Students' digital literacy: Mini research in English Education Department of IKIP PGRI Bojonegoro

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Abstract

Digital literacy is the ability to understand and use information from various digital sources. This includes not only reading skills, but also being able to think critically and evaluate information found in digital media. Literacy has an important role as a basis for life increasing knowledge and skills in the community as well as adequate digital literacy is also needed by the community as a guideline using digital technology. The purpose of this research is to increase knowledge in understanding and applying digital literacy, especially in learning English, and to improve character effectively. The method used is classroom action research. The research results refer to the answers from the plans that have been made. Starting from identifying problems, analyzing, formulating actions, planning, and implementing to processing data and reporting. The data will be a guideline regarding how to implement digital literacy, especially in English, and is reflective in order to improve or increase digital literacy skills.

Keywords: digital literacy; higher education; online learning

INTRODUCTION

Education is a major requirement of every human being as it plays a key role in shaping norms of good and evil. Higher education is higher education leading to the awarding of degrees. Tertiary education, also known as post-secondary education, tertiary education, or tertiary education, is the optional final level of formal study that occurs after the completion of secondary education. It represents levels 6, 7 and 8 of the 2011 edition of the structure of the International Standard Educational Classification. Higher education without a degree is sometimes called continuing education or continuing education to distinguish it from higher education. A good education system hopes that its students will become the next generation of the nation who are qualified and adapted to the life of society, nation and nation. This is in response to evolving global demands in an effort to adapt the education system to produce a workforce that can meet the demands of an ever-evolving age. Therefore, it is hoped that the passage of educational reform will enable education to have a future perspective at this time. This ensures the realization of human rights to optimally develop all possibilities and achievements for the well-being of future lives.

Digital literacy is the ability to understand and use information from a variety of digital sources. It is the ability of students to use digital devices effectively and effectively in terms of academic needs. It is very important for students as it can guide and support them in finding and retrieving information. Therefore, this study describes the digital literacy of students at IKIP PGRI Bojonegoro from the perspectives of Internet searching, hypertext guides, information content evaluation, and knowledge assembly, using Gilster's theory of digital literacy. Online learning is a teaching and learning process that uses the Internet and digital media to deliver educational materials. Online learning methods are considered more like the current generation of students, who are known to be very highly integrated with technology products.

METHOD

This study implements descriptive qualitative research. Qualitative research is a form of educational research by researchers. Incorporate student input, ask board questions, ask general questions, and extract data Consists mainly of student words and texts and describes and analyses the Topic language and conducting subjective research (Creswell, 2010). In this case, the researchers assume that in qualitative research, the data are in form of words and pictures rather than numbers.

This study was conducted at English Education Department of IKIP PGRI Bojonegoro because researchers found many students had not acquired digital ability. They frequently used internet to obtain information for their academic and non-academic needs. This study used a targeted sampling technique. The researchers took 15 students in 5 classes of ninth semester. They were assumed to have the same characteristics and be able to provide information needed. The study found that when searching the Internet, participants understood the Internet as a source of information and used the Internet for a variety of activities. The Hypertext Guide helps to understand how hyperlinks work and how information on the web differs from information in books. It enables to know the characteristics of an ideal website. However, participants did not understand the difference between hypertext and http, html, url. When evaluating content, participants have an awareness of validating information from the Internet. They also know the domain of the website that we can use to verify information. However, not all participants recognized the importance of using non-internet sources when gathering knowledge. Most of them did not participate in internet discussion groups for getting information.

Data were obtained using interview with participants, questionnaire, and documentation. Dantes (2012) says that an interview is really necessary because speculation is just saying it relevant answers from respondents to obtain a lot of information related to digital literacy. An interview guide created by researchers. It is communication process such as personal conversation. Researchers conducted face-to-face interview. Questionnaire is used to complete data from participants. They give responses in writing (Adi, 2004). In this study, documentation consisted of transcription and recording results of interviews with participants. The transcript was to support interview results. Therefore, in this study the documentation recorded the activity that took place during the observation on students' digital literacy.

Data were analysed using Miles & Huberman's theory (2007) which consisted of data reduction, data display, and draw conclusions. Data reduction means summarizing, selecting key points, focussing on the essentials, and looking for themes and patterns. It provides sharper images and makes it easier to collect more data and search it as needed. Data display means presenting data in form of summaries. The third step is to draw and verify conclusions. Technically, conclusions are drawn in this study through discussion of the data findings along with the theories included in the literature review.

DISCUSSION

The purpose of this study was to know and describe students' digital literacy at English Education Department. Gilster (1997) expressed his four core competencies of digital literacy, namely internet search, hypertext navigation, content analysis, and knowledge collection. Participants search for information using the search engine Google. This is consistent with Havana and Krismayanti (2016) who argue that search engines which commonly used by people seeking information are Google and Yahoo! morning. They used keywords to make information easier to find in searches engine. In addition, to get academic information, they also engage in non-academic activities that indirectly allow them to increase information for scholars.

According to Gilster (1997), internet search literacy is individual's ability to use the internet and perform various activities over the Internet. Researchers assume students have internet research skills about the result of the interview. Hypertext navigation was understood by most participants. As for hypertext, there were still many participants understanding it. They know their functions and understand the difference in reading books and information on the internet and learned about their properties the ideal website. Gilster (1997) emphasizes that participants must have knowledge of hypertext and hyperlinks, the differences between reading texts and how they work, surf the internet, websites and books' features. Researchers can conclude that participants were not able to perform hypertext navigation. During content evaluation, they realize that they need to search further information they receive by comparing it to other sources.

Most of them knew the domain of familiar website. They also knew how newsgroup FAQs works. However, some of them cannot master it. Gilster (1997) says that they have content evaluation skills when background can be analysed on the internet, reputation of web addresses via domains, and FAQ knowledge. It can be concluded that participants do not have full competency as there are still components in knowing FAQs. Few of them use books as well as other participants when summarizing knowledge to prove the accuracy of information. Most of which are connected to the internet and they usually do not participate in the group discussion about specific issue. Moreover, most people do not claim information they receive with the people around them. According to Gilster's (1997, participants must be able to prove their truth and participate using all types of media. Discussion groups to discuss specific topics and compile resources in real life. Another opinion from the American Library Association (2013) stated that a person can be said to be literate if they use the ability to participate. He actively participates in civil society and

contributes to a vibrant, informed and positive society community. Researchers found that participants did not compete for knowledge as there are many participants who have not used it yet. They still do not recognize the importance of participating in groups' discussion on the internet and in real life. Based on the data obtained, it can be concluded that the participants cannot read and write properly. There are still unfulfilled aspects.

CONCLUSION

Based on the results of findings and discussion, researchers conclude that students' digital literacy in English Education Department of IKIP PGRI Bojonegoro are as follows:

1. Internet search ability allows participants to do this using a search engine by entering keywords into it. They are able to find the information needed. They generally understand internet as a source of information, academic and many others.
2. Hypertext navigation allows participants to understand how hyperlinks work such as http, HTML, and URLs. They understand the difference in the information found on the internet and in books. They also know the characteristics of an ideal website.
3. Content evaluation allows participants to review the information provided by searching for information from many sources. They also understand website domains, so they are able to match information.
4. When summarizing their knowledge, not all participants recognized the importance of using non internet sources. They do not participate in internet group discussion to receive information.

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