Utilization of Digital Literacy to Support English Learning in SMPN 6 Mataram

Evi Rahmi Yunita[1*], I Made Sujana[2], Kurniawan Apgrianto[3], Untung Waluyo[4]

[1,2,3,4] English Education Department, Faculty of Teacher Training and Education, University of Mataram, Indonesia.

Abstract: This study aims to investigate the utilization of the digital literacy to support English Learning in SMPN 6 Mataram. This research is qualitative with the descriptive method. The population in this study was grade 8 students and active English teachers at SMPN 6 Mataram. Data collection techniques used in this study were observation, questionnaires, and interviews. The questionnaire was distributed to students with 17 questions, and then interviews were conducted with 2 English teachers with 17 questions. Data is analyzed utilizing data reduction, data display, and calculating drawing. The results obtained from data analysis are (1) leverage English teacher of digital literacy, (2) benefits of digital literacy for English teachers and students and (3) the problem faced by English teachers and students. The efforts of English teachers in improving the digital literacy movement are English teachers looking for English learning materials in digital media, using two teaching methods such as books and access to the internet, English teachers have teaching methods that are more varied and interesting since the existence of the digital literacy. The problem faced by teachers and students is that some students do not have smartphones and internet networks and never bring dictionaries when English lessons take place. The benefits obtained by teachers and students are very diverse, namely, teachers can create a more exciting classroom atmosphere and broad and varied learning.

Keywords: Digital Literacy, English Learning, Support learning.

INTRODUCTION

Every individual, especially teacher needs to understand that digital literacy is an important thing required to be able to participate in today's modern world. Digital literacy is as essential as reading, writing, numeracy, and other disciplines available in print. The teacher generation with unlimited access to digital technology has a different mindset from the previous age. Everyone should be responsible for how to use sound, intelligent and correct digital technology in everyday life with their environment. Gilster (2017) defines digital literacy because of the cap potential to apprehend and use data in a lot of bureaucracy from an ample supply that may be accessed through pc devices. UNESCO explains that virtual literacy is a talent that no longer best entails the capacity to apply technology, data, and communication.

However additionally includes the capacity to socialize critically, creatively, and inspiringly as a virtual competition. It refers to a person's skills and competencies in reading, writing, speaking, counting, and fixing issues in ordinary life. In different words, literacy cannot be separated from one's language capabilities. Digital literacy is a model of technological development where technology is developing rapidly. The field of education must be able to follow the technological developments and with digital literacy is also able to help readers in utilizing social media, so that readers can sort out information and news that appears by getting this information through internet access. Then the form activity will be carried out in which students will fill out a questionnaire about the effect of using the Internet on their literacy and English language skills.

RESEARCH METHODS

The research design chosen for this study is descriptive qualitative research, and the data collection method include observation, interviews and questionnaires. The population of this study was taken from students at eight classes in SMPN 6 Mataram, and English teachers who actively use digital media. Eight classes consist of 11 classes in SMPN 6 Mataram, which contains 27-36 students in one class; there are 300 students and 7 English teachers. In this population study, 36 students in the 8A class and 2 English teachers actively use digital media as a sample. According to Sugiyono (2015) there are three ways to analyzed the data, the data collection through observation, interviews and questionnaires were analyzed using data reduction is required to make the data evidence and usable. Data display means the data presented in this study is based on checklist observation and questionnaires sheet and interviews transcripts. Drawing conclusion, the focused on important thing they wanted to show in finding and discussion.

FINDING AND DISCUSSION

English Teacher Leverage the Digital Literacy to Support English Learning

According to Sharma (2017) being a teacher in the digital era is being able to access the internet, internet access is the first step to taking advantage of the digital literacy. The use of internet access as a form of leverage the digital literacy for English teachers to support English learning is:

Teachers look for more diverse English materials on the internet

According to Amiri (2012), communication and information is not only carried out directly in classroom but can be through the internet, thus, the English teachers look for more materials on the internet English teachers have greatly helped find learning materials since the digital literacy. English teachers can explore more material in digital media to make learning more varied. Teachers 1 say that "the digital literacy brings many changes in the teaching process". The range of material obtained by English teachers is more

comprehensive because the material available in the package book has standard items and seems monotonous, while the material available in digital media is more varied in terms of teaching methods and ways of delivering diverse and more innovative material.

