

Digital Literacy Analysis of Middle School Students in Bogor Regency, West Java, Indonesia

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ABSTRACT

Digital literacy played an important role in human life now and in the future. This study aimed to describe and analyze the digital literacy of junior high school students in Bogor district. The number of respondents was 76 students from 2 junior high schools in Bogor district, West Java. The method used is a quantitative descriptive method. The results of the study prove that the intensity of implementing the use of digital literacy in learning activities and variations of digital-based reading materials and teaching aids is 73.2%, the remaining 22.8% do not yet have sufficient digital literacy. Based on the scores above, it can be said that digital literacy in the 2 schools is quite good. Schools are expected to increase digital use gradually, balanced with tiered training for students and teachers as well as staff employees in the school environment

INRODUCTION

Digital literacy is current knowledge related to online integrated systems. Digital literacy also becomes a person's ability implicitly by managing technological communication systems by managing and connecting something that is updated so that it can be connected with other people (Mulhern, F. 2013). Communication runs dynamically in the midst of society. Digital literacy is defined as a person's expertise to play a functional skill in digital tools so that they are able to solve a problem and think critically, work together to communicate effectively. Digital literacy can develop certain subjects, so students can understand a lesson effectively (Prabowo, H. A,et. Al., 2022)

Digital literacy is very necessary in people's lives, even more so for students who are thirsty for abundant information at any time (Towobola, W. L., & Raimi, L. 2011). Social media as a forum for interaction as well as a source of information is a source of interest to students.

Poor digital literacy can disrupt students' mentality (Widiyanto, .,et, all., 2021). This is caused by the emotions of students who are still unstable. Children do not have a good filter. Not being able to distinguish which information is valid or not, on the other hand if students are limited in reading statements on social media, they will judge the news as bad or good (Kozyreva, A., Lewandowsky, S., & Hertwig, R., 2020).

Nowadays, students use gadgets for longer than studying or reading books. This reduces the student's ability to obtain more valid information. Children more often receive hoax news whose truth is unclear.

In previous research that was conducted on digital literacy among adolescents in the city of Surabaya, it showed that the understanding of digital ethics only reached 13.5. (Terttiaavini, T., & Saputra, T. S., 2022).

METHODOLOGI

Quantitative descriptive method is a quantitative research in the form of a numerical description (statistics). The point is that this research relates to the elaboration of statistical figures.

The researcher gave a questionnaire to the respondents. The questionnaire filled in revolves around the intensity of implementing the use of digital literacy in learning activities and the number and variety of digital-based reading materials and teaching aids.

The number of respondents in 2 schools was 76 students with details of 33 FH Middle School and 43 YT Middle School students. This school is in Bogor district.

The researcher will analyze the results of the questionnaires that have been filled in by students, and make graphs and the meaning of the results. Data collection was carried out by interviewing, documenting and distributing questionnaires. The collected data will be processed by data formulation, data determination, determination of data collection procedures, data processing and drawing conclusions. The questionnaire has been validated by 2 IT and language experts. The interview was conducted with open questions

RESULTS AND DISCUSSION

The questionnaire was taken via Google form and filled out by students. Researchers give time for a week. Data processing was also elaborated with the results of interviews with students. The following questions and results have been filled in by students regarding the variable intensity of implementing the use of digital literacy in learning activities and the number and variety of digital-based reading materials and teaching aids.

1. Do students use digital platforms such as Google classroom, Google meet in every online lesson?

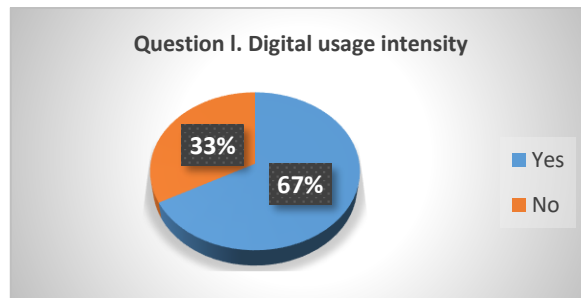


Figure 1. Digital Usage Intensity Question 1

Based on Figure 1. Students who answered yes were 67% and those who answered no were 33%.

2. When doing schoolwork, do students use digital resources?

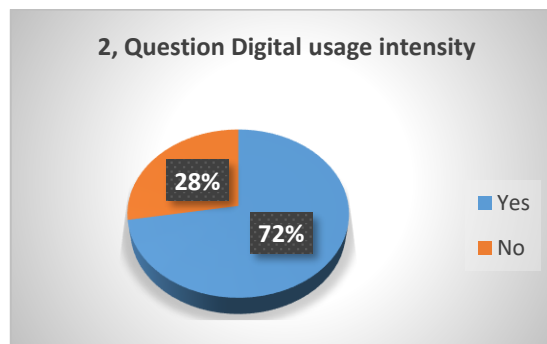


Figure 2. Digital Usage Intensity Question 2

Based on Figure 2. 72% of students answered yes and 28% answered no.

