

## BRIDGING LANGUAGE, ECO-LITERACY, AND RELIGIOUS MODERATION: A NEEDS ANALYSIS FOR DEVELOPING AN ENGLISH E-MAGAZINE IN READING COMPREHENSION

*Linda Septiyana<sup>1</sup>, Desy Awal Mar'an<sup>2</sup>, Kanaya Syifa<sup>3</sup>, Diana Kusuma Zuhro<sup>4</sup>*

<sup>1</sup>Universitas Islam Negeri Jurai Siwo Lampung, Indonesia

<sup>2</sup>Universitas Lampung, Indonesia

<sup>3</sup>Universitas Islam Negeri Jurai Siwo Lampung, Indonesia

<sup>4</sup>Universitas Islam Negeri Jurai Siwo Lampung, Indonesia

Email: [lindaseptiyana@metrouniv.ac.id](mailto:lindaseptiyana@metrouniv.ac.id)

DOI: <https://doi.org/10.32332/moderatio.vxxxxxxx>

|                             |                          |                         |                           |
|-----------------------------|--------------------------|-------------------------|---------------------------|
| Received<br>10 January 2026 | Revised<br>15 Maret 2026 | Accepted<br>17 May 2026 | Published<br>11 June 2026 |
|-----------------------------|--------------------------|-------------------------|---------------------------|

**Abstract:** Technology-based learning, specifically through e-magazines, has proven to enhance reading skills within a broader, practical, interactive, and engaging context that aligns with the learning styles of the millennial and Generation Z populations. This research aims to identify the needs for English E-Magazine teaching materials as a tool for enhancing reading comprehension through the lenses of eco-literacy and religious moderation among English Education students. Utilizing a descriptive methodology, data were collected via questionnaires and in-depth interviews with 32 students of English Education UIN Jurai Siwo Lampung. Findings indicate that while students possess adequate experience with English texts, they struggle with deep comprehension. There is a strong preference for digital materials that incorporate visual, interactive, and contextual elements, particularly addressing contemporary issues like eco-literacy diversity, and religious moderation. The interactive E-Magazine format is perceived as the most compatible with students' digital learning styles due to its flexibility and practicality, addressing the limitations of traditional teaching methods. Furthermore, students expressed that such materials could enhance language skills and critical reading, as well as promote character values, environmental awareness, and moderate religious attitudes. In conclusion, an English E-Magazine integrated with eco-literacy and religious moderation could enhance reading comprehension and promote important values among students.

**Keywords:** E-Magazine, reading comprehension, eco-literacy, religious moderation

Copyright © 2026, Septiana ET al  
This work is licensed under the [CC-BY-SA](#) license



## INTRODUCTION

The integration of language learning, eco-literacy, and religious moderation-based values is increasingly recognized as a vital approach in education, aiming to develop not only students' linguistic competence but also their ethical and environmental awareness. Recent studies highlight the effectiveness of embedding character education and faith values such as those found in the Curriculum of Love or religious moderation into English language teaching, which enhances student

engagement, moral reflection, and holistic development <sup>1</sup>. Similarly, the incorporation of eco-literacy into English language instruction has been shown to improve students' environmental consciousness, critical thinking, and language skills, aligning language education with global sustainability goals <sup>2</sup>. Digital media, including e-magazines and interactive e-comics, have also proven effective in increasing student motivation and comprehension, especially when they feature engaging, contextually relevant content <sup>3</sup>.