Teachers prepare more interesting English materials

After the Digital Literacy, English teachers say that "teachers can display more interesting learning materials so that students participate more during the learning process", in addition to the Digital Literacy can improve the lack of material available in package books so that students and teachers can find learning variations quickly and easily in digital media. According to Gilster (2017), the information presented in digital media varies significant than users must be able to do digital literacy to get accurate information Learning English after the digital literacy becomes more attractive in terms of material appearance, so students who previously did not like to learn English become more active and participate in every English learning process. Very striking difference is that students today, when given assignments, can immediately search directly on digital media and be found immediately. In contrast, before the digital literacy, students would look for an answer in the package book, and it would take a long time because the books needed were sometimes different from one package.

Learning resources from two media

Learning resources from books and digital media are two interrelated things. According to Jones-Kavalier & Flannigan (2008) stated that English literacy can sort out accurate information effectively to be used as a reference in solving problem. English teacher says "Teachers feel that the learning methods of book and digital sources complement each other", English teachers give assignments through WhatsApp groups or email, and then students work on and will be discussed in class the next day with guidance from package books and digital media as a reference for more comprehensive. The package book available from the Ministry of Education is used as the primary reference in teaching, then digital media is used for expanding searching. For example, the teacher gives assignments in the package book so students can look for answer sources in digital media. In addition to getting material from the package book, students also get more comprehensive material in digital media.

Teachers send assignments via email or WhatsApp group

The digital literacy brings many benefits to English teachers in the teaching and learning process. According to Hobbs (2007), whose studied facilities is important and make it easy to share information in virtual form. The digital literacy makes it easier for English teachers in the teaching process. Teachers can access digital media before carrying out the learning process in the classroom to find examples of teaching methods that are varied, not monotonous, exciting, and do not make students bored learning English, besides that the digital literacy also makes it easier for teachers to convey information related to English material that will be known in the next day or week by sending material files to WhatsApp groups or emails.

Learn English using zoom meetings

Teaching through digital media is quite effective during the pandemic because it causes the learning process in schools to be limited so that learning is shifted to digital classes. After the pandemic ended, education was carried out again at school so that digital learning was used to share additional materials and send unfinished assignments in class. English teachers consider learning through digital media very effective during the COVID-19 pandemic. Because of limited learning time, English teachers use digital media to fulfill learning or material that students in the classroom could optimally obtain. So English teachers give assignments through digital media and sometimes do Zoom meetings with students.

The teachers provide English learning applications

Teachers often use digital media when the teaching and learning process takes place. Teachers display English learning videos in the classroom using LCDs available at school. Then teachers give practice questions to students through quiz applications or other English learning applications that can be downloaded via smartphones. English teachers, on average, use digital media when the English learning process; English teachers usually take several examples of learning questions and videos on digital media. English teachers also give assignments to do quiz questions through English learning applications, namely quizzes or Wordwall. Then, the quiz results screenshot and sent to the English teacher as assessment material.

Learn and seek more comprehensive knowledge in digital media

English teachers require students to learn and seek more comprehensive knowledge in digital media related to English language learning. According to Bawden (2008), the ability to use the knowledge that has been possessed, to browse new information to enrich the knowledge that has been mastered. Suppose students increasingly access English learning in digital media. In that case, students will have much knowledge that is more than just learning at school only with non-digital methods because digital literacy can balance student knowledge and get a more comprehensive learning experience. Teachers require students to do digital literacy related to learning or English material at home to improve students' English ability and utilize digital media for learning.

The teachers combine teaching methods

Teachers teach with digital and non-digital methods, so there is no tendency between the two processes. English teachers combine both teaching methods, where non-digital methods are a reference and guide while digital media is a companion or a place to find broader concerns. Teachers use both teaching methods, namely digital and non-digital, so there is no tendency between the two processes. The teacher combines both methods to determine student understanding of the material being taught because when learning through Zoom meetings, students often read from the text when making presentations. Still, when students present in class, the teacher can find out the level of student understanding in remembering the material being presented.

Teachers forward school rules

Schools prioritize non-digital literacy because school regulations allow students to carry smartphones without eliminating digital literacy activities. Digital literacy still has to be done but is done at home after school, so teachers often send material files and assignments through digital media for students to learn at home and can be directly sent via email or WhatsApp groups. English teachers prioritize policies that apply in schools. Still, English teachers combine both learning methods, namely digital and non-digital methods, as an enhancer of student insight so that students can learn not only from one source.

Benefits of Digital Literacy for English Teacher
Introducing teachers to technology that can facilitate and expand the reach of education in the future

According to Sumiati and Wijonarko (2020) stated that digital literacy has introduced many benefits one of improve a person capacity to be greater important in questioning in addition to knowledge. English teachers take great advantage of technological developments, including in education. Statement of English teaches is "teacher usually send materials or assignment via WhatsApp group to study at home". Digital literacy plays a perfect role in education, especially in English lessons' teaching and learning process. Students can learn English at home by accessing digital media and doing digital literacy well. Searching for English material at home is quite helpful for students to develop their English language skills. Teachers often send material files via WhatsApp or group email to be studied by students when they are at home as evaluation material.

Using digital media to find more far-reaching teaching materials and methods

Teachers not only use textbooks as learning media, but English teachers also use digital media to find learning materials. The textbook remains a benchmark during the learning process. The teaching materials obtained through digital media as a comparison and enhancer of teacher insights to create a classroom atmosphere that is not boring by more exciting variations of English lessons.

Searching English material in digital media

English Teachers can search for material in digital media while in class and access digital media related to English material during the teaching and learning process. English teachers provided opportunities for students to search for material through digital media before the regulation of not bringing smartphones for all students. Usually, the teacher will give assignments that students will then collect through digital media. Besides that, English teachers also provide English material files through WhatsApp groups which will be opened together in class with their respective smartphones so that students do not need to rewrite the material.

Sending students assignments or material files through digital media for homework

English teachers often send assignments through digital media. So that students are also responsive to technological developments that can make accessing English lessons easier.

Students often learn through digital media during the pandemic, so English teachers always send assignments through digital media.

Accessing digital media easily

English teachers have no difficulty accessing digital media because all teachers in the school have received special training related to the use of digital media. English teachers use digital media to share information with fellow teachers to find teaching materials that are more interesting than those available in textbooks. Teachers are proficient in accessing digital media so that the benefits of the digital literacy can be felt and implemented when teaching.

Benefits of Digital Literacy for Students

Mastering digital media skills applies to teaching staff. Students must also be able to use digital media, making digital media useful to support learning. According to Sumiati and Wijonarko (2020) stated digital literacy has delivered many advantages to peoples live, these advantages include the interest in locating and know how fact that can be uploaded to the individual's insight, the potential to be extra essential in questioning and knowledge record and the increased mastery of vocabulary from numerous information. Getting digital literacy skills allows students to connect to diverse and extensive learning sites that students can access anytime and anywhere. From the results of the questionnaire with 17 questions based on:

Accessing apps that support English language learning

Uwa (2020) about underscoring the importance of Digital literacy, students often access digital media such as You tube, email, WhatsApp, and English learning applications such as English First, Duo Lingo, and others. Of the 36 students in class VIII A, only two falls into the category of rarely accessing digital media. The rest of the students always, often and sometimes access the media to learn English. The level is always, repeatedly, and sometimes it can be concluded that these students are utilizing the digital literacy to support their English language learning.

Accessing digital media such as YouTube consistently

Out of 36 students, an average of 33.3% of students prefer to learn via digital media. This is evidenced by students who consistently access one of the video applications is YouTube to learn English. YouTube displays a variety of exciting and easy-to-learn English, no students have ever accessed YouTube, as evidenced by the percentage of students who consistently access YouTube, which is 33.3%, often 25%, sometimes 30.5%, and rarely 11.1%.

Focusing on learning with two learning methods

Students feel that sometimes the focus on learning English through digital media is as many as 17 students, and eight students can rarely focus when learning digitally. However, four students are always focused when learning to use digital media. From some of these options, it is concluded that students have a level of focus on learning using digital media that is only part of 100%, making teachers mix blended learning so students can learn through two methods. These two

learning methods can increase student focus when learning; students are sometimes shown learning methods with LCD that have a more attractive display, and shortcomings in learning via LCD can collaborate with the material in the package book.

Sending English assignments easily

Students send assignments through digital media relatively rarely and sometimes, because English teachers more often send tasks through digital media, which are then done on paper and collected when English learning, students are sometimes asked to send via digital media at a rate of 30.5%. This statement can be proven in table 4.3 point 2 of English teacher interviews, which says that language teachers often send files or learning materials to be learned. Hence, students are only given the task of collecting through WhatsApp or email during the COVID-19 pandemic. As Annamalai (2019) said that the existence of WhatsApp Group can make it easier for students to share information about English learning with their schoolmates.

Accessing online groups for teachers and students easily

Students and teachers always have one digital media group that aims to share information related to English language learning. Data is sent in English material files or videos and English learning links that can support students to learn English more broadly. Digital groups benefit teachers and students because teachers can share English material files and assignments when the teacher cannot attend or when learning in class is not optimal so that students still get complete and detailed learning.

Conducting online consultant with teachers easily

When students have difficulty understanding assignments or English material, students can contact the teacher concerned, but on this occasion only applies to students who feel less understanding of the material because out of 36 students, only a few students often interact digitally with the teacher, which is only 5.5% of the total or equivalent to 2 students who always consult with the teacher, nine students with frequent choice, eight students with occasional choice, six students with rare options, and 11 people, or equivalent to 30.5% of students with never choice.

More accessible and more practical English learning

The digital literacy was beneficial for students in supporting their English skills because students get school lessons and can access digital media and do digital literacy wherever and whenever they want and need. From this point, 30.5%, equivalent to 11 students, find it easy to learn English after the digital literacy.

Receiving assignments via online group

On average, 50% of students say that English teachers often send assignments through digital media to students. The project sent by the English teacher aims to increase students' insight and knowledge of the material explained by the teacher in class.

Becoming more likely to watch English films

Only one student always watches English movies in theatres, the remaining 47.2%, equivalent to 17 students who never watch English movies in theatres and are accompanied by English teachers. 9 Other students sometimes watch English movies; the average student watches them through smartphones.

Becoming digitally proficient

Students with limited access to digital media learn English very little, namely, 8.3% with an average of 3 students, and almost most of the students who fill out the questionnaire have no limitations in accessing digital media to learn English. It can be concluded that the average student is proficient in using digital media. Kurnianingsih et.al. (2017) says that Efforts to improve digital literacy skills can increase by how users often read and access material on digital media.

Downloading English materials easily

From the percentage of results on each student's choice, it can be concluded that all students can access digital media quite well. It can be proven that 0% of students with disabilities access digital media. In this statement, it can be ascertained that although some students have limitations in owning and using smartphones, all students can access digital media.

Being aware of the diverse functions of digital media

Students use digital media to exchange news with relatives and friends evenly. Students use digital media according to their needs, including digital media only used for learning, some using digital media to learn and share news with relatives and family, and some using digital media only to fill their free time by playing online games or opening social media.

Accessing digital media to play online games

Media is only sometimes used to play online games. The highest percentage of 33.3% of students sometimes use digital media to play online games. 16.6% chose never and rarely used digital media to play online games.

Using smartphones for better use

Students use their smartphones to learn English, which is 36.7% or equivalent to 13 students rarely using digital media to learn English, but 17 other students use their smartphones to learn English, and one student never uses their smartphone to learn English. In this case, the average student who uses and utilizes their smartphone to learn English is more than the frequency of students who have never used their smartphone to learn English.

From the description of all the results of the questionnaire answers, it can be concluded that 36 students fairly consistently and sometimes use digital media and smartphones. They have to learn English according to the needs of each student. Some students use digital media to understand; others sometimes even use digital media to learn English. During the Covid-19 pandemic, all students use digital media to learn English thoroughly, but for now, the students mostly use digital media according to their needs and

awareness. So that teachers anticipate students not doing digital literacy, English teachers can occasionally give assignments through digital media so that students continue to use digital media to learn English and aim that student often use digital media to understand and support their ability to learn English.

