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Students' Digital Literacy Skill at Universitas PGRI Palembang

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Abstract: Developing digital literacy skills is necessary for students to survive in industrial revolution 4.0. The objective of this study aimed to find out the digital literacy skills of students in the English Education Study Program at Universitas PGRI Palembang. The sample of this study were 25 students enrolled in the second semester of the English education study program at Universitas PGRI Palembang. The survey used a Likert scale to score responses, with Strongly Disagree (SDA) equaling 1, Disagree (DA) equaling 2, Agree (A) equaling 3, and Strongly Agree (SA) equaling 4. Every single statement in the questionnaire was related to the data collected by percentage analysis. Based on the results of data analysis indicated that students of English Education Study Program at University of PGRI Palembang have digital literacy skill. They can use and utilize technology in their daily lives.

Keywords: Digital Literacy, Technology, Twenty First Century

A. Introduction

The modern globalization process has developed significantly in the twenty-first century. Numerous changes take place immediately. One of the most significant factors driving change in this century has been made by the development of information technology. A variety of tools and resources are available as a result of digital technological advances that can be utilized to improve language training.

The quick growth of multimedia and interactive digital technology connects individuals in multiuser workspaces where individuals can communicate, exchange, and externalize their thoughts in public settings while interacting with other voices in various and numerous multimodal channels. Wegerif (2015) makes the case that technology influences how people think and interact with one another. As a result, technology can be crucial in facilitating students' creative endeavors as well as involving them in collaborative knowledge generation and generating meaning.

Digital technologies open up new potential for producing and illustrating the connections between language and cognition in order to communicate creative ideas

across several mediums. According to Ntelioglou et al. (2014), the multimodal integration of technologies promotes 21st-centuryin the twenty-first century in two ways: on the one hand, it encourages wider literacy beyond fundamental literacy skills by integrating various modes of meaning-making and communication (such as auditory, visual, linguistic, spatial, and body modes); and on the other hand, it provides pedagogical assistance to students to maximize their literacy and language learning.

Digital technology offers a broad area of device and resources which is possible to utilize to improve language teaching. Some digital technologies media commonly used in language instruction are: mobile apps that offer interactive and gamified language classes, vocabulary practice, and grammar drills include Duolingo, memrise, babble, and Rosetta stone, blogs, email, YouTube, twitter, Facebook, zoom, WhatsApp, etc. These apps are accessible anytime, anywhere on mobile devices, and frequently come with speech recognition features for practicing pronunciation.

Technology is used to transmit knowledge. Technology in education can help students reach their learning objectives (Nurillahwaty, 2022). Students can use technology to learn more and become more knowledgeable. Technology in education is expected to be used to help teachers and students with the learning activities that take place in classrooms, enabling teachers to better explain or provide material to their students without having to spend additional time assessing the learning outcomes that have been assigned.

Technology is playing an increasingly important role in education, and in the age of globalization, it is unavoidable (Collins and Halverson, 2010; Acemoglu and Autor, 2012). When a school uses Information and Communication Technology (ICT) effectively and in accordance with its needs, it is possible to gauge its growth as an educational institution. Applications, websites, software, and machine learning are some of the technological applications that can support teaching and learning activities.

Digital literacy has had a significant impact in the era 4.0. Understanding and utilizing information from a multitude of online sources is referred to as digital literacy. To deal with the expansion of knowledge on the internet, digital literacy skills are used. Today's reality shows that internet users are maturing and that a wide range of parties can simply access and freely give information to their consumers. Users of the internet use it in a variety of ways, including for literacy knowledge research as well as relationship building and social networking site communication. Learning resources, however, are available on a range of platforms and in a range of personalities. Additionally, online media platforms are being used as learning resources, particularly when looking up scientific concerns. Despite the

fact that the digital revolution is at its peak, there is still a lack of critical thinking awareness among internet users (Mega, 2020).

