Review of Digital Literacy for Educational Advancement

Mohammad Khoyyinudin Imamudiroyah¹, Manzilatur Rahmah², Sri Wahyu Hidayati Umi Fathul³

¹Universitas Saintek Muhammadiyah, Indonesia, E-mail: mohammadkhoyyin@gmail.com.
²SMA Negeri 3 Lumajang, Indonesia, E-mail: manzilatur.rahmah10@gmail.com.
³MTsN Ronggowarsito Ponorogo, Indonesia, E-mail: wahyucanggih27@gmail.com.

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Abstract: Digital Literacy has a strategic role in advancing education. This research aims to conduct a review of Digital Literacy for Educational Progress. This research uses qualitative methods. The approach to this research uses descriptive and literature studies. Data was obtained from reference literature on the open-access platform. This research shows that Digital Literacy plays a vital role in educational progress. The government and education stakeholders need to pay attention to digital literacy, which is beneficial for educational progress.

Keywords: digital literacy, education, Indonesia.

Introduction

One of the technologies that is developing rapidly at the moment is digital technology (Sujana & Rachmatin, 2019). Danuri (2019) explains that in the era of digital technology, individuals are no longer limited to space and time. Everyone can carry out transactions electronically anywhere, with anyone at any time (Danuri 2019). Thus, some researchers e.g. (Danuri 2019; Gumilang 2019; Pradiani 2018), Assess that various digital activities are faster, more effective and more efficient.

Digital Literacy is also a technology widely used to advance education (Ririens and Daryanes 2022). Digital Literacy can be used for various educational purposes (Sujana & Rachmatin, 2019). Sumiati & Wijonarko (2020) argue that along with the development of technology for digital Literacy, teaching staff and students need to adapt to be able to use technology to develop digital Literacy for educational advancement. Ningsih et al. (2021) argues that Digital Literacy is critical to be developed by all elements in the world of education. Therefore, Digital Literature needs to be of concern to various parties.

Digital Literacy is related to one of the abilities to prepare oneself for the Industrial Revolution 4.0 (Dinata, 2021). In detail, Hanik (2020) explains that Digital Literacy is also related to knowledge and skills in using digital media, communication tools, or networks to find, evaluate, use, create information, and utilise it healthily, wisely, intelligently, carefully, appropriate, and law-abiding in order to foster communication and interaction in daily life. Ultimately, the principle of digital literacy is a simple understanding related to the ability to extract ideas implicitly and explicitly from the media (Hanik, 2020).

However, the picture of Digital Literacy for educational progress has not been depicted optimally. This condition is caused by the need for more comprehensive research on Digital Literacy for educational progress. Finally, the picture of Digital Literacy for educational progress could have been more optimal. An overview of Digital Literacy for educational progress is needed to provide an overview and suggestions for increasing the
use of Digital Literacy for educational progress. One effort must be made to review Digital Literacy for educational progress.

Various analyses discuss Digital Literacy for educational progress. Sujana and Rachmatin (2019) discuss digital literacy for general and PGSD students. Furthermore, research (Dinata, 2021) discusses students' digital literacy abilities. Meanwhile, comprehensive discussion regarding Digital Literacy for educational progress still needs to be improved. In line with this information, research on Digital Literacy for educational advancement needs to be carried out because it can provide comprehensive information about the use of Digital Literacy for educational advancement. In addition, the findings obtained can be used as a basis for research in advancing education. The results can also be utilized by the Government and related stakeholders who want to overcome problems related to strategies for advancing education. Therefore, this research aims to review Digital Literacy for Educational Progress.

Method
This research uses a qualitative method with a literary and descriptive study approach (Bahri, 2023). Qualitative methods are the first step in identifying Digital Literature (Murdiyanto, 2020). Data was obtained by reviewing reference literature documents (Kusumastuti & Khoiron, 2019; Nuryati & Bahri, 2022; Wharjo & Wulandari, 2023). The research data source related to the research theme comes from a reference database. Data analysis was carried out qualitatively with a descriptive approach to explain the definition of digital literacy and the role of digital literacy (Bahri et al., 2021; Bahri et al., 2021).

