The Urgency of Teacher Digital Literacy during Limited Face-to-Face Learning
(Study on Teachers at SMP PGRI 363 Depok)

Saiful Anwar[1] , Lodya Sesriyani[2] , Rusmaini[3]

[1], [2] Economics Education, Pamulang University, South Tangerang, Indonesia

Abstract

Covid-19 has changed the learning process throughout the world, including in Indonesia, and online learning, which was originally only a complement to teaching and learning activities, has become an important necessity during the Covid-19 pandemic, As the current pandemic ends, the world of education has changed its learning pattern into limited face-to-face meetings (PTMT), which is a combination of online and offline learning, and it is necessary to have qualified digital literacy skills to avoid learning loss. This study uses a qualitative approach to see the urgency of digital literacy in the PTMT period with 5 teacher respondents at SMP (Junior High School) PGRI 363. Based on the results of the SITOREM analysis, it was found that the indicators of teacher digital literacy are priorities for improvement: 1) adjusting messages from digital devices according to the development of participants, 2) ethics and communication in the use of digital media, 3) selection of information obtained through digital devices, and 4) variations of reading materials and digital-based media in learning. Meanwhile, three other indicators must be maintained or developed: 1) intensity in the use of digital literacy in learning activities; 2) ease of access to the use of digital devices; and 3) providing an understanding of symbols, language, and video in digital media.

Keywords: Digital Literacy, Limited Face-to-face Meeting

INTRODUCTION

Covid-19, which has hit the world in the past two years, has quickly and thoroughly changed the world order in all aspects, including the world of education in Indonesia. Every level of education without exception is required to adjust its teaching and learning activities from what has been a whole face-to-face learning activities turned into learning in the network as a whole. Whether you realize it or not, this change causes considerable learning loss in the world of education. Researchers suspect that one of the causes of learning loss is the unpreparedness of teachers in dealing with changes in learning patterns to online learning.

Not fully, teachers have been able to adjust perfectly to online learning; now the world situation due to the Covid-19 pandemic has changed from what was originally

online learning as a whole to limited face-to-face learning (PTMT), which collaborates between online learning and face-to-face learning. This is a challenge for teachers, as some teachers certainly experience difficulties adapting to the learning model during the PTMT period.

This is proven in SMP PGRI 363 that the learning process during this new normal era makes all teachers and students adapt to new patterns of teaching and learning activities. The online learning process is often carried out using WhatsApp, Google Meet, and Google form media by the teacher who later, when getting a PTMT schedule, the things that have been reviewed in the online learning are repeated through face-to-face learning in class, which makes teaching and learning activities in the classroom as if it is just a repetition of learning in the network. Owing to these conditions, the principal of SMP PGRI 363 Depok realized how important digital literacy is understood by a teacher. To overcome this, SMP PGRI 363 Depok, in collaboration with the Economic Education Study Program of Pamulang University, conducted digital literacy training for teachers at the school during the 2020-2022 period.

Digital literacy is not new in the world of education, the term digital literacy appeared first proposed by Paul Glister in 1997 which states as the ability to understand and use information from various everyday sources, then the term digital literacy developed in the 200s into the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, career and life. From various sources, researchers have concluded that digital literacy is a skill in using digital technology wisely that can optimize the fulfillment of community needs, especially in teaching and learning activities in schools.

Indicators in digital literacy used in this study include 1) adjustment of messages from digital devices according to the development of students; 2) ethics and communication in the use of digital media; 3) selection of information obtained through digital devices and 4) variations of reading materials and digital-based media in learning; 5) intensity in the use of digital literacy in learning activities; 6) ease of access to the use of digital devices and 7) providing understanding related to symbols, language and video in digital media (Pratama w a et al, 2019) (Novitasari Y & Fauziddin, 2022) (Raharjo & Winarko, 2021)

This research focuses on the urgency of digital literacy in the implementation of learning activities during limited face-to-face meetings at SMP PGRI 363 Depok.