Everyone in this day and age needs to understand how vital digital literacy is. Reading, writing, and calculating skills are essential, but so is digital literacy. According to Gilster (2007), digital literacy refers to the capacity to read, comprehend, and analyze a range of digital sources.

People need to be able to read and analyze web content if they want to find reliable news or information. With the accelerating development of digital technology, the capacity to locate fresh information that is taken into account will become increasingly crucial.

Gilster (1997) said that each individual must develop the capacity to comprehend and make use of information from a variety of digital sources. Additionally, he says that being digitally literate means being able to use technology in daily life. Digital literacy, according to Hague and Sarah (2010), is the capacity to produce and exchange content in a variety of formats; to cooperate and communicate effectively; and to know when and how to use digital technology. UNESCO views digital literacy as a set of contemporary life skills that must be learned.

Gilster (1997) defined someone as being digitally literate if they can perform four different aspects using digital components. The first of these elements is online searching, which involves using the internet to perform various tasks. This skill consists of two parts: the capacity to do a variety of tasks and the capacity to locate information on the internet using a search engine.

Second, understanding and reading the navigation of hypertext in a web browser is known as hypertext navigation. This competency consists of four parts: understanding of how hypertext and hyperlinks work, differences between reading textbooks and browsing online sources, knowledge of how the web functions, and aptitude for comprehending web page characteristics.

Third, content evaluation entails the capacity for critical thought and appraisal of material available in online sources, as well as the capacity to recognize the accuracy and comprehensiveness of information to which a hypertext link refers. The ability to analyze the background of information, which is people's awareness to search for more information and the creator, the ability to evaluate web addresses through understanding the various domains for each country or institution, the ability to analyze the web page, and the ability to differentiate between information layout and content are the five components covered by this competency.

Fourth, knowledge assembly refers to the capacity to organize information, create a collection of data from many sources, as well as the capacity to gather and impartially assess fact and opinion. The four abilities covered by this competency are: the capacity to conduct an internet search; the design of a personal newsfeed or news update notification; the capacity to participate in or subscribe to a newsgroup and discuss a variety of topics; the capacity to conduct cross- and re-checks regarding the information found; the capacity to use a variety of media to demonstrate the accuracy of the information; and the capacity to organize information sources found on the internet.

Digital literacy (Reddy et al, 2020; Warschauer, 2009) consists of the following 8 elements (Hague & Sarah, 2010): (1) Practical knowledge and beyond. Whether a component of digital literacy connected to proficiency with information technology; and (2) creativity. Is using ICT to foster creative thinking and knowledge-building a part of digital literacy? (3) Working together. Is one aspect of digital literacy concerned with the process of exchanging ideas and knowledge in the digital sphere; (4) Interaction. Is a component of digital literacy related to the capacity for listening to, comprehending, and communicating ideas; (5) the capacity for finding and choosing information (choose information); (6) the capacity for critical thought and evaluation (critical thought and evaluation); (7) the capacity for cultural and social understanding (recognizing of social culture); and (8) e-safety.

Considering the importance of digital literacy in determining student learning success, digital literacy skills need to be developed in order to face the era of the industrial revolution 4.0 (Rymarczyk, 2020; Shahroom and Hussin, 2018; Alaloul, et al, 2020). Based on the issues that have been described, the research objective is to find out how the digital literacy abilities of students of the English Education Study Program at Universitas PGRI Palembang.

B. Methods

This study was conducted by using descriptive quantitative method (Sidel et al, 2018; Al-Sagarat et al, 2017). The sample of this study were 25 students in the second semester of English education study program of Universitas PGRI Palembang. The data collection technique was questionnaire with likert scale (Brown, 2000), the scoring criteria were; Strongly Disagree (SDA) = 1, Disagree (DA) = 2, Agree (A) = 3, Strongly Agree (SA) = 4. The Data gained were analysed by using percentage analysis related to every single statement in the questionnaire.

