



DIGITAL LITERACY OF STAIN TEUNGKU DIRUNDENG MEULABOH STUDENTS

Nina Eka Putri

STAIN Teungku Dirundeng Meulaboh

Email : ninaekaputri@staindirundeng.ac.id

Abstract

Digital literacy is the ability to use and understand information that comes from various digital sources. Since there have been regulations for implementing online learning in the last two years, of course, students are increasingly using the internet. College students as students and individuals who are in their teens to adulthood are among the majority of internet users. A lot of information can be accessed on the internet, ranging from information about lectures, social media, and other information, even information about religion. However, the existence of such an abundance of information sources can also have an impact on the negative actions that are caused by the users themselves, including radicalism. Therefore, this study aims to describe the level of digital literacy competency of STAIN Teungku Dirundeng Meulaboh students. The method used in this research is descriptive qualitative method. In collecting data, this study used interview techniques which were conducted on 15 students selected from 3 majors in STAIN Teungku Dirundeng Meulaboh. From the results of the study, it was found that the level of digital literacy of students based on aspects of searching on the internet (internet searching) was classified as moderate. Then, in terms of the aspect of hypertext navigation, student digital literacy is also classified as moderate. Then, from the aspect of evaluation of information content (content evaluation), student digital literacy is classified as high. Finally, the level of student digital literacy in terms of the aspect of knowledge preparation is still low.

Keywords : *Digital, Literacy, Students*

A. INTRODUCTION

In the digital era 4.0, the use of technology is commonplace. Especially when the world was hit by the corona virus pandemic, the use of digital technology was prioritized, including in developing countries like Indonesia. Digital use is applied in every line of life, one of which is used as a learning medium. In tertiary institutions, from 2019 since the start of the corona virus case, the delivery of learning materials is regulated using online media. Whether it's using the zoom application, Google meet, or other applications that can support online learning.

STAIN Teungku Dirundeng Meulaboh or more commonly known as STAIN TDM or STAIN Meulaboh, in the implementation of their lectures also uses an online system. In

implementing this system, students are required to be able to master digital technology. Of course in practice there are advantages and disadvantages. The implementation of online learning using digital media has been going on for about two years. With the implementation of digital media that has been implemented, it requires students to be able to adapt to technology and also have literacy skills. Literacy here is not only literacy skills in relation to reading or writing, but also digital literacy skills.

Digital literacy is something related to the abilities and skills a person has in using digital media. With the length of time online implementation has been carried out in the learning process in tertiary institutions, the author is interested in knowing the extent of the digital literacy level of students who are at STAIN Teungku Dirundeng Meulaboh.

B. METHOD

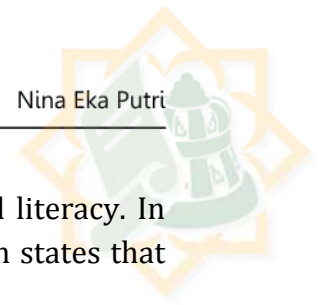
This study uses a qualitative approach. As it means that a qualitative approach is an approach whose research object is referred to as an informant (Sugiyono, 2005). This type of research is descriptive research. This type of descriptive research is a type of research whose goal is to provide the clearest possible description or description of a situation (Kountur, 2005). In this study, the data used are primary data sources. The primary data source is the main data source in this study, namely 15 STAIN Teungku Dirundeng Meulaboh students, each of which five people represent the three existing faculties. Collecting data in this study using observation and interview techniques. In the data collection process, the researcher first made observations in the field to collect initial data about students' use of digital media. Then, the researcher conducted interviews with each student about the use of digital literacy that has been implemented so far. Finally, the data analysis technique used in this study is data reduction, then data presentation, and finally drawing conclusions.

C. FINDINGS AND DISCUSSION

Regarding the definition of digital literacy, there are several related opinions about it. First, the opinion of Suherdi, et al. (2021) which states that digital literacy is a person's ability to use ICT (information and communication technology) which is intended to convey information cognitively and technically.

Furthermore, according to Simamarta, digital literacy is related to skills in using digital media, communication tools, and others related (2021). Based on this definition, it can be concluded that digital literacy is a person's ability to use technology or digital media properly, competently, and wisely.

This good, competent and wise use is intended so that digital media can be used with positive purposes and also to prevent the spread of incorrect or hoax information in the community. Thus, it can be said that digital literacy is useful for making someone able to solve a problem, making someone able to think critically, making someone able to communicate smoothly, and also making someone able to work well with other people.



According to several experts, there are several classifications of digital literacy. In this study, researchers refer to Gilster's opinion (in Nasrullah, 2017) which states that there are four pillars of digital literacy. The four pillars are as follows.

1. Searching on the Internet (Internet searching): is a person's ability in everyday life to understand, know, and use technology in connection with digital media.
2. Guide the direction of hypertext (Hypertext navigation): is the ability of an individual to read, describe, familiarize, and apply insights in everyday life.
3. Evaluation of information content (Content evaluation): is the ability of an individual to apply ethics in daily digital use.
4. Evaluation of information content (Content evaluation): is the ability of an individual to recognize, formulate, analyze, weigh, and protect personal data and information security contained in digital media.

