

Digital Literacy Skills of Elementary School Teachers on the North Coast of East Java

[Keterampilan Literasi Digital Guru Sekolah Dasar di Pesisir Utara Jawa Timur]

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Abstract. *This research was conducted to determine the competence of teachers on the north coast of East Java towards digital literacy. Researchers used a qualitative research approach with a phenomenological research type. The ability to be studied regarding digital literacy is aimed at elementary school teachers. The results of this research regarding digital literacy of elementary school teachers are very good. According to research from Dinata[1] who adopted from Hague and Payton on students' digital literacy abilities using descriptive statistical analysis techniques and through a questionnaire obtained very good results, so that there are eight indicators of digital literacy for teachers including being able to operate digital media, be creative in digital spaces, collaborate in digital space, able to convey information or communicate, able to search for and select information, able to think critically and evaluate content, able to align social and cultural understanding with the presence of digital space, and able to implement internet security.*

Keywords – digital literacy; elementary school; teacher skills

Abstrak. *Penelitian ini dilakukan untuk mengetahui kompetensi guru di pesisir utara Jawa Timur terhadap literasi digital. Peneliti menggunakan pendekatan penelitian kualitatif dengan jenis penelitian fenomenologi. Kemampuan yang akan dipelajari mengenai literasi digital ditujukan untuk guru sekolah dasar. Hasil penelitian mengenai literasi digital guru sekolah dasar ini sangat baik. Menurut penelitian Dinata[1] yang mengadopsi dari Hague dan Payton terhadap kemampuan literasi digital siswa dengan menggunakan teknik analisis statistik deskriptif dan melalui angket diperoleh hasil yang sangat baik, sehingga terdapat delapan indikator literasi digital bagi guru diantaranya mampu mengoperasikan media digital, berkreasi dalam ruang digital, berkolaborasi dalam ruang digital, mampu menyampaikan informasi atau berkomunikasi, mampu mencari dan memilih informasi, mampu berpikir kritis dan mengevaluasi konten, mampu menyalurkan pemahaman sosial budaya dengan kehadiran ruang digital, dan mampu menerapkan keamanan internet.*

Kata Kunci - literasi digital; sekolah dasar; keterampilan guru

I. INTRODUCTION

Digital literacy is considered very important in the 21st century[2]. 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[3] Good mastery of digital literacy can improve the ability to think critically, solve problems, be creative, and innovative, communicate more fluently, and collaborate with many people.

Rasulullah SAW said, he completed worldly affairs for his people[4] while religious matters, Rasulullah SAW understood it better. As good followers of the Prophet, mastering the digital world and understanding its functions wisely is not a bad thing. The best human being is one who keeps up with the times but does not forget his obligations as a servant. Digital development must be understood both good and bad. Its use must also be accompanied by responsibility and good ethics to seek new knowledge or can be used as a tool to practice knowledge. In accordance with the hadith of Rasulullah SAW narrated by Ahmad which reads,

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

"Whoever wants the world, then master knowledge. Whoever wants the hereafter, then master knowledge and whoever wants both (the world and the hereafter), then master knowledge." (Narrated by Ahmad)[5]

A person without knowledge is useless. Meanwhile, knowledge without charity is useless[6] One type of science that must be mastered is science. There is a connection between science and digital literacy skills that everyone must have. This ability must be mastered by everyone to be used as a means of communication in conveying information properly.

This digital literacy skill should be used as knowledge to get an easy path in the world to the hereafter. Through mastery of knowledge as part of practicing in the world and practicing good morals for the provision of the hereafter. Therefore, it is expected that with this digital literacy ability everyone will have a provision for a good life in this world and the hereafter. Good knowledge is useful knowledge and a good human being is a human being who can practice his knowledge[7] The desire for the fulfillment of the world and the hereafter will be achieved perfectly if someone knows.

One of the northern coastal areas of East Java is Banjar Panji Village. In general, most people in Banjar Panji Village work as farmers and pond laborers[8] As the northern coastal area of East Java, this does not reduce the community's intention to keep education as an important matter. The lack of educational institutions in Banjar Panji Village still motivates for the community to develop their knowledge. Life on the north coast of East Java does not make the community give up on digital technology, especially digital literacy. Educators who teach in these areas are highly respected. It is not easy to teach in a coastal area where most people are farmers and pond laborers. However, the amount of support from the surrounding community to educators has always been and continues to flow. This support can be in the form of the enthusiasm of parents who continue to motivate their children to go to school and get a good education[9] Parents have high hopes for their children to aspire to be better than them.