C. Results and Discussion

The result of the data can be seen in table 1 as follow:

Table 1. The Questionnaire of Students' Digital Literacy Skill

No	Components of Digital Literacy	Statement	SA	A	DA	SDA
1	Functional skills and beyond	I have the ability in the field of ICT for operating a computer	60%	36%	4%	0%
2	Creativity	I am able to create products in various formats and models by utilizing digital technology	28%	32%	24%	16%
3	Creativity	I have the ability to think creatively	28%	32%	28%	12%
4	Collaboration	I am able to explain ideas with others in groups in digital spaces	48%	36%	8%	8%
5	Communication	I am able to communicate through digital technology media	60%	40%	0%	0%
6	The ability to find and select information	I am able to find and select information in digital space	56%	32%	12%	0%
7	Critical thinking and evaluation	I am able to think critically when dealing with information in the digital space	32%	28%	20%	20%
8	Cultural and Social	I have thoughts that go hand in hand with understanding social and cultural	36%	44%	12%	8%
9	E-safety	I can guarantee security when exploring with digital technology	28%	36%	16%	20%
10	E-safety	I can guarantee security when collaborating with digital technology	28%	36%	28%	8%

Based on the first statement the data show there are 48% of students strongly agreed 62% agreed toward the statement, then only 4% disagreed and 0% of students strongly disagreed. It means that students agreed that they have a lot of opportunities to improve their English. Based on these results, it is concluded that the respondent has excellent ability in operating a computer as well as having ICT skills in the internet field on the functional skills and beyond.

From the second statement the data shows that 28% students strongly agreed, 32% agreed, and 24% disagreed, then 16% strongly disagreed. Meanwhile from the third statement the data show that there are 28% of students strongly agreed, 32% of students agreed, 28% of students disagreed, and 12% of students strongly disagreed. These findings lead to the conclusion that respondents have strong capacities for inventive and creative thought as well as for generating a product. However, a significant number of respondents indicated "Disagree" in the outcomes of their responses. These findings suggest that the amount or capacity of student creativity has not been effectively developed.

Based on the statement number four, it shows that there are 48% students strongly agreed and 36% students agreed to this statement. Whereas 8% of students disagreed nor strongly disagreed. Meaning that students have good ability in expressing their ideas with others in groups in digital spaces.

Statement number five shows that there are 60% students strongly agreed and 40% students agreed, meanwhile 0% of students disagreed nor strongly disagreed to this statement. It can interpret that student have good ability in communicating through digital media, negotiating opinions, and understand others.

From the statement number six it can be seen that 56% students strongly agreed, 32% agreed, and 12% disagreed. Meanwhile 0% student chose strongly disagreed. Based on this result it can be said that students are able to find and select information in digital space.

Based on statement number seven, the data show that 32% students strongly agreed, 28% students agreed, 20% students disagreed, and 20% strongly disagreed. It means that the students agree that students have good ability to analyze and think critically on existing information.

From the statement number eight, the data indicate that there are 36% of students strongly agreed, 44% agreed, 12% disagreed, and 8% strongly disagreed. Students have good abilities in aligning information in digital space with the context of socio-cultural understanding.

The statement number nine shows that 28% students strongly agreed and 36% students agreed, 16% of students disagreed and 20% of students strongly disagreed. Meanwhile, the last statement shows that there are 28% students strongly disagreed, 36 students agreed, 28% students disagreed, and 8% students strongly disagreed. It can be said that students have good ability in exploring, creating, and collaborating with digital technology. However, a significant number of students indicated "Disagree" in the outcomes of their responses. These findings suggest that students' capacity for safety when exploring and working together with digital technology has not been fully established.

D. Conclusion

Based on the result, it showed that most of the students were digitally literate, in other words they were able to utilize the use of technology for their daily lives. Additionally, the digital literacy skills of English language education study program students at PGRI Palembang University were good at Functional skills and beyond, Creativity, Collaboration, Communication, the ability to find and select information, Critical thinking and evaluation, cultural and social understanding, and E-safety

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