Despite these advances, there remains a significant gap in the literature regarding the development of English reading materials that simultaneously integrate language, eco-literacy, and faith-based content. Most existing research focuses on either eco-literacy or faith integration in language teaching, but rarely addresses their combined inclusion in digital reading resources <sup>4</sup>. Furthermore, needs analyses specifically targeting the creation of English e-magazines that bridge these three domains are scarce, particularly in multicultural or religiously diverse educational settings <sup>5</sup>. This gap underscores the novelty of conducting a

---

<sup>1</sup> Welly Kuswanto, "Integrating the 'Curriculum of Love' into English Language Education" 4, no. 2 (2025): 99-110, <https://doi.org/10.38073/jimpi.v4i2.3250>; Zia Sidqurrahman, "The Integration of Islamic Perspective in Teaching English as A Foreign Language: A Systematic Literature Review" 6, no. 2 (2024): 223-45; Aria Septi Anggaira and Nurul Aryanti, "Development of Hybrid English Learning Materials Integrated with the Values of Religious Moderation" 07, no. 07 (2025): 980-91.

<sup>2</sup> Resti Septikasari, "Development of Interactive E-Comic Media for Environmental-Based Religious Moderation In Elementary Schools" 7, no. 1 (2025): 446-51; Semin Kazazoglu, "Environmental Education Through Eco-Literacy: Integrating Sustainability into English Language Teaching" 17 (2025); Agussalim Kalsum, Humaeroah, "Eco-ELT: Transforming English Language Teaching through Sustainable and Innovative Materials," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*. 12, no. 02 (2024): 2350-60, <https://doi.org/10.2456/ideas>.

<sup>3</sup> Septikasari, "Development of Interactive E-Comic Media for Environmental-Based Religious Moderation In Elementary Schools"; Pertiwi Adi et al., "Analysis of Media Development Needs E-Magazine Material Inheritance of Islamic Integrated Nature for Grade IX" 7, no. 1 (2022): 17-21.

<sup>4</sup> Widhiya Ninsiana, Linda Septiyana, and Yeni Suprihatin, "Introducing Eco-Literacy to Early Childhood Students through Digital Learning" 18, no. 1 (2024): 89-96, <https://doi.org/10.11591/edulearn.v18i1.20678>; Ning Setio Wati; Kuryani, "Integrating English Language Materials and Islamic Values: Research and Development in Islamic Higher Education," *TAPIS: Jurnal Penelitian Ilmiah* 8, no. 1 (2024): 112-22; Hasrul Sani Suparman, "The Use of Ecoprocedure Text to Develop the English Reading Materials," *Jurnal Ilmiah Ilmu Pendidikan* 5 (2022): 5632-38; Iin Indrayanti et al., "The Effectiveness of Eco Literacy-Based Instruction in Improving Vocabulary Acquisition Among Elementary School EFL Students" 11, no. 1 (2025): 59-68; Annisa Surya Pratiwi, "Developing ELT Materials Based on Religious Moderation for the Eleventh Grade Students at MAS Madani Alauddin Pao-Pao: Personal Letter Unit" (UIN Alauddin Makassar, 2024).

<sup>5</sup> Nabilah Syahirah Azhari, Indayana Febriani Tanjung, and Sayed Akhyar, "Pengembangan E-Magazine Pada Materi Sistem Ekskresi Terintegrasi Nilai Keislaman," *Binomial* 6, no. 2 (2023): 185-200, <https://doi.org/10.46918/bn.v6i2.1963>; Sonia Putri Karina, "Pengembangan Bahan Ajar E-Magazine Berbasis Nilai Nilai Qur'ani Pada Materi Keanekaragaman Hayati Di SMA" (UIN Ar-Raniry Darussalam Banda Aceh, 2022); Redite Kurniawan, Fatimatus Zahrah, and Ikha Yuliaty, "Development of Madrasah E-Magazine through Online Fliphtml5 to Improve Writing and Reading Literacy," *Maharot: Journal of Islamic Education* 7, no. 1 (2023): 31, <https://doi.org/10.28944/maharot.v7i1.1134>; Uyun Nafiah, "Developing English Modules with

comprehensive needs analysis for developing an English e-magazine that holistically addresses language proficiency, environmental awareness, and faith-based values.