The difficulty of education in coastal areas is not easy. This can be seen in people who do not understand technology and lack digital literacy skills. As educators who carry out the mandate of education, it is appropriate to provide insight [10] regarding technological developments and the importance of having digital literacy skills for their students. Therefore, by the theory of Hague and Payton[11], educators must have eight basic skills in digital literacy first. Not only that, but educators must also be able to apply these eight abilities to themselves and their students.

According to a survey conducted by the Ministry of Communication and Information Technology, Digital Literacy in Indonesia has not reached a good level or can be said to be at a low level[12]. This comprehensive survey also provides information that educators are also still at a good level of digital literacy skills. It can be seen from the use of digital media among teachers, which is still not widely applied. Not only that, the rare use of digital media during learning and problems related to the weakness of using the internet still occur frequently. This weakness is what causes low digital literacy in the general scope and the scope of education.

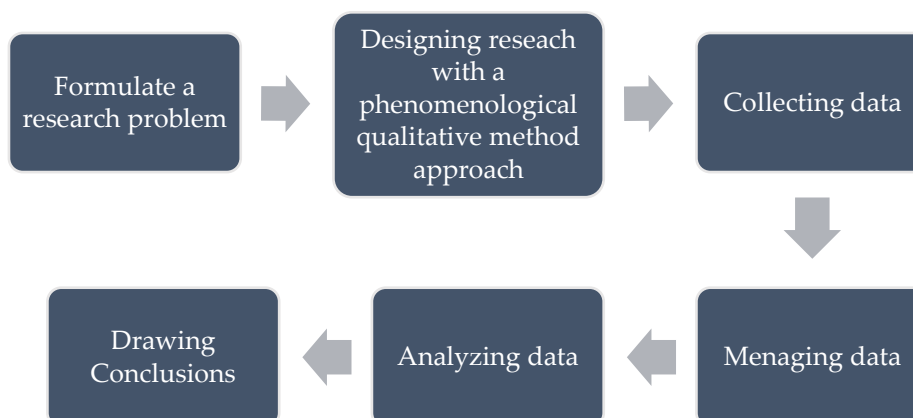
Digitalization conditions create high expectations for teachers to educate and prepare prospective teachers to face technological demands[13]. Teachers are expected to assist students in developing digital competencies to prepare for the 21st century. Teachers have a great responsibility in creating an educational environment that can help their students be future-ready. Therefore, teachers' responsibilities are considered very important in preparing their students' digital literacy skills. Mastery of teacher digital literacy competencies is needed in this responsibility. Balanced and increasing digital literacy competencies and abilities can be used as an expectation that students' digital literacy will be very good.

Research on digital literacy skills was also conducted on Early Childhood Education teachers[14], Elementary School teachers[15], Junior High School teachers[16], and Senior High School teachers[17]. Much of the research on digital literacy has been conducted in urban areas. The respondents studied were more or less very technology literate. Meanwhile, my research area is the border area of the north coast of East Java. Not many have conducted research in this coastal area, so I chose to study it due to the lack of technological touch in this area. Not only that, the lack of support in the form of proper facilities and infrastructure still cannot be enjoyed in the northern coastal area of East Java.

In addition, there are also other differences between previous research with the research that I will do. The difference lies in the research objectives of the researchers. Previous researchers prioritized the importance of teacher competence in digital literacy during the Covid 19 pandemic which was used to prepare students for the future. Most of the theory used is Paul Gilster's theory[18] about digital literacy. Meanwhile, the research that I will do is to find out the competence of teachers on the north coast of East Java towards digital literacy. In my research, I used Hague and Payton's competencies[19]. Then, the researcher used the problem formulation, "How is the Digital Literacy Ability of East Java North Coast Teachers?". 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.

II. 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 research design is as follows:



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[20]. Data collection was carried out through interviews, observations, and documentation in a careful and detailed manner related to the digital literacy skills Elementary School teachers. Then reduce the data by selecting or summarizing the main things that come from the data and observations obtained. Data presentation is presented in the form of simple narrative text for easy understanding. The last stage of data analysis is to conclude the data obtained. This research data is tested for validity with several stages, namely utilizing research time, applying as much diligence and caution as possible when collecting data, and conducting discussions with competent people on the topic under study.

