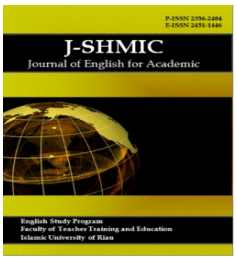

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Students' Perception: Students' Digital Literacy Skill in Senior High School

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ABSTRACT

Technology is currently developing rapidly, all elements including the world of education are also experiencing this development. There is no doubt that digital-based technology has been enjoyed by educators and students in school learning as an information medium for exploring knowledge. This study is aimed to identify the students' perception towards digital literacy. This research used quantitative with survey approach. The instrumen of this research is questionnaire. Questionnaire was distributed to the students by google form. In other words, the results of this research are students' perception of digital literacy can be categorized moderate level with score 2,94. It can be concluded that the internet is a very important for students, especially for searching information and doing school assignments. The implication of this research that considering the importance of the internet for students, there needs to be education about online security, privacy and ethics of internet use so that students can be wiser in searching for information.

KEYWORDS
Digital Literacy; Students' Perception; Information technology; Digital Skills

ABSTRAK

Teknologi saat ini berkembang pesat, seluruh elemen termasuk dunia pendidikan pun ikut mengalami perkembangan tersebut. Tidak dapat dipungkiri bahwa teknologi berbasis digital telah dinikmati oleh para pendidik dan siswa dalam pembelajaran di sekolah sebagai media informasi untuk menggali ilmu pengetahuan. Penelitian ini bertujuan untuk mengidentifikasi persepsi siswa terhadap literasi digital. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei. Dengan kata lain, hasil penelitian ini adalah persepsi siswa terhadap literasi digital termasuk dalam kategori sedang dengan skor 2,94. Dapat disimpulkan bahwa internet merupakan hal yang sangat penting bagi siswa terutama untuk mencari informasi dan mengerjakan tugas sekolah. Oleh karena itu Siswa harus dididik tentang keamanan internet, privasi, dan etika penggunaan internet agar mereka dapat menggunakan internet dengan lebih bijak. Ini perlu dilakukan karena internet sangat penting bagi siswa.

KATA KUNCI
Literasi Digital; Persepsi siswa;Teknologi Informasi; Keterampilan Digital

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INTRODUCTION

Advances in digital technology have changed the way humans interact with information, including learning. Along with the development of an era where everyone has access to digital devices and the Internet, there are many challenges and opportunities to

increase students' digital literacy. Therefore, educators and students must respond critically to current technological developments. According to Rahayu et al., (2022) elements of education must prepare for 21st century learning, one of them is an educator. Educators must prepare students to face the digital era by exploring positive attitudes in learners.

According to Frydenberg & Andone (2011) to face learning in the 21st century, everyone must have critical thinking skills, digital literacy knowledge and abilities, information literacy, media literacy, and communication and information technology skills. Now, teachers can gain knowledge quickly and easily thanks to the many applications specifically for education. Furthermore, a good teacher is also a teacher who masters the material well Susilo & Sarkowi (2018) so that the teacher can function as a learning resource for the teacher. Learners gain more knowledge and understanding when they can use the internet easily. So, it is difficult for teachers because they have to adjust their knowledge and keep up with their teachers. When science and technology was not yet developed, teachers had to provide knowledge to their teachers. Nowadays, teachers can acquire knowledge without the help of teachers. Through digital literacy, teachers can access knowledge and information, but digital literacy is not only a skill, the ability to use technology, but also a skill (life skill).

Digital literacy is a combination of information and communication technology skills, critical thinking, collaboration skills, and social awareness (Harjono, 2018). Meanwhile, according to Eshet-Alkalai & Chajut (2009) digital literacy has several skills, such as first. Photovisual literacy is the ability to work with digital environments, such as user interfaces, which use graphic communication. Second, Reproductive literacy is the ability to create authentic written works and works of art by replicating and manipulating pre-existing digital texts, visuals and audio clips. Third, branch literacy is the ability to build knowledge by nonlinear navigation through knowledge domains, such as on the Internet and other hypermedia environments. Lastly, information literacy is the ability to consume information critically and sort out incorrect and biased information.

