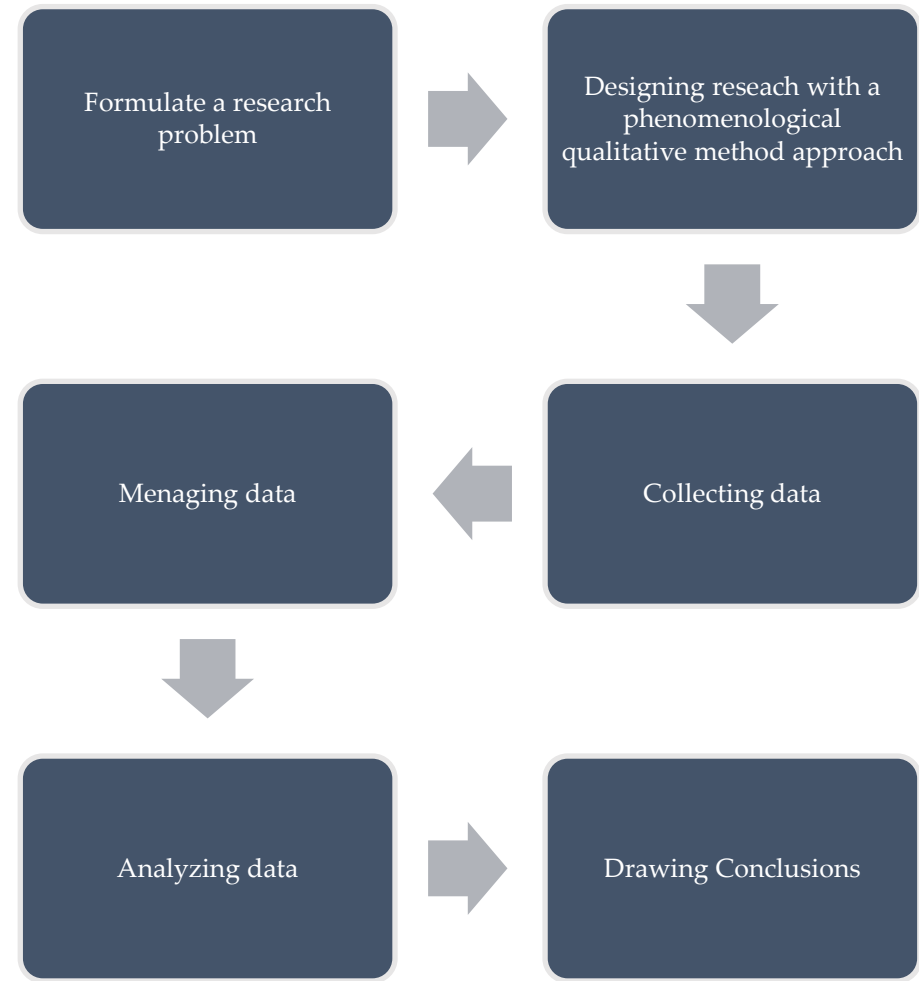# Introduction

Digital literacy is considered very important in the 21st century. All educational actors are required to be technologically literate, especially with the digital technology that is developing today. The application of digital literacy has been implemented in various schools as a form of renewal by the circumstances that occur. In digital literacy itself, teachers are required to have the ability to use digital media with ethics and can be responsible for obtaining information and communicating. Not only that, teachers are also expected to be able to utilize technology optimally in their professional development and for educational purposes so that knowledge and skills are needed to make the most of technology.

Research Question

"How is the Digital Literacy Ability of East Java North Coast Teachers?"

METHOD

The researcher used a qualitative research approach. This research focuses on the digital literacy skills of teachers on the north coast of East Java. The type of research used is phenomenology. This type of research is by the research conducted because researchers will examine the digital literacy skills possessed by educators at an Elementary School. The data collection method used in this study used interviews, observations, and classification related to the digital literacy skills of teachers at an Elementary School The subjects of this research were 3 educators of an Elementary School. Data analysis was carried out through several stages, namely data collection, data reduction, data presentation, and conclusion drawing.

Formulate a research problem → Designing reseach with a phenomenological qualitative method approach ↓

Menaging data ← Collecting data ↓

Analyzing data → Drawing Conclusions

FINDINGS AND DISCUSSION

In Hague and Payton's theory of digital literacy, there are eight indicators, so the researcher has a research instrument grid as follows:

Table 1 . Instrument Grid (Dinata, 2021)

Component	Indicator
Functional Skills	Ability to use computers and utilize the internet.
Creativity	a. Creative in presenting group material, using digital media, b. The ability to think creatively and imaginatively in planning and exploring ideas.
Collaboration	a. Creative in presenting group materials, using digital media, b. Ability to think creatively and imaginatively in planning and investigating ideas
Communication	a. Ability to communicate through digital technology media, b. Ability to understand and comprehend others through digital space.
Ability to find and select information	Ability to search and evaluate information.
Critical thinking and evaluation	Ability to contribute, analyze, and think critically when dealing with information.
Cultural and social understanding	Understanding of social and cultural context.
E-Safety	Understand safety when exploring, creating, and collaborating with digital technologies.