In addition to the need for integrating eco-literacy and faith-based values in English language teaching, the rapid advancement of digital technology has transformed the landscape of educational resources. The development of digital materials, such as e-magazines, offers unique opportunities to create interactive, accessible, and contextually relevant content that can engage students both inside and outside the classroom. Research demonstrates that e-magazines and other digital reading platforms can significantly enhance students' reading and writing literacy, increase motivation, and support school-wide literacy movements, especially when these materials are collaboratively developed and tailored to the learners' needs.<sup>6</sup>

However, the effective implementation of such digital resources requires careful needs analysis to ensure that the content is not only pedagogically sound but also meaningful and appealing to students. By focusing on the intersection of language, eco-literacy, and faith within a digital format, This study seeks to build upon prior research by incorporating ecoliteracy and religious moderation into the teaching of English reading comprehension, utilizing an English E-magazine as a media tool.

## RESEARCH METHODS

The research method employed in this study was survey research, which facilitated the development of the needs analysis concerning English instruction for reading comprehension integrated with eco-literacy and religious moderation. . The survey was conducted at English Education Study Program, UIN Jurai Siwo Lampung. The researchers employed questionnaires, interviews, and documentation as their data collection methods. The researchers distributed a questionnaire to 32 third-semester students of the English Education Program. The questionnaire covered topics related to English reading comprehension skills, environmental literacy, and insights into religious moderation. Interviews were conducted to gather verbal data, and documentation was also collected during the research process. The data from the needs analysis questionnaires were analyzed

---

Integrated Islamic Values and Jambi Local Wisdom," *Studies in English Language and Education* 7, no. 1 (2020), <https://doi.org/10.24815/siele.v7i1.15138>.

<sup>6</sup> Tania Suryani awalina, *Developing English Fun Magazine To Teach Reading Comprehension For First Grade Students At SMA Widya Gama Malang*, 2020, <http://repository.ub.ac.id/id/eprint/199961/>; Ismail Ismail, "The Contribution of English Gossip Magazine on Students' Enthusiasm in Speaking Ability," *Edumaspul: Jurnal Pendidikan* 1, no. 2 (2017): 1-14, <https://doi.org/10.33487/edumaspul.v1i2.21>; Cahya Widya Gunawan, Eko Risdianto, and Desy Hanisa Putri, "Development of Canva Aplication Based E-Magazine on Static Fluids to Improve Student Motivation," *Kasuari: Physics Education Journal (KPEJ)* 5, no. 2 (2023): 116-25, <https://doi.org/10.37891/kpej.v5i2.374>; Henny Uswatun Hasanah, "Teaching Reading Using Magazine" II (2013).

by calculating the average score for each item. The data were then analyzed quantitatively, followed by a qualitative description.

## RESULTS AND DISCUSSION

In the development of effective teaching materials, the analysis of learners' needs plays a very important role. This step aims to gather information about what the learners already know, as well as what material needs to be studied, so that the developed teaching materials are truly relevant and can meet their needs. Needs analysis not only helps to ensure that the material presented is appropriate for the learners' level of understanding but also provides a clear direction for the design of more focused and efficient teaching materials.

In this study, the needs analysis process was conducted using a questionnaire distributed to third-semester students in the English Language Teaching program. The purpose of the questionnaire is to gather information related to reading experiences, learning styles, needs, integration of knowledge, and the learning media used by students in the courses being taught. A total of 32 students were selected as research samples, who are expected to represent the general characteristics of learners in that study program. The data obtained from this questionnaire will be used to design teaching materials that are more aligned with the needs and expectations of the students.

The data collection process was carried out through the distribution of a Likert scale questionnaire (1-5), along with several open-ended questions aimed at delving deeper into the students' needs. This mixed-methods approach allows for a comprehensive understanding of the students' preferences and requirements for the English E-Magazine.