After conducting research, the results of the research were found as follows. First, the answer to the search aspect on the internet. For the answer to this question, out of 15 students who were used as informants, as many as 13 people answered that they often use the internet. In fact, four of them answered that apart from sleeping they always use the internet. Then, the remaining 2 students answered that they didn't really use the internet. They only use the internet at certain times when they need it. Furthermore, to focus on their search, each of them answered that they often use the internet to access viral news, lecture materials, current news, business, social media, then information about how to live, as well as information about lectures.

Then, still related to searching on the internet, as many as 9 people answered that 60% of the data they wanted was on the internet and as many as 6 people answered that only 40% of the data they wanted was on the internet. Then, all the students who became informants also said that the internet was something important.

Second, regarding the aspect of the hypertext guide, all informants answered that they knew several media to search for information. Then, 10 students know about searching using hypertext, 2 people often use hypertext, 1 person only focuses on searching for document forms, and the remaining 2 students don't know about hypertext.

Third, in the aspect of content evaluation, 13 students who answered knew the difference in information on the internet and textbooks and 2 others did not know. Then, the checking process is carried out by checking television, other people, looking for links, reading textbooks, and looking for trusted sources.

Finally, the aspect of compiling knowledge. For this aspect, 10 people also answered that they do page analysis, 2 others do it only occasionally, and 3 don't.

Based on the results of the research, if it is percentaged, for aspects of searching on the internet the level of student understanding is 82%. Then, for the aspect of hypertext guidance, the level of student understanding is 83.5%. Then, for the aspect of content evaluation, as much as 93.5% have understood it. Finally, for the aspect of compiling knowledge, 67% of students already have an understanding of compiling knowledge.

Research on digital literacy of STAIN Teungku Meulaboh students has shown good results. The digital literacy ability studied refers to four aspects, namely aspects of searching on the internet, aspects of hypertext direction guides, aspects of content evaluation, and aspects of knowledge compilation.

The first is for the search aspect on the internet. The search aspect on the internet includes all data that is searched for on the internet. From the results of the study it appears that students already have insight about the internet even though it is still relatively moderate. Then, students have also made the internet an option in finding data sources in everyday life. This is in line with the use or utilization of gadgets that have been implemented in all areas of life, especially in the field of education.

Second, the guiding aspect of hypertext. In this aspect, the results of the study show that students' abilities are still moderate. This is shown by the results of interviews with students who stated that they did not know the meaning of the hypertext itself so that the term can be said to be foreign to some students' ears. However, even so, students have used the hypertext option itself unknowingly. Then, every type of media source they use the results in the desired data collection.

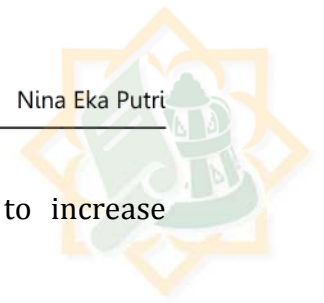
Third, regarding the aspect of content evaluation, it is shown that students' abilities are already classified as high with an average percentage of 93.5%. This percentage is of course obtained from several questions related to aspects of content analysis. From these results it can be seen that students seek information from various types of media. These types of media include: television, local people, books, and other trusted sources.

Lastly, the aspect of compiling knowledge. Based on the results of the study, this aspect is still relatively lacking. This is because students in searching for information on the internet such as websites, blogs, and the like do not do page analysis first. So, the students who were interviewed assumed that all pages in the form of websites or blogs were reliable sources.

Thus, of the four aspects that make up the items studied, the ability of students in 2 aspects is classified as moderate, 1 aspect is classified as high, and 1 other is classified as lacking. Therefore, as a whole it can be concluded that students' digital literacy abilities are still relatively moderate.

CONCLUSION

Based on the results of research and discussion, the digital literacy abilities of STAIN Teungku Dirundeng Meulaboh students can be concluded that the level of student digital literacy based on aspects of internet searching is classified as moderate. Then, in terms of the aspect of hypertext navigation, student digital literacy is also classified as moderate. Then, from the aspect of evaluation of information content (content evaluation), student digital literacy is classified as high. Finally, the level of student digital literacy in terms of the aspect of knowledge preparation is still low. Furthermore, based on the results of the researchers, it is hoped that teachers will familiarize and empower students so that they are accustomed to and gain insight into



using the internet. Then, the students themselves are also expected to increase motivation in using the internet optimally and wisely.

REFERENCES

- Dinata, Karsoni Berta. (2021). *Analisis Kemampuan Literasi Digital Mahasiswa*, Nomor 1 Volume 19, Jurnal Pendidikan.
- Kountur, R. (2005). *Metode Penelitian untuk Skripsi dan Tesis*. Jakarta: PPM.
- Kemenkominfo RI. (2021). *Empat Pilar Literasi Digital*, www.apatika.kominfo.go.id. (diakses pada Desember 2021)
- Nasrullah, Rulli. (2017). *Media Sosial: Perspektif Komunikasi, Budaya, dan Sioteknologi*. Bandung: Simbiosis Rekatama Media.
- Simamarta, Janner, dkk.(2021). *Literasi Digital*. Yayasan Kita Menulis.
- Suherdi, Devri dkk.(2021). *Peran Literasi Digital di Masa Pandemi*, Cattleya Darmaya Fortuna.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta.