



Student Digital Literacy Competence Study Language and Literature Education Program Indonesia

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Abstrak

Tujuan penelitian ini untuk mengetahui kompetensi literasi digital mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia. Penelitian ini menggunakan metode kualitatif deskriptif yang digunakan untuk mengolah data informan mahasiswa semester 6 Universitas HKBP Nommensen. Hasil penelitian menemukan bahwa mahasiswa memiliki Keahlian dasar, Keahlian utama, Keahlian menengah, Keahlian lanjutan dan kecakapan literasi yang baik. Namun pada kemampuan teknis masih tergolong kurang baik. Pada (1) Keahlian Dasar (*Foundational Competencies*) suatu permasalahan dapat diselesaikan dengan baik, namun beberapa pembahasan suatu topik permasalahan masih berlanjut tetapi gambaran dari penyelesaiannya sudah terlihat (2) Keahlian Utama (*Basic Competencies*) Mahasiswa sudah memiliki pemahaman terhadap dasar-dasar dalam perangkat komputer sudah dimiliki oleh mahasiswa. (3) Keahlian Menengah (*Intermediate Competencies*) Adanya peningkatan kompetensi mahasiswa terhadap perangkat komputer seperti mengenal dan mengerti berbagai fitur yang ada di laptop. Misalnya. Pemakaian printer, Penggunaan Aplikasi Microsoft Word dan pemakaian email. Keahlian dalam menguasai kompetensi ini dikarenakan informan yang melakukannya dengan terus menerus sehingga informan semakin terbiasa dalam menggunakannya (4) Keahlian lanjutan (*Advanced Competencies*) Penggunaan data base dan mesin pencari dalam mengakses suatu informasi sudah menjadi Keahlian lanjutan dari mahasiswa. (5) Keahlian Teknis (*Technical Competencies*) secara teknis mahasiswa/i Program Studi Pendidikan Bahasa dan Sastra Indonesia sebagai informan penelitian belum mempunyai kecakapan atau keahlian dalam memperbaiki suatu perangkat lunak maupun perangkat keras meskipun dengan level yang masih sederhana. (6) Kecakapan Literasi (*Proficiency Digital Literacy*) mahasiswa belum memiliki keahlian literasi yang lumayan baik mulai dari merumuskan rencana penelusuran, menetapkan strategi penelusuran, mengorganisasikan, mencerna, mempraktikkan serta mengkomunikasikan data, menguasai format kutipan standar, dan belum mempunyai usaha dalam mengkomunikasikan data dengan media teknologi.

Kata Kunci: Kompetensi, Kecakapan Literasi Digital.

Abstract

Pangabean, Sarma, Renita Saragih. 2022 *The Study of Students' Digital Literacy Competency of the Indonesian Language and Literature Education Study Program, FKIP HKBP University Nommensen.*

This study aims to determine the digital literacy competence of Indonesian Language and Literature Education Study Program students. This study used a descriptive qualitative method to process the data from the sixth-semester student at HKBP Nommensen University. The results of this study found that students had good basic skills, major skills, intermediate skills, advanced skills, and literacy skills. However, the technical capabilities are still relatively poor. In (1) Basic Competencies, some problems are resolved properly, there are also several topical problems that still exist but at least there is an overview of problem-solving. (2) Students' Basic Competencies have a fairly good introduction to the basics of computer equipment. (3) Students' Intermediate Competencies increase at this stage, namely understanding various features on laptops, using printers, and using Ms. applications. Word and use of e-mail applications. The mastery of this competency is due to the fact that informants often carry out these activities so that they are more accustomed to their use. (4) Advanced Competencies to access information using search engines and online databases are good. (5) Technical Competencies of the Indonesian Language and Literature Study Program students as research informants do not yet have technical expertise regarding hardware and software. Informants have not been able to repair damage to digital equipment even at a simple level. (6) Students' Digital Literacy Proficiency does not yet have sufficient literacy skills starting from formulating a search plan, establishing a search strategy, organizing, processing, applying and communicating information, and understanding standard citation formats, and do not have the effort to communicate information with technology.

Keywords: Competency, Digital Literacy

Introduction

Initially literacy only referred to the ability to read and write readings and the ability to interpret. This continues to grow rapidly along with technological developments, driving changes that shape the concept of literacy, one of which is digital literacy. Digital literacy is the ability to discover, manage, monitor, evaluate and aggregate data using digital technology, which includes technical knowledge, i.e. skills related to device functionality and critical thinking processes about digital media data. This digital literacy enters all groups included in the world of learning, one of which is a large academy. Large academies get input in the form of new students who are born, develop, and grow in the digital area . In tertiary institutions in particular, students are required to do the work. In today's digital era, the development of the Internet and digital technology has made conference work easier. According to initial observations, students of the Indonesian Language and Literature study program have used digital literacy since the first semester. Digital literacy implementation includes completing academic assignments by researching data on the internet and other digital media, participating in online discussion groups, and following the latest news. In addition, searching, digesting, organizing, and aggregating data in various formats, be it text, images, audio, or others, is of course related to the capabilities of digital resources. According to the definition of digital literacy put forward by Paul Gelster (1997: 1-2), digital literacy is described as the ability to master and use data in various formats. Gelster explained that the concept of literacy does not only affect reading ability, but also the meaning and comprehension of reading. Digital literacy has become an important focus in learning communities. For those of us who are involved in the teaching and learning process, students often find it difficult to: Know or understand the tasks given, so that there is a mismatch between the assignments

given and the tasks being done. Creating inspiration for scientific papers on a particular topic .

1. Sources of information vary widely because they often use the same source or format.
2. Explanation of the use of Internet search engines and network credibility.
3. Citing protected sources directly or indirectly to avoid plagiarism.
4. Trying new things in a positive and creative way.