Table 1:  
Recap of the Needs Analysis Questionnaire for the English E-Magazine for TBI Students

| Learning Experiences and Learning Styles |                                                                                                                |                |        |         |          |                   |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------|--------|---------|----------|-------------------|
| No                                       | Statement                                                                                                      | Strongly Agree | Agree  | Neutral | Disagree | Strongly Disagree |
| 1                                        | I am accustomed to reading English texts outside the classroom                                                 | 12,5%          | 25%    | 59,38%  | 3,12%    | 0%                |
| 2                                        | I prefer reading digital texts (e-books, online articles, e-magazines) over printed texts                      | 21,88%         | 31,25% | 25%     | 15,62%   | 6,25%             |
| 3                                        | I find it easier to understand readings if they are accompanied by images/visuals                              | 65,63%         | 15,62% | 12,5%   | 6,25%    | 0%                |
| 4                                        | I am more motivated to learn if the reading material is connected to real issues and relevant to everyday life | 43,75%         | 40,63% | 9,38%   | 3,12%    | 3,12%             |
| 5                                        | I often seek readings that relate to environmental issues or diversity                                         | 15,62%         | 31,25% | 40,63%  | 6,25%    | 6,25%             |

| General Needs in Reading Comprehension                      |                                                                                                                                                  |                |        |         |          |                   |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|---------|----------|-------------------|
| No                                                          | Statement                                                                                                                                        | Strongly Agree | Agree  | Neutral | Disagree | Strongly Disagree |
| 1                                                           | I feel that reading skills in English texts are very important for my studies                                                                    | 78,13%         | 18,75% | 3,12%   | 0%       | 0%                |
| 2                                                           | I still have difficulty understanding English texts                                                                                              | 40,63%         | 37,5%  | 12,5%   | 6,25%    | 3,12%             |
| 3                                                           | I need reading strategies to understand implicit and explicit meanings                                                                           | 46,88%         | 34,38% | 15,62%  | 3,12 %   | 0%                |
| 4                                                           | I want learning materials that focus not only on grammar/ vocabulary but also on understanding meaning                                           | 56,25%         | 34,38% | 6,25%   | 0%       | 3,12%             |
| Perceptions of Ecological Literacy and Religious Moderation |                                                                                                                                                  |                |        |         |          |                   |
| No                                                          | Statement                                                                                                                                        | Strongly Agree | Agree  | Neutral | Disagree | Strongly Disagree |
| 1                                                           | I am interested in reading texts related to ecological literacy issues (environment, sustainability, local wisdom)                               | 18,75%         | 43,75% | 25%     | 6,25%    | 6,25%             |
| 2                                                           | I believe ecological issues are relevant and beneficial for English language learning                                                            | 40,63%         | 31,25% | 28,12%  | 0%       | 0%                |
| 3                                                           | I agree that teaching materials should be integrated with the values of religious moderation (tolerance, respecting differences, anti-violence)  | 43,75%         | 46,88% | 9,37%   | 0%       | 0%                |
| 4                                                           | The values of religious moderation are important to be integrated into English language learning                                                 | 46,88%         | 31,25% | 21,87%  | 0%       | 0%                |
| 5                                                           | Teaching materials that combine ecological literacy and religious moderation can help in understanding the language while also shaping character | 50%            | 34,38% | 15,62%  | 0%       | 0%                |
| Format of Interactive E-Magazine Teaching Materials         |                                                                                                                                                  |                |        |         |          |                   |
| No                                                          | Statement                                                                                                                                        | Strongly Agree | Agree  | Neutral | Disagree | Strongly Disagree |
| 1                                                           | I am interested in having teaching materials presented as an interactive electronic magazine (e-magazine)                                        | 28,13%         | 50%    | 18,75%  | 3,12%    | 0%                |
| 2                                                           | The e-magazine format is more in line with contemporary developments than traditional print                                                      | 37,5%          | 43,75% | 12,5%   | 6,25%    | 0%                |
| 3                                                           | I need teaching materials that are easily accessible through laptops/mobile phones and portable                                                  | 46,88%         | 34,38% | 6,25%   | 9,37%    | 3,12%             |
| 4                                                           | I am more motivated if the teaching materials are equipped with interactive features (images, hyperlinks, video/QR codes)                        | 59,38%         | 28,12% | 6,25%   | 6,25%    | 0%                |
| 5                                                           | I have previously used e-magazines or interactive digital teaching materials                                                                     | 0%             | 18,75% | 53,13%  | 18,75%   | 9,37%             |
| 6                                                           | I feel comfortable learning using digital devices (mobile phone/laptop)                                                                          | 37,5%          | 25%    | 31,25%  | 6,25%    | 0%                |