Problem faced by English Teacher in Digital Literacy

Based on the experience of English teachers about digital literacy, there are several problems faced by English teacher when running the digital literacy to support English learning. According to Putri (2021), The most potent challenge of digital literacy is the flow of information that is a lot, meaning that people receive too much information simultaneously. In this case, digital literacy plays a role in searching, finding, sorting, and understanding the right and appropriate information.

Students need smartphones and internet networks to access digital media

Hence, teachers usually use LCDs so that all students get the same information. Susanto (2016) Three factors affect students' interest in learning: the learning environment, playmates, and parenting. The learning environment in question is first of all, students who are not ready with smartphones and internet packages, refer to statement of English teacher "because not all students are ready with smartphone and internet packages", some students do not have smartphones in the classroom, and the number is small. Only 2-3 students do not have smartphones. This can be caused by the economic situation of parents who cannot afford to buy their children smartphones and internet packages. In addition, students who already have smartphones are sometimes still constrained by internet packages, students cannot afford internet packages whose average price exceeds the pocket money owned by students, so these things become obstacles for English teachers to implement the digital literacy movement in schools fully. To overcome these obstacles, teachers ask students to share information with friends who do not have smartphones and internet packages, and then teachers also overcome all these problems by learning in the classroom using LCD if there is material that requires teachers to access digital media so that all students in the class can receive the same and comprehensive information.

There is no task to make English learning videos

All English teachers have smartphones and are proficient in using digital media, so no factors prevent teachers from accessing and using digital media to teach and share information with fellow teachers, but in this case, the teacher never gives assignments to students to make English learning video assignments, English teacher say "has yet to be given the task of sending the video assignment but it will be provided". The teachers never give video assignments that must be posted through students' social media accounts, point 11 displays a percentage of 63.8% on questions about video assignments. Making learning videos is very important. In addition to making it easier for teachers to deliver learning material, it also makes it easier for students to understand the subject matter. Suppose English teachers ask their students to

make learning videos and post them on their social media accounts. In that case, it can train students' mental and digital literacy skills to be more confident in digital media by displaying helpful videos, and the class is more fun.

The latest regulations prohibit bringing smartphones to school

Teachers are exemplary in accessing digital media but are constrained by school policy factors that do not allow students to bring smartphones. Teachers can only send assignments or material files that students can open and read when they come home from school. The last problem is the rule of needing to be able to bring smartphones to school for students. That is quite an influential obstacle for English teachers; learning English through smartphones and accessing digital media is considered quite adequate for teachers, but the policy from the school that requires students to carry smartphones no longer makes teachers have to return to teaching harder, for example, during daily exams. Usually, teachers ask students to access the quiz application and do the quiz directly in class, and English teachers can also give exams with different and random questions through the quiz application. But after this policy, teachers can no longer do exams simultaneously at one time, teachers have to adjust the schedule of several classes and have to make question questions by taking a long time and requiring teachers to print test questions and give grades manually when using a smartphone, the teacher sends a question link to the class group then students can directly connect to the quiz application and the results obtained by the students can It was immediately visible when the students had finished moving.

Problem faced by Students in Digital Literacy

In addition to English teachers who have obstacles in the digital literacy, students also face several challenges during the digital literacy. The problems faced by students in the digital literacy is students often do not bring package dictionaries or digital dictionaries, not ready with smartphones and internet packages, and students feel they have never been given the task of making English videos, here is the explanation:

Students do not bring dictionary packages when English lessons take place

Which can be due to the absence of an obligation from students to get a dictionary for every English lesson. Furthermore, students who do not have a dictionary so do not bring it when English lessons. The percentage of students who never bring a dictionary package when studying English is 41.6% or equivalent to 15 students, so fewer students often get dictionaries that are 1-10 students.

Students need to bring digital dictionaries when studying English

Some students do not get digital dictionaries because of regulations not to bring smartphones, refers to result of English teacher interviews. Carrying digital dictionaries means taking smartphones because digital dictionaries are one of the applications that can be downloaded on smartphones. Lestari (2021), several school literacy movement programs

can help students learn English more quickly, one of which is that students need dictionaries to increase vocabulary and make it easier for students to construct sentences.

Students rarely contact English teachers when material needs to be understood

When there is a material that is difficult and needs to be understood by students, students can get their teachers through digital media if they do not have time to ask questions in class during learning. A lack of awareness from students usually causes such habits, students' lack of flexibility in expressing opinions, perhaps because of fierce teachers or students who are embarrassed to ask questions and are afraid to disturb the teacher's break time when contacting teachers through digital media. The percentage of students who often consult related to subject matter that has yet to be understood is only tiny, namely 5.5%-25% or equivalent to 2-9 students out of 36.

Students need to make learning videos about English material

The teacher has never instructed students to make learning videos Learning videos are very influential for students' cognitive development as said by Febriani (2017). The English teacher said, "The school has an exhibition activity every semester called work degree" The meaning of the statement is that the school has a routine activity every semester in the form of a work exhibition so that at that time, the students and teachers can exhibit their work. The percentage of students who said they had never been given an English video assignment was more than the percentage of students who said they often were 63.8% or the equivalent of 23 students.

Students have various obstacles to being fully active in the digital literacy movement.

According to Nguyen (2014) about the impact and challenges in digital literacy so diverse that will be faced by students, including students who have barriers to accessing digital media caused by students who do not have smartphones and do not have money to buy internet packages every month. The percentage selected by students on the questionnaire can answer this statement 5 to 8 students have limitations in learning with digital media at home, equivalent to 8.3% - 22.2%.

Some students use digital media to play online games and exchange news.

The use of digital media is actually by the needs of the students. Still, it would be better if students could balance the use of digital media, when to study and when as entertainment. Playing online games can make students save time learning and accessing digital media to expand their English language skills. Students who access digital media to play online games are 8.3% to 33.3% or 3 to 12 students.

CONCLUSION

English teachers utilize access to the internet to support English learning in the era of digital literacy. Since the digital literacy movement, English teachers can quickly obtain English material. Besides that, English teachers teach with two methods that aim to facilitate students in gaining more knowledge, namely teachers teaching using English textbooks and digital media such as WhatsApp, zoom meetings, and others. They can collaborate on the material contained in both methods. Learning through package books is usually monotonous, so that digital media can create exciting and efficient learning. Teachers can make learning enjoyable by teaching using LCD and PowerPoint points or videos with animations that can attract students' attention. The digital literacy movement helps English teachers more easily share assignments and materials. English teachers can send tasks and material files through digital media accounts owned by teachers and students.

The benefits of digital literacy felt by English teachers and students are that English teachers become more understanding regarding the use of digital media to find broader English learning materials and make it easier to use digital media. Students and teachers can easily interact outside school hours by sharing information through their digital media groups. Teachers send assignments or materials through digital media groups. Students can feel the benefits of the digital literacy movement. Namely, students can learn English easily anywhere and anytime through applications' available on digital media that can be accessed with smartphones. YouTube, duo lingo, English First, and English learning applications. Through the application, the application can help students focus more on learning through two different methods, making it easier for students to send assignments to fellow students and teachers. In addition to learning English at school, students can also learn with teachers through meeting applications already available on digital media and have been used by students during the COVID-19 pandemic. Students find it easier to consult about assignments or material not understood through digital media groups. In addition, students can also watch movies with English subtitles to support their knowledge of English. Playing online games in English is also available in digital media. The development of digital literacy is beneficial for teachers and students because it can be used easily through smartphones and has an internet network.

The problem faced by English teachers and students in meeting the digital literacy movement is that some students need smartphones and internet networks. Hence, some students could be more optimal in digital literacy. English teachers have never given the task of making learning videos. Some regulations do not allow students to bring smartphones to school, so students do not bring digital dictionaries when learning English; students also rarely get dictionary packages, students rarely consult online with teachers, and some students are still not focused on smartphones, so they are used only to play online games and open social media.

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