3. Do students use e-mail when sending messages or learning assignments in class?

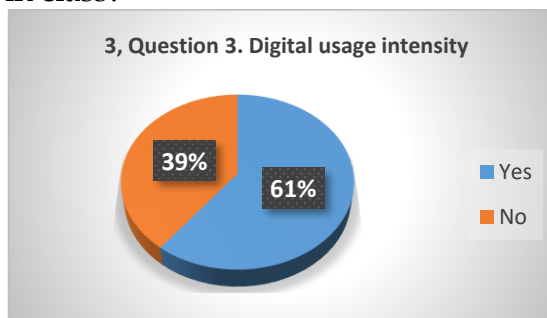


Figure 3. Digital Usage Intensity Question 3

Based on Figure 3. Students who answered yes were 61% and those who answered no were 39%.

4. Do students use social media to interact with friends?

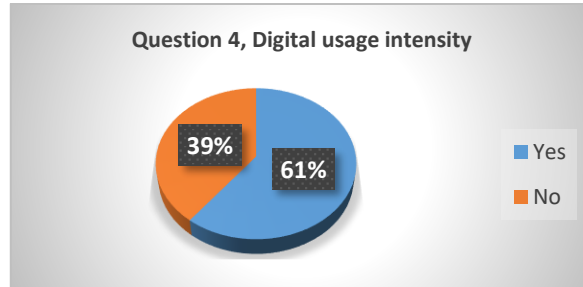


Figure 4. Digital Usage Intensity Question 4

Based on Figure 4. Students who answered yes were 61% and those who answered no were 39%.

5. Is it mandatory to read an e-book every week?

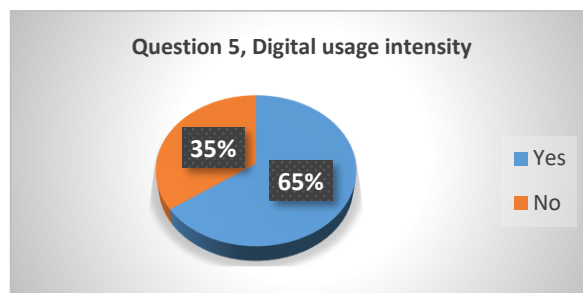


Figure 5. Digital Usage Intensity Question 5

Based on Figure 5. Students who answered yes were 65% and those who answered no were 35%.

6. Do teachers often use digital media? (minimum 1 week 3 times)

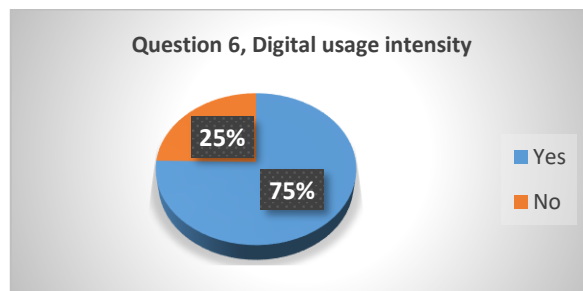


Figure 6. Digital Usage Intensity Question 6

Based on Figure 6. Students who answered yes were 75% and those who answered no were 25%.

7. Do students get school announcements from the school website?

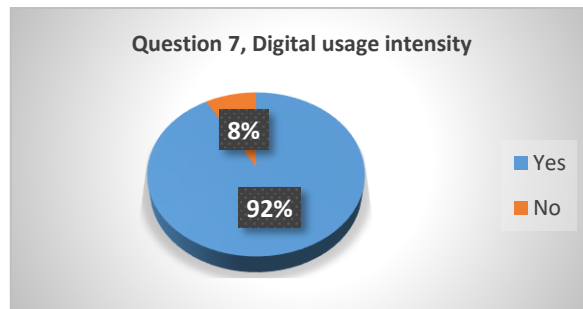


Figure 7. Digital Usage Intensity Question 7

Based on Figure 7. Students who answered yes were 92% and those who answered no were 8%.

8. Does the student have a personal account (e-mail)?

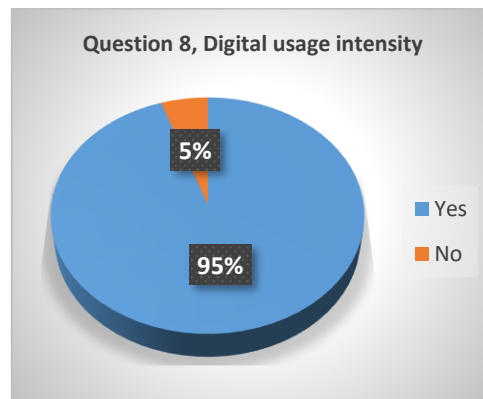


Figure 8. Digital Usage Intensity Question 8

Based on Figure 8. Students who answered yes were 95% and those who answered no were 5%.

9. Do students use the YouTube platform to find resources to complete assignments from the teacher?

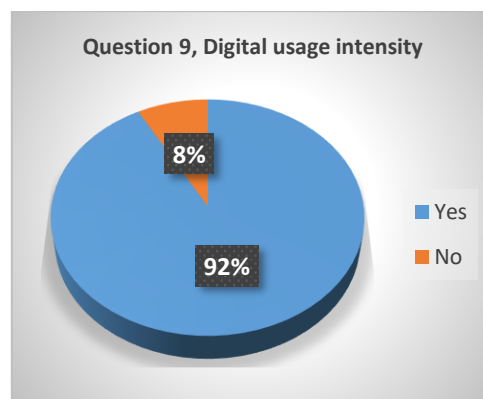


Figure 9. Digital Usage Intensity Question 9

Based on Figure 9. Students who answered yes were 92% and those who answered no were 8%.

10. Do students use e-catalogs when they want to borrow books from the school and regional libraries?

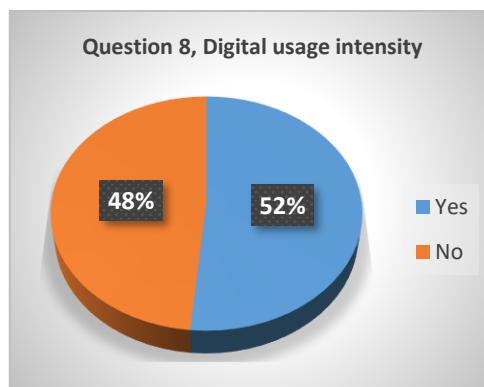


Figure 10. Digital Usage Intensity Question 10

Figure 10. Students who answered yes were 52% and those who answered no were 48%.

Based on questions no. 1, up to no.10, graphs of all questions that answer yes or no can be summarized as follows:

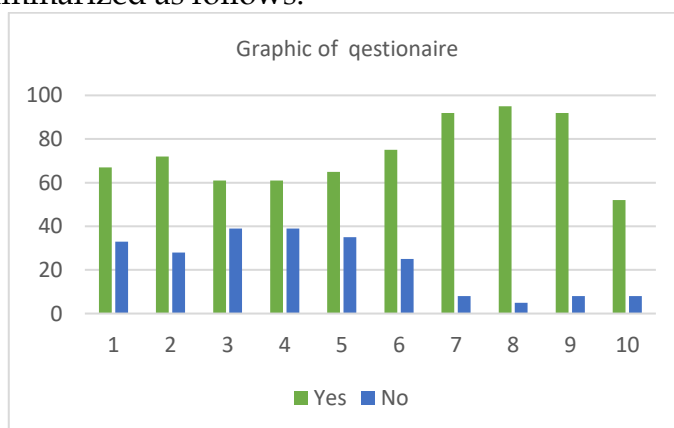


Figure 11. Graphic of Questionnaire

Most students answered yes to questions 8 and 9. Answers regarding ownership of an email address and using YouTube as learning and completing assignments from the teacher. Students at least answered yes to question no 10. Answers regarding borrowing books at school or local libraries.

The lack of students borrowing books is due to various reasons, according to interviews with several students, the lack of books and the limited staff serving are one of the factors causing the low number of students borrowing books through e-catalogs. This is in accordance with the opinion of previous research which stated the need for additional library staff and increased interest in borrowing through e-catalogs (Jaenuri, M. 2013).

The use of YouTube as a source of student learning is an alternative source of learning. This is in line with the opinion of previous researchers who stated that YouTube was a place for learning during the pandemic, this platform

seemed to answer the shortage of material that occurred when teachers could not carry out face-to-face learning at school. (Utami, F. T., & Zanah, M. 2021).

Digital literacy can enable students to learn independently, in the midst of a pandemic situation, students can even develop their knowledge broadly and unlimitedly. Digital literacy can be seen from the parameters of the intensity of implementing the use of digital literacy in learning activities and the number and variety of digital-based reading materials and teaching aids (Primary, W. A. et al., 2019).

Based on Figure 11, it can be said that the digital literacy of junior high school students in Bogor district reaches a score of 73.2% in the good category. The remaining 22.8% still needs further education and outreach, so that students who do not yet have digital literacy can be given training and attention from their parents at home.

The results of this research are in line with previous research which stated that the need for digital skills is urgent, so that students can choose the correct content and information, so as not to get trapped and the impact of false information (Ginanjari, A., et al., 2019)

CONCLUSION AND RECOMMENDATION

Digital literacy has become a necessity for students to prevent the negative effects that will occur. Students who already understand digital, are expected to be students who learn independently, and become polite learners. Students in Bogor district can already be said to be good at digital literacy, but some are still not digitally literate. This is a challenge for teachers and schools as well as parents of students so that students are able to be digitally literate properly.

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