|   |                                                                           |        |        |        |    |    |
|---|---------------------------------------------------------------------------|--------|--------|--------|----|----|
| 7 | I prefer teaching materials that are visually appealing (magazine layout) | 40,63% | 28,12% | 31,25% | 0% | 0% |
|---|---------------------------------------------------------------------------|--------|--------|--------|----|----|

Based on the survey data presented, we can summarize the findings as follows:

### 1. Experience and Learning Style

The survey results on the needs for experience and learning style reveal several key points: *First*, the majority of students have become accustomed to reading English texts outside the classroom, but the intensity remains moderate, with 59.38% of respondents indicating a neutral response, suggesting that their reading habit is neither strong nor weak. *Second*, Over half of the respondents (53.13%) show a positive inclination towards digital reading materials, signifying that students are more comfortable with digital formats, although some still prefer printed texts. *Third*, the most dominant factor identified in the survey is the need for text visualization and the connection of materials with real issues. 81.25% of respondents strongly agree that they find it easier to understand texts that are supplemented with images/visuals, and they are more motivated when reading materials are linked to real-life contexts. Nearly all respondents (84.38%) support the need for applied learning contexts. This indicates a strong demand from students for teaching materials based on current issues such as the environment, diversity, and religious moderation. *Fourth*, the interest in independently seeking readings about ecology and diversity remains relatively moderate, necessitating the provision of relevant, interactive, and needs-based teaching materials. This finding reinforces the need for the integration of visual elements, contextualization with current issues, and flexible digital formats in the development of teaching materials.

### 2. General Needs in Reading Comprehension

The survey findings concerning general needs in reading comprehension highlight: *First*, nearly all respondents displayed a positive attitude towards the importance of reading skills in their studies, with 78.13% strongly agreeing and 18.75% agreeing. *Second*, challenges in Understanding: 78.13% of respondents acknowledged that difficulties in understanding English texts continue to be a primary obstacle. This underscores the necessity for more engaging learning strategies to assist students in comprehending readings. *Third*, more than 80% of students expressed the need for more specific reading strategies. This indicates that deep reading skills (critical reading) are a real necessity among students. *Fourth*, 90% of respondents emphasized the importance of understanding meaning in reading, rather than focusing solely on linguistic aspects. This directive highlights that the development of teaching materials should emphasize critical reading strategies, the presentation of contextual academic texts, and the integration of issues relevant to students' lives in order for reading skills to develop optimally.

### 3. Perceptions of Ecological Literacy and Religious Moderation

In terms of perceptions regarding ecological literacy and religious moderation: *First*, interest in Ecological Issues: 62.5% of respondents expressed interest in ecological issues. However, 37.5% stated neutral or disagreeing views, indicating that while student interest in ecological literacy is relatively good, it still requires strengthening. *Second*, the majority of students believe that ecological themes are relevant to their learning, with over 70% agreeing and none disagreeing. *Third*, nearly all respondents (over 90%) support the integration and importance of religious moderation in learning, including tolerance, appreciation of differences, and rejection of violence. *Fourth*, the most significant finding is that over 84% of respondents welcome the development of teaching materials that integrate ecological literacy and religious moderation, as these not only help enhance language skills but also shape a character that is caring toward the environment and upholds the values of tolerance and inclusivity.

#### **4. Format of Interactive E-Magazine Teaching Materials**

The survey on the needs for experience and learning style indicates that:

*First*, generally, students highly support the idea of developing materials in the form of an interactive English E-Magazine, with more than 80% believing in the advantages of a digital format over print due to its alignment with contemporary developments, practicality, flexibility, and portability, allowing access anywhere and anytime. *Second*, the findings indicate that 87.5% of respondents agree that interactive features such as images, hyperlinks, and video/QR codes are crucial for enhancing student learning motivation. *Third*, 53.13% responded neutrally, showing that most students do not yet have strong experience with E-Magazines, while only 18.7% agreed. This indicates that although the concept of E-Magazines is preferred, its implementation is still new to students. *Fourth*, the majority of respondents feel comfortable using digital devices, suggesting that the development of an interactive English E-Magazine based on ecological literacy and religious moderation is not only relevant to students' academic needs but also aligns with the digital learning styles of the current generation, which prioritize flexibility, interactivity, and visual appeal.

To complement the closed-ended survey results, the researcher also provided an open-ended questionnaire containing seven questions related to the specific content needs of teaching materials. This open-ended questionnaire was designed to elicit richer and deeper responses, allowing respondents the freedom to express their opinions, experiences, or reasons. Additionally, this open-ended format aimed to explore new perspectives, uncovering ideas, issues, or insights that researchers may not have previously considered.

##### **1. Most Interesting Reading Topics**

Students expressed the highest interest in teaching materials themed around religious moderation, local socio-cultural issues, and ecological literacy. These three topics have the potential to become the main pillars in the development of an interactive E-Magazine, aligning with academic needs, character development, and the relevance of current issues. Additional themes such as

politics, viral trends, and self-improvement could be included as supplementary content to provide a more varied educational experience.

## **2. Most Helpful Types of Reading Texts**

Students indicated that they benefit most from reading materials that are light, narrative, informative, and visual. A combination of short stories, popular articles, current news, and infographics emerged as the most ideal format for the primary content of the interactive E-Magazine. Meanwhile, academic articles, vocabulary exercises, or crosswords could serve as supplementary content rather than the main focus.

## **3. Main Benefits of E-Magazine**

Students perceive the E-Magazine as an easily accessible learning medium that makes studying more engaging and less monotonous. Its visual and interactive presentation aids in understanding the material and promotes environmentally friendly practices, as it is digital and reduces paper usage (go green).

## **4. Learning Experiences with Conventional Teaching Materials in Reading Comprehension**

From the positive aspects, conventional teaching materials are still acknowledged for aiding understanding, expanding vocabulary, and enhancing focus, particularly due to the absence of digital distractions.

*"Very helpful and makes it easier to understand, especially for vocabulary expansion."*

*"More focused, as I am not easily distracted by notifications or other factors."*

However, negatively, many respondents found conventional learning to be monotonous, less engaging, and insufficiently interactive. It also proved cumbersome to carry and lacking in completeness.

*"The learning experience was fairly supportive, but still monotonous and slightly lacking in interactivity, which made me bored."*

*"Very good, but I prefer using electronic devices because they are easier to access, and sometimes the books don't cover everything."*

It can be concluded that students need teaching media that maintain focus and structural clarity but also require more interactivity, variety, and visual engagement. Here, the E-Magazine can fill the gaps found in conventional teaching materials.

## **5. Importance of Reading Comprehension Learning Integrated with Ecological Literacy and Religious Moderation**

### **a. Building Character and Tolerance**

Many respondents emphasized the importance of integration to foster values of tolerance, togetherness, empathy, and a moderate religious character.

*"Because by combining both, it will create harmony, a harmonious social life, and maintain freedom in practicing religious life."*

### **b. Increasing Environmental Awareness**

The theme of ecological literacy is considered crucial so that students not only learn the language but also care for the environment, sustainability, and modern ecological crises.

*"Increasing environmental awareness: By integrating ecological themes into reading comprehension, students can understand the importance of preserving the environment."*

c. Relevance to Real Life

Integration makes learning more contextual, relatable to students' lives, and less monotonous.