Digital literacy has 8 components including: Functional skills and beyond, which is a digital literacy component related to skills in using information technology; Creativity, a digital literacy component related to creative thinking using ICT to build knowledge; Collaboration, is a digital literacy component related to building knowledge through discussion processes and providing mutual input in digital spaces; Communication, a component of digital literacy related to the ability to hear, understand and convey ideas; The ability to find and select information (select information); Critical thinking and evaluation (critical thinking and evaluating) Hague & Payton (2010).

Meanwhile, according to ELearning (2015) digital literacy is a component of Information: to find, identify, retrieve, store, organize and analyze digital information to assess its purpose and relevance. Communication: communicating in digital environments, sharing resources through online tools, collaborating with others and interacting in networks and communities, and cross-cultural awareness. Content Creation: creating and editing new content (from word processing to images and videos); combining and re-elaborating previous knowledge and content; create creative, media, and programming output; and handle and enforce intellectual property rights and licenses. Protection: personal protection, data protection, digital identity protection, security measures, safe and sustainable use. Problem solving: identifying digital resources and needs, making informed decisions about the most appropriate digital tools for goals or needs, using technology creatively, solving conceptual problems, updating capabilities, and other competencies. On the other hand, according to

Hague & Payton (2010) digital literacy is a person's ability to use functional skills on digital devices so that they can think critically, be creative, collaborate, communicate, find and select information, and still pay attention to electronic security and the developing socio-cultural context. Good digital literacy in education also contributes to increasing teacher knowledge about specific subject matter by encouraging teacher curiosity and creativity.

Based on research from Anggeraini, Yentri, Faridi et al., (2019), one of the benefits of digital literacy in language learning is that it helps the learning process, that people can differentiate between correct, important and useful learning resources, and that teachers have the opportunity to be more productive in creating digital teaching media. In implementing digital literacy in language learning, teachers not only need to know how to use digital devices. While digital literacy in the curriculum is essential to help teachers achieve the following goals: acquire the technical knowledge and skills necessary to use digital media effectively; become proficient in using digital media to solve everyday problems; understand the social dimensions and impact of digital media in our modern society; and building a positive perspective about digital media and how to use it (Jimoyiannis & Gravani, 2011).

Similarity, the results of research from Mahsunah (2021) regarding digital literacy-based English language learning are that there are three stages of digital literacy development. The first stage shows digital competence, which means that all teachers and tutors are proficient in using internet-based digital devices in the learning process, as well as the teacher's polite behavior on social media. The second stage, use of digital devices, which means that teachers use digital devices to deliver lessons and find additional references such as images, videos and text.

Meanwhile, research results from Agnesia et al., (2021) show that seven domains of digital literacy skills are used in learning English in high school, namely: 1) hardware and software; 2) information and data literacy; 3) communication and cooperation; 4) digital content creation; 5) security; 6) problem solving; 7) career competency. Finally, the digital literacy skills indicators initiated by UNESCO for digital societies can be used to teach English specifically. Seven digital literacy competency areas that can be used to teach English.

Furthermore, Amiri & Branch (2012) looked at the technology used in learning English language and literature as well as internet communication, including web-based tools such as email, weblogs, instant messengers, mobile devices, and IPODS. For example, using email, English teachers can use websites that have email accounts such as Yahoo, Hotmail, and Gmail. Teachers can create discussion topics and send them to teachers via email when they receive the email. Once the writing teacher begins the composition or essay in English and discusses their work, they can then send it back to the teacher. This improves their skills in writing and vocabulary, as well as their ability to analyze literary works. So, they all contribute to the development of English teachers' skills.