III. 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 [1]

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.
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A. 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[21]. Applications that are often used to search for information via the internet are google chrome, Mozilla Firefox, and YouTube. The process of searching for information and additional learning materials through these applications can be said to greatly assist the smooth learning process. Unfortunately, this ability is less supported by school facilities and infrastructure that is not fulfilled, for example, the speed of the internet network and the limited number of LCD projectors.

B. 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[22]. 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. Not only that but making digital media also takes a long time even though its use can be used as a long-term asset. There are also advantages to using digital media, namely in the form of student enthusiasm in participating in learning, and can improve the quality of student learning if the application is appropriate.



Figure 1. Example of PowerPoint Learning Media

The material "Disorders of the organs of Movement in Humans" was made using PowerPoint to support learning in grade 6. Based on the results of interviews with grade 6 teachers, the media from PowerPoint really supports learning because the packaging of the material is accompanied by colors and also interesting components that can motivate students to carry out learning well. It's just that the process of making media through PowerPoint is considered very time-consuming and not simple.

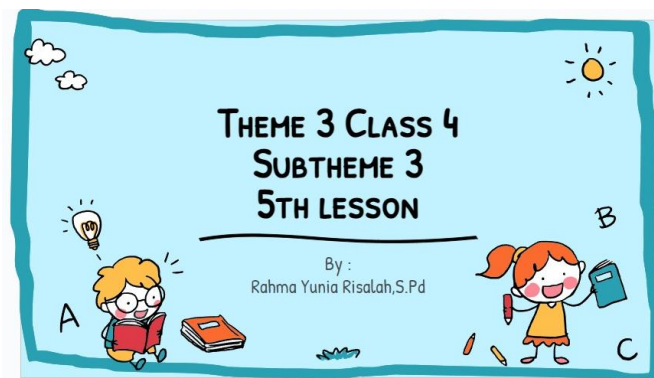


Figure 2. Example of PowerPoint Learning Media

A PowerPoint with the title "Let's love the environment" contains interesting pictures that are used to support learning in grade 4 at an Elementary School. Students more often use the lecture method without the help of PowerPoint media so when the teacher implements learning using the media, the students are very enthusiastic and feel that the teacher's creativity in making media is very helpful in providing an understanding of the learning being carried out. This statement appears based on the results of interviews with grade 4 teachers.

C. 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[23] 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. Ideas obtained by teachers from the results of searching for information via the internet can be explained in learning according to the needs of their students and by using language that is easy to understand. This kind of learning process helps students better understand the new information obtained by the teacher.

D. 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. Providing real examples in everyday life is also used as a support for the information to be conveyed. When conveying information to students, communication has been carried out. The emergence of various questions and statements indicates communication interaction[24]. Teachers can understand and provide good explanations to students according to the questions and statements submitted. That is where communication occurs between teachers and students even though they do not use technological tools properly in the learning process on the other hand there is still good communication between teachers and student guardians through technological tools.

E. 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 one's 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[25]. 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. Not only that, teachers will look for information from other sources as well if the information obtained is still not to their needs. It is easy when teachers can understand and apply the flow of searching for information via the Internet. The teachers also convey and prohibit the flow of searching for information via the internet to students through video tutorials from YouTube and ask students to try it themselves at home. Not many students easily do it, sometimes some students still feel confused to apply the flow of information search conveyed by the teacher.

F. 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[26]. 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. this behavior is also used as a filter before the information obtained is conveyed to students. The ability to evaluate has often been done, but when evaluating the authenticity of the source of information, teachers still rarely do it because it is considered very time-consuming. The point is that teachers can take the information needed and can convey it to students according to their level.

G. 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. The teachers can harmonize cultural values with the information contained in the digital space well. The main method used as a reference is to compare the positive and negative effects of foreign cultures that enter daily life through digital space. The rapid development of technology makes it very important for digital space to collaborate with a social culture that has existed from the past to the present. [27] So, with this collaboration, there is an interconnection and coexistence that keeps technology developing but does not leave existing social and cultural values.

H. 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[28]. 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. Threats often arise from the digital space, it is very burdensome for its users so teachers still protect themselves before the threat arises. The teachers' stronghold in facing the threat of digital space is by strengthening faith and piety and basing themselves on Pancasila and the 1945 Constitution. Not only that, but teachers are also more introspective and always think positively so that those around them also feel positive.

IV. CONCLUSION

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.

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