FINDINGS AND DISCUSSION

1. Functional Skills The ability to use computers and utilize the internet for elementary school teachers on the north coast of East Java is considered good. Judging from the skills possessed in the form of the ability to use technological devices in the form of laptops, smartphones, and the internet. Knowledge about digital literacy is obtained by teachers through workshops and digital literacy training. Training and workshops can be attended approximately 1-2 times a month. Teachers often utilize the internet as a means to add information and additional learning materials and are used as learning tools.

2. Creativity Armed with high digital literacy skills, teachers often use digital media in the learning process. The process of making digital media is supported by learning materials and information from books and the Internet. Applications that are often used in making learning media are PowerPoint, Canva, Kinemaster, comic script, etc. Thematic learning is the main learning in the 2013 curriculum, this requires teachers to be more creative in creating learning that involves students to be more active physically, mentally, and socially. Digital media-assisted learning is rarely implemented in low grades because it is considered that low-grade students are still minimal in understanding the material in the form of theory and are only interested in pictures.

3. Collaboration Participating in the digital space is something that teachers are used to. The application of the ability to operate digital space has been assessed as needed and accompanied by responsibility in digital literacy. The use of digital space is also carried out to support learning activities but cannot be implemented properly due to weak support for technological tools. It is considered still in a safe stage because with the weakness of technological tool support teachers can feel communicating with their students. Teachers can convey the information obtained through the internet when in the learning space.

4. Communication The habit of using technology tools makes it easier for teachers to communicate both with fellow teachers and with student guardians. Communication with students is still difficult to do through technological tools because students are considered less capable of operating technological tools properly and responsibly. So, the ability to communicate information supporting learning obtained by teachers through the internet to students is something that must be done. Use everyday language as the main way of conveying information.

5. The Ability to Find and Select Information Finding and selecting information is the main thing for a person before retrieving information in the digital space. This ability must be enhanced by ones thoroughness when searching for information. The identity of the author is often used as a benchmark for the validity of the information we will take. However, teachers rarely find out the identity of the author of web information that will be adopted because it is considered not too important and is an urgent situation when retrieving information. Sometimes before taking information, teachers will also compare the information obtained through the internet with the information in the textbook so that the information obtained will be by the learning needs.

6. Critical Thinking and Evaluation Before receiving and providing information teachers often analyze and think critically about the content of the information to be taken. Critical thinking in taking information is useful for analyzing the quality, truth, and risk of the information content. The things analyzed by experts are related to the quality of the information and the suitability of the information content to the needs. When analyzing, teachers also evaluate the content of information. Evaluation of information is seen from the weight information and does not deviate from existing norms.

7. Cultural and Social Understanding The alignment of digital space with cultural and social understanding in the surrounding environment is assisted by stories that students tell every day and also the habits of the surrounding community. Many foreign cultures enter through the surrounding environment and digital space. As a teacher, sorting and choosing is an important task. When knowing that foreign cultures have begun to penetrate the digital space, as much as possible the teachers prevent the poisoning of foreign cultures by strengthening the belief in their own culture which is better and must be preserved.

8. E-Safety Ensuring security in the digital space is common practice for teachers. The obligation to maintain personal identity is a responsibility in interacting with digital space. Limiting the sharing of personal identity in digital space is a basic behavior that everyone must have. Teachers can do this by never following orders to enter their identity in an application in the digital space. Often teachers search for information through a browser then intended to enter their identity, teachers prefer to visit another browser to maintain the security of their identity. Restrictions on the dissemination of identity are carried out by teachers because it is considered that personal identity is very important and no one should know it, nor should personal identity be disseminated freely.

Important Research Findings

Broadly speaking, the teachers at an Elementary School already have digital literacy skills. Digital literacy activities are supported by attending various pieces of training and seminars. The eight indicators of digital literacy for teachers according to Hague and Payton have been mastered by the teachers there. Moreover, they always update information and upgrade themselves as best they can to keep up with the times. Research on digital literacy can be developed at each point to explore the truth in digital literacy skills, for example examining the teacher's ability to what developments have been made and faced so far. These abilities include being able to operate digital media well, creating creativity in the digital space, collaborating in the digital space with others as well, and being able to convey information or communicate quite well such as changing foreign sentences so that they are easily accepted among students, the ability to find and select information before delivering and selecting information the teachers first look at the quality of the information content, think critically and evaluate the content, harmonize social and cultural understanding with the presence of digital space, and try to implement internet security as well as possible.

Benefits of Research

       The importance of conducting research on the digital literacy skills of teachers in the northern coastal areas of East Java is to measure the ability of teachers to deal with the changing times related to abilities in digital literacy, especially in environments where digital literacy is less literate and technology utilization is good.

Conclusions

The importance of conducting research on the digital literacy skills of teachers in the northern coastal areas of East Java is to measure the ability of teachers to deal with the changing times related to abilities in digital literacy, especially in environments where digital literacy is less literate and technology utilization is good.

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