Result and Discussion
Definition of Digital Literacy
According to Hague (2013), Digital Literacy is the ability to use, analyze and evaluate information with digital technology (Ririen & Daryanes, 2022). Furthermore, according to some researchers, e.g., Lee (2014), Maulana (2015), Pratiwi & Pritanova (2017), and Sumiati & Wijonarko (2020) explain Gilster's opinion about Digital Literacy, namely the ability to understand and use information in various formats and various sources when it is presented on a computer. Dinata (2021) believes that Digital Literacy is one of the skills that students must master to prepare themselves for the Industrial Revolution 4.0. The latest research by Ririen & Daryanes (2022) explained that the Kominfo survey (2020) results regarding Indonesia's Digital Literacy capabilities showed a moderate value, namely 3.47.

The Role of Digital Literacy
According to Dinata (2021), there are six essential literacies: reading and writing, science, numeracy, digital, financial, and cultural and civic literacy. Along with the rapid progress of Information and Communication Technology (ICT), Digital Literacy, information and technology skills have become general skills as crucial as Basic Literacy (Dinata 2021). Digital Literacy has many roles in educational progress. In detail, this is explained in Table 1.

Table 1. The Role of Digital Literacy for Educational Progress

<table>
<thead>
<tr>
<th>No</th>
<th>Beneficiary</th>
<th>Role</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student</td>
<td>Digital Literacy increases students' ability to think, learn, communicate, collaborate and create.</td>
<td>Sujana &amp; Rachmatin (2019)</td>
</tr>
</tbody>
</table>
Based on Table 1, Digital Literature has many roles in educational progress. The First role is digital Literacy for students. Sujana and Rachmatin (2019) explained that Digital Literacy is critical for students to master, including information literacy, media literacy, and information communication technology literacy. It aligns with the need for knowledge and skills in the 21st century (Sujana & Rachmatin, 2019). In detail, Trilling and Fadel (2009) explain it in Figure 1 (Sujana & Rachmatin, 2019).

Figure 1. Knowledge and Skills in the 21st Century.
Source: Trilling & Fadel (2009), Sujana & Rachmatin (2019).

Figure 1 illustrates that there are three skills that society needs to have in the 21st Century: life and care skills, learning and innovation skills, and information, media and technology skills. Based on Figure 1, Digital Literacy includes information, media, and technology skills.

The second role of Digital Literacy is for society and the education sector. The results of the research by Sumiati & Wijonarko (2020) succeeded in finding ten roles of Digital Literacy, namely: Digital Literacy can save time, learn faster, save money, make it safer, always get the latest information, always be connected, make better decisions, can (do your work, make you happier, and influence the world. Third, Digital Literacy for students. Ningsih et al. (2021) argue that Digital Literacy is helpful in learning. During the COVID-19 pandemic, Digital Literacy is very useful for supporting the learning process at all levels of education (Ningsih et al., 2021), including for Islamic boarding schools (Zulkarnain 2023).

The role of Digital Literacy is in line with previous research by Putra et al. (2023). Putra et al. (2023) found that Digital Literacy has a significant influence on teacher competence. Furthermore, research conducted by Novitasari and Fauziddin (2022) also found that information technology, including Digital Literacy, influences teaching staff performance. Ultimately, Digital Literacy will continue to drive educational progress.
Conclusion
This research relates to the role of Digital Literacy in educational progress. The research has used qualitative methods with a descriptive approach and a literature study. The results of this research found that Digital Literacy has many roles in advancing education, namely, increasing students' ability to think, learn, communicate, collaborate and create, being able to save time, learn faster, save money, make it safer, always have information up to date, always connected, make better decisions, can make your work, make you happier, and influence the world, and facilitate learning during the COVID-19 pandemic. The government and education stakeholders need to pay attention to developing research on Digital Literacy, which can then be used to advance education.

Acknowledgements
This research is an initial identification based on the literature. Furthermore, support is needed to carry out further studies regarding developing Digital Literacy for educational progress. We are grateful for the support of Wakaf Bangun Negeri in conducting Digital Literacy studies for educational advancement.

References