According to Hanik (2020), digital literacy includes more than just the ability to run or use software. It also covers the cognitive, sociological, motor, and emotional skills necessary for teachers to function well in a digital environment. Digital literacy is one of the skills of the modern age in education. In education, the aim of digital literacy is to improve the ability to think critically, collaborate, communicate, be creative and character, Asari et al (2019) creates challenges and opportunities to develop teachers' digital literacy, especially in English language learning, because global languages are important in many aspects of life, including international communication, careers, and access to global information. The rapid pace of digitalization means that teachers and students must have adequate digital literacy because

the challenge in the future is that all human activities will use digital technology. Digital literacy is skill in using digital media productively (Maisarah et al., 2023).

Therefore, digital literacy in English is becoming increasingly important. Apart from that, the current school curriculum also integrates digital technology into English language learning, such as the use of learning software, online platforms and other digital resources. However, the use of this technology also brings certain impacts and challenges. Such low digital literacy can result in false information, plagiarism, and a lack of understanding of digital ethics. This can hinder effective English learning. Then the digital divide, not all teachers and students have the same access to digital devices and the internet, creates a digital divide inside and outside the classroom. This can affect the ability to develop digital literacy. Digital literacy is not just about current use, but also about preparing students for a future where digital technology become an integral part of their lives and careers. In contrast findings showed that while digital literacy had little impact on students' abilities, communication skills, and confidence (Abbas et al., 2019)

The common problems faced for students to lack the information necessary to operate in today's online environment, including digital security, privacy, and ethical internet use. It is supported by previous research from (Soyoof et al., 2024) that Out of the 31 research, five (16.12%) highlighted detrimental consequences of digital gadgets in the home, such as aggressive behavior, false confidence, and distraction. Between 2015 and 2021, in particular, the usage of tablets and smartphones at home increased, and there was a positive change in family participation, parental mediation, and the children's at-home digital literacy practices.

Based on this background, researchers are interested in investigating how students perceive digital literacy so that this research can help in creating better learning strategies and preparing students for an increasingly digital world.

METHOD

Research design

This research used a quantitative descriptive method with a survey approach, namely research that reveals problems, situations or events as they actually occur in the sense of finding facts in the field. This research involves students participating to determine perceptions of the use of digital literacy. The following are indicators of digital literacy competency:

Table 1. Indicators of Digital literacy

No	Indicators of Digital Literacy
1	Able to use hard and software
2	Able to explore, find and filter the data, information and digital contents.
3	Able to communicate and cooperate with othe people
4	Able to think critically in search digital information and making the correct decision
5	Able to understand of ethics, security and privacy in the use of digital technology

(E-Learning, 2015)

The research sample was 34 students as data sources. Only 34 of the 70 questionnaires that were given were examined for various reasons. Incomplete Answers: Many surveys were received with incomplete responses, making them unsable for analysis.

The research instrument is a questionnaire which distributed via Google Form https://forms.gle/CRSKQEbihmKpnJiM6, the data were analyzed using descriptive statistics by looking for the mean and standard deviation. This research instrument uses a questionnaire. The questionnaire consists of 5 competencies taken from the Unesco competency indicators (Law et al., 2018). This research instrument uses a questionnaire, researchers use close-ended items with 18 questions, using a 5-point Likert scale (1= strongly disagree, 2= disagree, 3=Neutral, 4= agree, 5= strongly agree). After getting the average each indicator, then the data can be analyzed to get the range. The following range of likert scale:

Table 2. Range of likert scale

No	Scale	Category
1.	1.00 – 2.49	Low
2	22.50 – 3.99	Moderate
3	4.00 – 5.49	High

(Katz & Kahn, 1978)

FINDINGS AND DISCUSSION

Findings

The results of this research are students' perceptions of digital literacy at SMAN 13. Questionnaires were distributed via Google questionnaire to 100 grade 12 students, but only 34 returned questionnaires. The following are the results of the questionnaire regarding students' perceptions of digital literacy:

Table 3. Perception of Student's Digital Literacy

Statements	**N**	**Mean**	**Std. Deviation**
x1	34	2,79	0,48
x2		2,32	0,53
x3		2,06	0,69
x4		3,29	0,46
x5		2,62	0,55
x6		3,35	0,49
x7		3,32	0,48
x8		2,32	0,53
x9		2,94	0,49
x10		3,24	0,43
x11		3,06	0,55
x12		3,06	0,42
x13		2,79	0,59

x14		3,35	0,49
x15		3,03	0,39
x16		3,03	0,52
x17		3,26	0,45
x18		3,15	0,44
TOTAL		53,00	8,98
Grand Mean		**2,94**	**0,50**

Based on the results of statistical analysis in table 3, the results of students‘ perceptions were constructed into 18 statements from 5 digital literacy indicators. The results of students‘ perception obtained a grand mean of 2.94, this can be categorized at the moderate level. There are 18 statements given related to digital literacy, the first of which is "**I access the internet 3 hours a day**." In this statement, the percentage was 82.4%, all students use the internet for a duration of 3 hours. Then percentage of students disagree was 14.7%. This could indicate that these students can access the internet for less than 3 hours or even more than 3 hours.

Second statements "**I access the internet 5 hours a day**", the students disagree was 64.7% then 35.3% of students said they agreed with accessing the internet 5 hours a day. This shows that the internet is really needed by students. The next statement is, "**I access the internet more than 5 hours a day**", students disagree was 70.6% with this statement, but there are students who strongly agree with this statement, namely 29.4%.

The next statement is "**I access information on the internet via Laptop/Computer**". This statement states that 41.2% disagree with accessing the internet using a computer or laptop, then 55.9% agree with accessing the internet using a cellphone or smartphone. The statement "**I often use the internet to look for various information**", in this statement, 64.7% of students agreed that the internet is a medium for looking for information. Meanwhile 35.3% said they did not agree with this statement. The next statement is "**I often use the internet to look for various information, including in English subjects**", there are 67.6% of students who agree that they also use the internet for learning. Meanwhile, students stated that they strongly agreed, namely 32.4%, with this statement.

Furthermore, the statement "*I only use the internet to access social media*", there are 58.8% of students who disagree that the internet is only used as a tool to access social media. Meanwhile, 38.2% of students agreed that the internet was used to access social media. The next statement is "**I always verify every information I get from internet media, to avoid hoax information**". This statement received a response from students of 79.4% in the agree category, while 14.7% strongly agreed with this statement. The next statement is "I always ask friends, parents or teachers about the truth of the information I get." 76.5% of students agreed and 23.5% strongly agreed.

The next statement is "**I often spend time looking for information on the internet to get deeper information"**. This statement received a response from students of 70.6% at the level of agree, 17.6% strongly agree and 11.8% disagree. The statement "**I look for information sources from official sites (.com, .net, etc.) and online news portals".** The response from students was 82.4% in the agree category, while 11.8% strongly agreed. Furthermore, the statement "**I often spend time doing English assignments on the internet"** 61.8% of students agreed, 14.7% strongly agreed and 23.5% disagreed with this statement. Meanwhile, for the statement "**The internet really helps me to do my school**

assignments," 64.7% of students agreed with this statement, and 35.3% of students said they strongly agreed.

The next statement was "**I always look for information through well-known online news portals to verify the truth of information".** This statement received a response from students as many as 85.3% agreed, then students stated that 8.8% strongly agreed. The statement "**When disseminating information to friends or parents, I always include the source of the information I obtained previously"** received a response from students with 73.5% disagreeing, 11.8% disagreeing and 14.7% strongly agreeing. "**Before I share information, I always make sure the sentences I use are easy for other people to understand".** This statement received a response of 73.5% of students agreeing with this statement, while 26.5% said they strongly agreed. The next statement is **"I sometimes include pictures or videos when distributing information to friends, parents and other relatives so that the information is more trustworthy when received".** There were 79.4% of students who agreed, and 17.6% said they strongly agreed. Based on the rating, students' perceptions of their digital literacy abilities are moderate. According to this measure, students are aware of their limitations even though they feel very comfortable utilizing technology.
This value shows that students have a moderate perception of their digital literacy skills. This scale shows that students feel quite confident in using technology, but are also aware of any shortcomings. These statistics show that there is opportunities for improvement when it comes to students' digital literacy, particularly in the more intricate areaIt can be concluded that the internet is a very important medium for students, especially for searching for information and doing school assignments. Therefore, most students have a critical attitude in verifying the information they get from the internet. Similarity with this findings that Students' attitudes on utilizing ICT are greatly influenced by their use of tablets and smartphones, their frequency of computer use, and their past computer training (Jan, 2017; Nuryadi & Widiatmaka, 2023).The following are the averages per indicator of digital literacy:

Table 4. The result of each indicators of Digital Literacy

No	Digital Literacy Indicator	Average	Category
1	Ability to use Digital Devices	3,08	Medium
2	Able to explore, find and filter the data, information and digital contents	3,06	Medium
3	Able to communicate and cooperate with other people	3,24	Medium
4	Able to think critically in search digital information and making the correct decision	2,49	Medium

5	Able to understand of ethics, security and privacy in the use of digital technology	2,90	Medium

Based on table 4, the results of data analysis of students' perceptions of digital literacy contain 5 indicators. The first indicator is "**Ability to use Digital Devices"**, the perception that students have the ability to use digital devices is 3.08. Therefore, students' abilities in using digital devices can be categorized into intermediate or moderate. Meanwhile, the second indicator is "**Ability to explore, search and filter data, information and digital content"**. students' ability to search, explore and filter data and information can be categorized as medium, was 3.06. Furthermore, the next indicator "**Ability to communicate and collaborate digitally with other people**" students' ability to communicate and collaborate digitally can be categorized at the medium level, namely 3.24.

The next indicator was **"Ability to think critically in processing digital information and making the right decisions"**. This indicator shows that students' ability to think critically in processing digital information and making the right decisions can be categorized at the moderate level, was 2.49. The last indicator is **"Understanding of ethics, security and privacy in the use of digital technology"**. Students' ability to understand ethics, security and privacy in the use of digital technology is in the middle category, namely 2.90. Based on the digital literacy indicators in table 4, it can be concluded that the highest average results are in the indicators of ability to communicate and collaborate digitally with other people, in other words that students are able to interact using short messages such as WhatsApp, Google Zoom and social media. Because of the milieu in which today's students are growing up is extremely digitally connected. Social media, Google Zoom, and other platforms have become essential parts of their everyday life for both social and intellectual reasons. On the other hand, A lot of students are accustomed to communicating with friends, family, and teachers through communication apps. High scores on this indicator demonstrate how comfortable they are utilizing these tools, which boosts their confidence.

Meanwhile, the lowest indicator is the ability to think critically in processing digital information and making the right decisions. In other words, the ability to evaluate the credibility and reliability of online information sources is still very low. Then, students who lack critical thinking skills become more susceptible to false information and fake news, which are becoming more prevalent in the digital age. Students risk making decisions based on false information if they lack the analytical and evaluation skills to evaluate various sources of information.

CONCLUSION

The internet is a very important medium for students, especially for searching for information and doing school assignments. Even so, most students have a critical attitude in verifying the information they get from the internet. It can be concluded that students' perceptions of digital literacy are in the middle category. While the highest score was using digital for communication, because today's students are growing up in a very digitally connected environment. For both social and intellectual reasons, social networking, Google Zoom, and other platforms have become indispensable components of their daily lives. This

indicates the need for efforts to improve students' abilities, especially in thinking critically about digital information and understanding ethical and security aspects in using technology The researcher need for comprehensive interventions to increase students' digital literacy, especially in aspects of critical thinking and understanding the ethics and safety of using digital technology. Based on the result of study that Curriculum development that focuses more on critical thinking skills and information evaluation is needed. Teaching about how to verify sources and understand digital ethics should be integrated into educational curricula. Suggestion for the Further research is needed to explore the most effective methods for teaching digital literacy skills and to understand how social and cultural contexts influence students' perceptions of digital literacy.

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