |
| 48-60 | 17 | 20% | Height |

Based on table 2, it can be seen that the level of continuity of the ISMUBA program in action is included in the category of less supportive. This is based on data obtained from 85 respondents from students at MA Muhammadiyah 1 Weleri, namely 10 students (11.8%) in the low category, 58 students (68.2%) in the medium category and 17 students 20.0% in the high category.

d. Validity Test

The validity test in this study used a distribution (table r) for $\alpha = 0.05$ with degree of freedom = $N - 2$ ($85 - 2 = 83$), so that the value r the table = 0.213 was obtained, compared to the corrected value of item-total correlation. Furthermore, it can be seen that the results of the analysis on the validity test of the continuity variables of the ISMUBA program in action show that there are 15 questions in this research instrument declared 14 valid items, while 1 item is invalid. Meanwhile, the results of analysis on validity test of religious literacy ability variable showed that there were 15 questions in this research instrument as 15 valid items. Thus, be concluded that the total results of analysis in the validity test of variables X and Variable Y, namely 30 items of question and stated to be 29 valid items and 1 invalid.

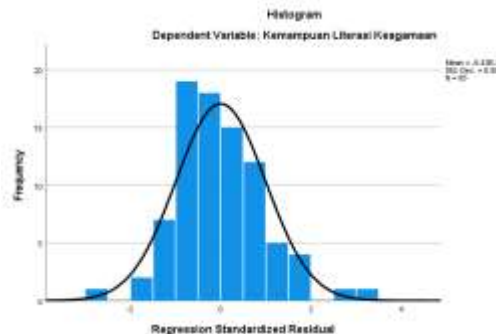
e. Reliability Test

The reliability test in this study was to determine the value of cronbach's alpha in the Output Reliability Statistics compared to the criterion of cronbach's alpha value > 0.7 which was declared reliable (Retnawati, 2017). Furthermore, it can be seen that the results of the analysis on the reliability test of the continuity variable of the ISMUBA program in action obtained the results of the reliability statistic, namely the Cronbach Alpha value of $0.838 > 0.7$ (reliable). The results of the reliability test showed that the variable instrument X was declared reliable with the good category, so the instrument could be used further. Meanwhile, the results of analysis on the reliability test of religious literacy ability variable obtained statistical reliability data results, namely Cronbach's alpha value of $0.778 > 0.7$ (reliable). The results of the reliability test showed that the variable instrument Y was declared reliable with the acceptable category, so that the instrument could be used further.

f. Normality Test

The normality test can be performed using the significance value in the Kolmogorov-

Smirnov column. The analysis technique is if the probability value of sig 2 tailed > 0.05 . Thus, the distribution of data is normal. Meanwhile, if the Probability value of sig 2 is tailed < 0.05 , then the data distribution is abnormal (Isnaini et al., 2025). The results in this study are in the form of bell-shaped graphs as follows:



Based on figure 1, it can be seen that the frequencies of different residual values in the zero range have a fairly large frequency. This is shown by the shape of a curve that resembles a bell or Bell Shaped. The results of the analysis show that there is a graph model that is normally distributed. Thus, the results of this study can be concluded that the results of the analysis in the normality test with the Kolmogorov-Smirnov formula are the Asymp significance value. Sig. (2-tailed) of $0.190 > 0.05$. As the basis for decision-making in the Kolmogorov-Smirnov normality test above, namely the data is normally distributed and the assumption of normality in the regression model has been fulfilled.

g. Linearity Test

The Linearity Test in the ANOVA table can be seen in the Test for Linearity row. The analysis technique is using a significance value at a significance level of 95% ($\alpha=0.05$), namely if, the value of Sig. < 0.05 . So, the variable has a linear relationship. Conversely, if the value of Sig. > 0.05 . Thus, variables have non-linear relationships (Widana & Muliani, 2020). Furthermore, it can be known that the results of the analysis on the linearity test of the continuity variables of the ISMUBA in action program and religious literacy ability obtained the results of ANOVA table data on the test of linearity linearity, which is $0.001 < 0.05$. As the basis for decision-making in the linearity test, it is concluded that the two variables are stated to have a linear relationship and can be used for further data analysis.

h. Homogeneity Test

The homogeneity test is carried out to find out whether or not two variants have the same population. The test technique can be seen based on the results of the significance value (Sig. > 0.05), namely that the variants of two or more population groups of the data can be said to be the same (homogeneous) (Nasar et al., 2024). The results of the homogeneity test can be found that the significance value (sig.) of the continuity variable of the ISMUBA in action program and the religious literacy ability of students at MA Muhammadiyah 1 Weleri obtained the results of the Test of Homogeneity of Variances data of 0.678 and $0.778 > 0.05$. As the basis for decision-making in the homogeneity test, it can be concluded that the sample obtained comes from a homogeneous population.