RESEARCH METHOD

This study uses a qualitative approach with a phenomenological type of research in which the results are described using words and language (Anwar, 2019). The researchers in this study were participant observers or full observers. This study used five informants as sources of research data and one expert judgment. Data analysis in this study in addition to using SITOREM Analysis which in general can be interpreted as a scientific method used to identify variables to carry out operation research in the field of education management (Soewarto Hardhienata, 2017) (Anwar et al, 2021)

RESULTS AND DISCUSSION

Result

Based on the results of the data process, the results of expert judgement were obtained related to indicators on the digital literacy variables depicted in the following table

Table 1 Expert Judgement Assessment Results related to Digital literacy indicators

No	Indicators	Cost	benefit	Urgency	Important	Total	Weights (%)
1	Intensity in the utilization of literacy digital on learning activities	4	3	3	3	13	12
2	Variety of reading materials and digital-based media in learning	5	4	3	3	15	13
3	ease of access to use of digital devices	5	4	3	4	16	14
4	selection of information obtained from digital devices	5	5	4	4	18	16
5	Adjustment of messages from digital devices according to the development of learners	5	5	5	5	20	18
6	providing understanding related to symbols, language and video in digital media	3	3	3	3	12	11
7	Ethics and Communication in the Use of Digital Media	5	5	4	5	19	17
	Total					113	100

Based on the results of the assessment from the expert judgement, the results showed that the order of indicators that are considered to have the greatest contribution to the digital literacy of a teacher is said to be good or not good in order starting from 1) how

a teacher can adjust the message obtained from digital references into information that matches the development of the students he teaches; 2) teach students how to be ethical and communicate in the use of digital media; 3) how a teacher is able to select information obtained from digital devices; 4) ease of access to the use of digital devices; 5) variations in reading materials and digital device-based media; 6) intensity in the use of digital literacy in learning activities; and 7) providing understanding related to symbols, language, and video in digital media.

After an expert assessment of the indicators, the data will be juxtaposed with the average score of the research results obtained through the unstructured interviews used in this study, so that the results obtained are natural responses to a problem, based on which the researcher can determine which indicators are priorities for improvement and which indicators need to be improved or maintained. These results are shown in the table for determining the classification of the indicators.

Table 2 Determination of classification of Indicators

No	Digital Literacy Indicators	Expert Assessment Weights	Average score of research results	Ranking indicators in digital literacy variables
1	Intensity in the use of digital literacy in learning activities	12%	4,2	(12%) (4,2) maintained or developed
2	Variety of reading materials and digital-based media in learning	13%	3,9	(13%) (3.9) becomes priority 4 to be fixed immediately
3	ease of access to use digital devices	14%	4,3	(14%) (4,3) retained or developed
4	selection of information obtained from digital devices	16%	3,6	(16%) (3,6) becomes priority 3 for immediate Fixed
5	Adjustment of messages from digital devices according to the development of learners	18%	3,7	(18%) (3.7) becomes priority 1 for immediate Fixed
6	providing understanding related to symbols, language and video in digital media	11%	4,1	(11%) (4,1) retained or developed
7	Ethics and Communication in the Use of Digital Media	17%	3,5	(17%) (3.5) becomes priority 2 to be fixed immediately

Based on the results of the SITOREM analysis, the fact is obtained that the teacher digital literacy indicators that are the priority to be improved are 4 indicators and three other indicators must be maintained or developed.

Discussion

Based on the findings of research and unstructured interviews with teachers, the fact that digital literacy is very important for a teacher in teaching and learning activities during PTPT, based on data obtained by 92% of teachers, stated that digital literacy is needed in the learning process because the learning process becomes more interesting, effective, and efficient. This is also in line with research (Liansari et al., 2018), bringing there are ten important benefits of digital literacy: being able to save time, making the learning process faster, saving in terms of finances, making teaching and learning activities safer, always getting the latest information, learning activities are always connected to real life, make better decisions, can make students really learn something, make happier, and can affect the world.

Based on the results of the SITOREM analysis, the teacher's digital literacy indicators that are a priority to be improved are 1) adjusting messages from digital devices in accordance with the development of students, 2) ethics and communication in the use of digital media, 3) selection of information obtained through digital devices, and 4) variations of reading materials and digital media in learning. Meanwhile, three other indicators must be maintained or developed, namely 1) the intensity in the use of digital literacy in learning activities; 2) ease of access to use of digital devices and 3) providing understanding related to symbols, language and video in digital media

CONCLUSION

Based on the results of the SITOREM analysis, the teacher's digital literacy indicators that are a priority to be improved are 1) adjusting messages from digital devices in accordance with the development of students, 2) ethics and communication in the use of digital media, 3) selection of information obtained through digital devices, and 4) variations of reading materials and digital media in learning. Meanwhile, three other indicators must be maintained or developed, namely 1) the intensity in the use of digital literacy in learning activities; 2) ease of access to use of digital devices and 3) providing understanding related to symbols, language and video in digital media

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