*"So that learning becomes more meaningful, not just about language, but also about values."*

d. Current Needs and Issues

Respondents stressed that this integration aligns with current issues (environment, religious moderation, interfaith tolerance), which are relevant for today's generation.

*"It's necessary because reading needs to be integrated with ecology to discuss current issues, and religious moderation is also needed to help Gen Z."*

e. Supporting the Goals of PTKIN Campus

Some respondents highlighted that this integration is in line with the identity of Islamic State Universities (UINs), which are based on religion and science.

*"It's necessary because a religious-based campus should relate more to life."*

**6. Long-Term Expectations of Respondents for Teaching Materials**

a. Continuous and Relevant Development

There is a desire for teaching materials to be continuously developed to remain engaging, interactive, modern, and relevant to real-life situations.

*"My long-term hope is that it can continue to develop and serve as a relevant, exciting, and impactful learning medium, not just for grades, but also to broaden insights."*

b. Improving English Comprehension

Teaching materials should focus on the ability to comprehend texts, enrich vocabulary, improve reading skills, and foster critical thinking.

*"I hope to expand the vocabulary I don't know."*

c. Integration of Ecological Literacy and Religious Moderation Values

Teaching materials are expected not only to train language skills but also to instill environmental awareness, moderate attitudes, and character values.

*"My long-term hope for these teaching materials is to help improve reading comprehension while instilling character values, so that students are not only skilled in language but also possess care, tolerance, and a positive attitude."*

d. Supporting a More Engaging Learning Process

There is a hope for learning to become less monotonous, more interactive, visually engaging, and enjoyable.

*"I'd be more interested in learning and it would help students be more diligent and not bored, as it's not just about presenting in front without visual electronic support, but also creating a fun learning class."*

e. Long-Term Learning Resource

Respondents hope the teaching materials can serve as a sustainable learning resource that is easily accessible and supports long-term educational achievements.

---

*"I hope this teaching material can become a sustainable, relevant learning resource that is easily accessible for both students and teachers."*

## CONCLUSIONS

Students have sufficient experience in reading English texts but still face difficulties, necessitating more specific and engaging learning strategies. They prefer digital teaching materials that are visual, interactive, and contextual, particularly those that address issues of ecological literacy, diversity, and religious moderation. More than 80% of respondents support the integration of these themes because they are relevant to academic performance and character development. The interactive e-magazine is regarded as the most suitable format for digital learning styles. Students also hope that the teaching materials can enhance language skills while instilling character values, environmental awareness, and moderate attitudes.

## ACKNOWLEDGEMENTS

The authors sincerely thank all participants and the university for granting permission to carry out this study. Appreciation is also extended to the validators whose insights and expertise significantly contributed to this research, as well as to LPPM UIN Jurai Siwo Lampung for the funding support provided.

## AUTHOR CONTRIBUTION STATEMENT

Each author contributed equally to all aspects of the research, from initial conceptualization and data analysis to the writing of the final report. All authors have read and agreed to the submitted manuscript.

## REFERENCES

- Adi, Pertiwi, Puji Astuti, Mukhlis Rohmadi, and Ridha Nirmalasari. "Analysis of Media Development Needs E-Magazine Material Inheritance of Islamic Integrated Nature for Grade IX" 7, no. 1 (2022): 17-21.
- Anggaira, Aria Septi, and Nurul Aryanti. "Development of Hybrid English Learning Materials Integrated with the Values of Religious Moderation" 07, no. 07 (2025): 980-91.
- Azhari, Nabilah Syahirah, Indayana Febriani Tanjung, and Sayed Akhyar. "Pengembangan E-Magazine Pada Materi Sistem Ekskresi Terintegrasi Nilai Keislaman." *Binomial* 6, no. 2 (2023): 185-200. <https://doi.org/10.46918/bn.v6i2.1963>.
- Gunawan, Cahya Widya, Eko Risdianto, and Desy Hanisa Putri. "Development of Canva Application Based E-Magazine on Static Fluids to Improve Student Motivation." *Kasuari: Physics Education Journal (KPEJ)* 5, no. 2 (2023): 116-25. <https://doi.org/10.37891/kpej.v5i2.374>.
- Hasanah, Henny Uswatun. "Teaching Reading Using Magazine" II (2013).
- Indrayanti, Iin, Politeknik Harapan Bersama, Kota Tegal, Syaefani Arif Romadhon, Politeknik Harapan Bersama, and Kota Tegal. "The Effectiveness of Eco Literacy-Based Instruction in Improving Vocabulary Acquisition Among Elementary School EFL Students" 11, no. 1 (2025): 59-68.
- Ismail, Ismail. "The Contribution of English Gossip Magazine on Students' Enthusiasm in Speaking Ability." *Edumaspul: Jurnal Pendidikan* 1, no. 2 (2017): 1-

14. <https://doi.org/10.33487/edumaspul.v1i2.21>.
- Kalsum, Humaeroah, Agussalim. "Eco-ELT: Transforming English Language Teaching through Sustainable and Innovative Materials." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*. 12, no. 02 (2024): 2350–60. <https://doi.org/10.2456/ideas>.
- Kazazoglu, Semin. "Environmental Education Through Eco-Literacy : Integrating Sustainability into English Language Teaching" 17 (2025).
- Kurniawan, Redite, Fatimatus Zahrah, and Ikha Yuliati. "Development of Madrasah E-Magazine through Online Fliphtml5 to Improve Writing and Reading Literacy." *Maharot: Journal of Islamic Education* 7, no. 1 (2023): 31. <https://doi.org/10.28944/maharot.v7i1.1134>.
- Kuryani, Ning Setio Wati; "Integrating English Language Materials and Islamic Values: Research and Development in Islamic Higher Education." *TAPIS: Jurnal Penelitian Ilmiah* 8, no. 1 (2024): 112–22.
- Kuswanto, Welly. "Integrating the ' Curriculum of Love ' into English Language Education" 4, no. 2 (2025): 99–110. <https://doi.org/10.38073/jimpi.v4i2.3250>.
- Nafiah, Uyun. "Developing English Modules with Integrated Islamic Values and Jambi Local Wisdom." *Studies in English Language and Education* 7, no. 1 (2020). <https://doi.org/10.24815/siele.v7i1.15138>.
- Ninsiana, Widhiya, Linda Septiyana, and Yeni Suprihatin. "Introducing Eco-Literacy to Early Childhood Students through Digital Learning" 18, no. 1 (2024): 89–96. <https://doi.org/10.11591/edulearn.v18i1.20678>.
- Putri Karina, Sonia. "Pengembangan Bahan Ajar E-Magazine Berbasis Nilai Nilai Qur'ani Pada Materi Keanekaragaman Hayati Di SMA." UIN Ar-Raniry Darussalam Banda Aceh, 2022.
- Septikasari, Resti. "Development of Interactive E-Comic Media for Environmental-Based Religious Moderation In Elementary Schools" 7, no. 1 (2025): 446–51.
- Sidqurrahman, Zia. "The Integration of Islamic Perspective in Teaching English as A Foreign Language: A Systematic Literature Review" 6, no. 2 (2024): 223–45.
- Suparman, Hasrul Sani. "The Use of Ecoprocedure Text to Develop the English Reading Materials." *Jurnal Ilmiah Ilmu Pendidikan* 5 (2022): 5632–38.
- Surya Pratiwi, Annisa. "Developing ELT Materials Based on Religious Moderation for the Eleventh Grade Students at MAS Madani Alauddin Pao-Pao: Personal Letter Unit." UIN Alauddin Makassar, 2024.
- Suryani awalina, Tania. *Developing English Fun Magazine To Teach Reading Comprehension For First Grade Students At SMA Widya Gama Malang*, 2020. <http://repository.ub.ac.id/id/eprint/199961/>.