i. Simple Regression Analysis Test

The hypothesis test in this study uses simple linear regression analysis where the determination coefficient can be seen from the value of R square to find out how much the free variable is capable of the bound variable. In the SPSS output, the coefficient of

determination is located in the Modal Summary table and is written in the R Square Value. It will be said that it is good, if the value of R Square is above the value of 0.05 (Kurniawan, 2008). The following are the hypothesis results based on the Model Summary table:

Table 3. Model Summary^b

| Model | R | R Square | Adjusted R | |
|-------|-------------------|----------|------------|----------------------------|
| | | | Square | Std. Error of the Estimate |
| 1 | .728 ^a | .530 | .525 | 2.894 |

a. Predictors: (Constant), Continuity of the ISMUBA in Action Program

Based on table 3, the value of the determination coefficient or R square is 0.530 and the Adjusted R Square is 0.525. These findings show that the continuity variable of the ISMUBA in action program contributes 53.0% to the change in the variable of religious literacy ability. Meanwhile, the remaining 47.0% were influenced by other variables outside the study. Furthermore, the results of the model feasibility test or ANOVA on the continuity of the ISMUBA in action program in predicting the religious literacy ability of students at MAN Muhammadiyah 1 Waleri can be seen in the results of the Anova test as follows:

**Table 4. Anova Test Result
ANOVA^a**

| Model | | Sum of Squares | | | | |
|-------|------------|----------------|----|-------------|--------|--------------------|
| | | Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 784.414 | 1 | 784.414 | 93.678 | <.001 ^b |
| | Residual | 694.998 | 83 | 8.373 | | |
| | Total | 1479.412 | 84 | | | |

a. Dependent Variable: Religious Literacy Skills

b. Predictors: (Constant), Continuity of the ISMUBA in Action Program

Based on table 4, the results of the model feasibility test or ANOVA show that the Fcal value is 93,678 with a p-value significance level of < 0.001. The magnitude of this significance is that < 0.001 is smaller than α 0.05 at 95% confidence, meaning that Ha is accepted. Thus, it can be concluded that the continuity of the ISMUBA in action program can predict the rise and fall of the religious literacy skills of students at MAN Muhammadiyah 1 Waleri. Meanwhile, to find out the significance of each variable, it can be seen from the Sig. column, if the significance value is < 0.00. So, these variables are significant. The results of the calculation are as follows:

Table 5. Coefficients

| Model | | Coefficients ^a | | | | |
|-------|--|-----------------------------|------------|---------------------------|-------|-------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 14.699 | 3.080 | | 4.773 | <.001 |
| | Continuity of the ISMUBA in Action Program | .707 | .073 | .728 | 9.679 | <.001 |

a. Dependent Variable: Religious Literacy Skills

Based on table 5, the results of the partial test or T Test show that the continuity

variable of the ISMUBA in action program has a standardized regression coefficient or β of 0.728 with a Tcal value of 9.679 and a p-value significance of < 0.001 . The magnitude of this significance of < 0.001 is smaller than $\alpha 0.05$ at a 95% confidence rate, which means that H_a is accepted. Thus, the continuity of the ISMUBA in action program has a positive and significant effect on the religious literacy ability of students. Because, the higher the continuity of the implementation of the ISMUBA in action program, the higher the religious literacy skills of students at MA Muhammadiyah 1 Weleri. As for finding out the increase in the religious literacy ability of students at MAN Muhammadiyah 1 Weleri from the influence of the continuity of the ISMUBA program in action, it can be seen from table 5 by combining it with the regression formula: $Y = \alpha + \beta^1 X^1$

Where:

Y = Religious Literacy Ability

α = Constant

β^1 = Continuity Regression Coefficient of the ISMUBA in Action Program

X^1 = Continuity of the ISMUBA in Action Program

- 1) If students at MA Muhammadiyah 1 Weleri have the Continuity of the ISMUBA in Action Program of 33 taken from the lowest result, then the Religious Literacy Ability is as follows:

$$Y = \alpha + \beta^1 X^1$$

$$Y = 14.699 + 0.728 (33)$$

$$Y = 14,699 + 24,024$$

$$Y = 38,723$$

- 2) If students at MA Muhammadiyah 1 Weleri have the Continuity of the ISMUBA in Action Program of 56 from the highest results, then the Religious Literacy Ability is as follows:

$$Y = \alpha + \beta^1 X^1$$

$$Y = 14.699 + 0.728 (56)$$

$$Y = 14,699 + 40,768$$

$$Y = 55,467$$

2. Discussion

The Effect of the Continuity of the ISMUBA in Action Program on Religious Literacy Ability