Method

The research method used in this research is descriptive method. This research was conducted as part of the sixth semester research program teaching Indonesian language and literature at HKBP Nommensen University. The method used in this study to gather information with the help of interviews and literature research is new and unprecedented.

Results and Discussion

1 . Informant Characteristics

The informants for this research were students of the Indonesian Language and Literature Study Program Semester 6 for the 2021/2022 academic year. The informants studied in this study are those who often use various digital functions and are mostly internet literate. The results were obtained from interviews with a maximum of 5 informants. The characteristics of informants are described as follows:

Table 1 List of Informant Characteristics

No.	Code	Day/Date of Interview	Interview Location
1.	inf1	Sunday, 01 August 2022	Building L. Lt. 2 UHN
2.	Inf2	Wednesday, August 10, 2022	Building L. Lt. 2 UHN

3.	inf3	Monday, August 15, 2022	Building L. Lt. 2 TU UHN
4.	inf4	Friday, August 26, 2022	Building L. 1 UHN
5.	inf5	Friday, August 26, 2022	Building L. 1 UHN

The interviews were conducted informally. The interviews were conducted based on pre-selected interview guidelines based on theoretical indications. Interviews were conducted in the L UHN building, where students can easily be found. Interviews were also conducted at designated times and places, and the interviews proceeded normally, without organizational arrangements or informal language. The content of the interview evolves as the interview progresses.

2. Digital Literacy Competence

Based on the results of the interviews, this research develops the first analytical framework as a reference. Armed with these guidelines, the researchers again reviewed the interview transcripts and then selected data that were relevant to the study, forming several categories. In the interview transcripts, there are 6 (six) categories which can be divided into two parts, namely the use of digital devices and literacy activities. These categories are:

2. 1. Foundational Competencies

One of the first indicators of digital literacy is through the basic skills a person has, and the ability to communicate . Communication is the exchange of information, ideas and feelings that lead to changes in attitudes, therefore a good relationship between the sender of the message and the recipient of the message.

Data from informants Inf1, Inf2, Inf3, Inf4 and Inf5 are presented below:

I1: the things that are most frequently discussed are lecture assignments or things that are currently being discussed booming, for example like ASEAN games, and so on

I2 : Usually it's about assignments or news but we also often have discussions about politics too.

I3 : As a college student, it's definitely lecture assignments. Also, usually discussing news that is currently viral. What happens chronologically, sis?

I4 : Most of the time it's news sis or discussions with friends whether it's random things or lecture assignments

I5 : Lecture assignments from lecturers, sis.

Some problems can be handled well.

However, some discussions on a topic of the problem are still ongoing but the picture of the solution is visible. The following describes the statements of informants I1 and I4.

I1: Of course it's very helpful, because I also accept their opinion about the solution to completing college assignments, as a student you have to find assignments where and how.

I4: help sis. why is it like this there is an immediate conclusion in our minds. Some problems can be handled well. However, several discussions regarding a topic of the problem are still ongoing but the picture of the solution has been seen.

The following section describes the statements of informants I2, I3 and I5.

I 2: Will definitely help. Even if we can't solve it directly, a process is needed, but most importantly, the issues discussed have input.

I3: Most can sis, but not all. Because there are also things that can also interfere with communication. For example, when task sharing and tasks are connected to the network, the network is unstable or slow, so the chat session ends automatically. So because of this

problem, we can't continue this topic, but move on to another topic and in the process we are also lazy, we haven't even found a solution yet.

I5: Often we cannot solve problems, so what we usually do is look at websites or the internet

2.2 Basic Competencies

These Basic Competencies can be assessed from how students know and understand computer equipment.

Computers are multifunctional electronic devices that really help students in doing various things because the electronic devices used can process data accurately and quickly, are designed and regulated to receive and store input data, process it, and finally produce output that contains explanations.

Conclusion

Based on the explanations and results of research conducted on the digital literacy competence of students of the Indonesian Language and Literature Learning Research Program, it can be concluded that students have lower skills, primary skills, intermediate skills, advanced skills and good literacy skills. However, technical expertise is still in the poor category. Can be described as follows:

1. Lower Skills (*Foundational Competencies*) Communicating through dialogue or sharing is a common thing and is very often done by students when they face each other. Communication is more or less dominated by the topics they discuss. Some problems have been successfully resolved, there are also some ongoing or pending problems, but at least there is an idea of how to solve these problems.
2. Main Skills (Basic Competencies)
Students have a good introduction to the basic functions of computers, starting from computer components, input functions, starting, stopping, restarting, certain portable applications such as

Microsoft Office (Ms. Word, Ms. Excel, Ms. Powerpoint, Ms. Access).

- 3 . Intermediate Competencies students will increase their knowledge in this session by acquiring various functions on laptops, using printers, Ms. Word and e-mail. This skill stems from the fact that informants often do these activities to get used to using them.
4. Advanced Competencies Good knowledge of searching for information using search engines and online databases. Some of the search tools used are Mozilla Firefox, Google Chrome and Google Scholar. Online databases (Proquest, Science Direct, Ebsco, Science Direct, Westlaw, Emerald) are in the process of daily searches. 40
5. Technical Competency Technically students of the Indonesian Language and Literature Learning Research Program as research informants do not yet have technical skills regarding hardware and software features. Informant has not been able to fix the crash on digital equipment even at a modest level.
6. Proficiency Digital Literacy Students must have good reading and writing skills, starting with formulating search plans, determining search strategies, organizing data, digesting, practicing and communicating, mastering standard citation formats, and having technical skills to communicate . using data on technological media.

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