

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In the current 4.0 industry era, people's dependence on the internet and technology has increased significantly, because people have started using the internet for all activities, as Bresnahan & Yin (2017) said in the current era information and communication technology (ICT) systems are part of everyday life. In this case, educational institutions play an important and influential role in promoting and implementing digital literacy education, according to Peromingo & Pieteron (2018) effective participation in the community environment depends on one's digital skills, which correlate with the level of education.

Digital systems are increasingly seen as the center of running and organizing educational institutions with modern concepts, Selwyn et al. (2017) Digital literacy is the knowledge and ability to use digital media, communication tools, or networks to evaluate, use, create and utilize information correctly, wisely, intelligently, meticulously, accurately, and legally, and is based on fostering communication, and interaction in everyday life.

Pre-service teachers need to understand the importance of digital literacy in order to effectively apply pedagogical competencies and equip themselves to cope with the changes brought about by technological advances. This is also in line with the fact that digital literacy can help learners to participate in the

competitive world and overcome the increasing competitiveness in the digital era (Komlayut & Srivatanakul, 2017).

According to Zaiat et al. (2000), the rapid advancement of technology today allows educational students as prospective teachers to be able to equip students with cognitive skills in order to process various information, such as problem solving, critical thinking, strategic planning, social conversation skills, teamwork, perseverance, curiosity, and also initiative. By utilizing the rapid development of technology today, pre-service teachers must be able to develop understanding and skills, using computers, literacy skills for innovative learning and understanding of digital technology in learning in order to provide knowledge to their students (Nuryani & Handayani, 2020).

According to this perspective, it can be said that future teacher candidates must have reading skills that include digital literacy, including the ability to know and use technology in the learning process. Digital literacy is not just about reading and writing skills, but more complex digital competencies include skills to use, understand, evaluate, and analyze information in different formats.

However, in fact several studies say that there are still weak digital literacy competencies that teachers or pre-service teachers have, both in the field of ICT literacy, starting from teacher education that does not pay attention to the digital competence of teaching students (Helleve et al., 2020).

According to Feerrar (2019) due to the growing and widespread impact of digital technology, not only in the teaching and learning process and research, but

universities must also ensure that students can use and utilize digital devices so as to be able to create critically, as content to gain digital literacy skills.

Weak digital literacy among prospective teachers necessitates efforts to improve their understanding, starting with the concept of Perception said by Listyana & Hartono (2015) that perception contains a process to know and assess the extent to which we know other people. In this case, perception is used to measure the size of prospective teachers understanding of digital literacy.

1.2 The problems of the Study

Based on the explanation that was mentioned in the background above, the researcher wants to know:

1. How is the understanding of pre-service English teachers about digital literacy in learning?
2. What is a pre-service English teachers perception on the importance of digital literacy in Education?

1.3 The Objectives of the Study

Based on the questions on the problem statement mentioned above it is clear that the objective of this study is to find out the understanding of pre-service English teacher in English education department at Universitas Muhammadiyah Kalimantan Timur (UMKT) regarding digital literacy in learning, as well as the perception of pre-service English teachers about the importance of digital literacy in Education.

1.4 The Scope of the Study

This research is limited to the understanding and perspective of pre-service English teachers at the sixth semester at the English Education Study Program in Universitas Muhammadiyah Kalimantan Timur (UMKT). This research focuses on the understanding and perception of pre-service English teacher regarding digital literacy in the learning process and in the scope of education.

1.5 The Significance of the Study

The researcher hopes that this research can be useful both theoretically and practically. Through theoretical means, the researcher hopes that this kind of method can provide useful information for the university and that this method can help as a benchmark for pre-service teachers regarding the extent of pre-service teachers skills about the importance of digital literacy understanding. The researcher also hopes that this research paper can be used as a guide for other researcher who wants to do similar research.

For practically:

1. Pre-service teachers

The results of this study can be a reference and evaluation related to the understanding of digital literacy in the learning process and in education. It is hoped that after knowing the perceptions of pre-service teachers, in the future pre-service teachers can further improve their skills about digital literacy, especially English Education Students are prospective teachers who will educate future generations. So understanding digital literacy is very important to improve.

2. Future Researcher

This research is expected to produce the latest information, knowledge and insights in the field of education, especially in English language education, which can later be implemented in the future. Researcher hopes that this research can help researcher in the future in conducting research activities regarding understanding and perception of digital literacy in the scope of education.