The findings of this study show that the continuity of the ISMUBA in action Program has a positive and significant effect on the religious literacy ability of students at MA Muhammadiyah 1 Weleri. Furthermore, the continuity of the implementation of the ISMUBA in action program allows students to get intensive learning on Islamic values, understanding religious texts and religious practices that can support the development of students' religious literacy. In line with that, the findings at SMKN 1 Baureno Bojonegoro show that the Friday Qolbu program has a positive effect on the religious literacy of students (Noviyanti, 2023). Furthermore, other research was also found at SMAN 8 Bandung showing that several religious programs, such as PAI learning, Ramadan Islamic boarding schools, Friday sermons, literacy movements, the implementation of qurban, dhuha prayers, cults and others, were able to increase students' religious literacy (Astoro et al., 2024). Thus, the existence of religious programs that are carried out consistently and sustainably can be used as a process of internalizing religious values as well as a means of strengthening the ability to understand, classify and implement in daily life.

Magnitude of the influence of the continuity of the ISMUBA in action program of 53.0% shows that the continuity of the implementation the program is an important factor in

improving the religious literacy skills of students. However, there are still 47.0% that are influenced by other variables such as family, school environment, peers, and media or technology that were not analyzed in this study. Therefore, improving religious literacy skills does not only depend on the school program, but the need for other factors, such as support of family, school environment, peers, and media or technology (Murali et al., 2024).

Contextually, the ISMUBA in action program at MA Muhammadiyah 1 Weleri is not only oriented to the delivery of religious materials, but also to the emphasis on the aspects of order, discipline, perseverance, time management and concentration in participating in various religious activities carried out in schools. The implementation of programs that are carried out repeatedly, sustainably, and in a structured manner provides opportunities for students to strengthen religious literacy, including knowledge, understanding and good self-habits (Hanafi, 2023). Thus, this habit is able to improve students' religious literacy skills, starting from cognitive, affective and psychomotor aspects.

The sustainability of religious programs in schools has an important role in shaping a religious and effective learning environment. Students can get used to participating in activities such as tadarus Al-Qur'an, cults, Islamic literacy and daily worship habituation as an effort to actively engage in the religious learning process in real life. Strengthening the program is effective in improving the religious literacy ability of students at school, as findings at UPT SMP Negeri 27 Medan show that the implementation of Islamic education policies through daily and weekly religious programs has a positive impact on increasing students' religious literacy (Amelia et al., 2026).

Based on the above statement, it can be concluded that the results of this study show that the better the continuity of the implementation of the ISMUBA program in action, the more the religious literacy skills of students will increase. Through routine programs and worship habits, it is a factor and key to success in improving students' religious literacy skills (Bastian, 2022). The application of these programs is expected to enable students to understand the material thoroughly and can be practiced in daily life. Thus, ISMUBA in action programs must be maintained and implemented continuously to supporting the development and improvement of the quality of religious literacy of students in schools.

Conclusion

Based on the results of previous research and discussions, it can be concluded that the continuity of the ISMUBA in action program has a positive effect on the religious literacy skills of students at MA Muhammadiyah 1 Weleri. The results of the regression analysis showed that the continuity of the ISMUBA in action program was able to explain 53.0% of the variation in students' religious literacy ability and the remaining 47.0% was influenced by other factors. This is based on the R Square value of 0.530. In addition, the results of the F_{test} were 93.678 with a p-value of < 0.001 and the T_{test} of 9.679 with a p-value of 0.001 which showed that the regression model was declared significant. The findings of this study state that the implementation of the ISMUBA in action program which is carried out regularly, consistently and sustainably can support the improvement of knowledge, understanding, religious attitudes, the ability to think critically on religious issues and the application of religious values in daily life.

Therefore, the continuity of the ISMUBA in action program is an important aspect that can be maintained to develop the religious literacy skills of students in

schools. This research also has several limitations, namely it was only conducted in one school with a total of 85 students, so the results of the study could not be generalized widely. Furthermore, this study can consider the research focus of more than 2 variables studied, such as learning motivation, family support, school environment, learning outcomes and religious culture as factors that can affect students' religious literacy skills. Thus, this study can later be more involved with diverse characteristics to obtain more representative findings.

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