MANUSCRIPT (*NASKAH PUBLIKASI*)

"IDENTIFYING PRE-SERVICE TEACHERS' PERCEPTIONS OF

DIGITAL LITERACY IN HIGHER EDUCATION"

"MENGIDENTIFIKASI PERSEPSI CALON GURU TERKAIT LITERASI

DIGITAL DI PERGURUAN TINGGI"

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR

2023

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"Identifying Pre-Service Teachers' Perceptions Of Digital Literacy In Higher Education"

"*Mengidentifikasi Persepsi Calon Guru Terkait Literasi Digital Di Perguruan Tinggi*"

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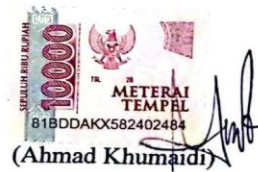Tempat, Tanggal Lahir : Banjarmasin, 27 Oktober 2001

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Identifying Pre-Service Teachers' Perceptions of Digital Literacy in Higher Education

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Article Info	ABSTRACT
	This Study conducted to explore Pre-service English teachers' perceptions of how digital literacy was perceived and what were challenges of understanding digital material. Three participants were located from one of the private campuses in Indonesia. This study consists of three pre-service English teachers chosen based on their GPA, categorized into three characteristics such as high, intermediate, and low. The researchers employed an interview and then analyzed the information to see whether the information was valid or not. Then, the information was observed to justify the data. The result of this study is the pre-service English teachers' perceptions of digital literacy and their understanding of digital material. The participants' statement that digital literacy serves as a tool to aid the learning process. They expressed their belief that digital literacy allows for developing critical thinking skills, communication abilities, and the capacity to access information through the Internet.
Informasi Artikel	**ABSTRAK**
	Studi ini mencari persepsi terkait bagaimana literasi digital dipahami dan apa tantangan yang mereka hadapi dalam memahami materi digital. Tiga partisipan yang berlokasi dari salah satu kampus swasta di Indonesia. Penelitian ini terdiri dari tiga guru bahasa Inggris calon guru yang dipilih berdasarkan IPK mereka, yang dikategorikan ke dalam tiga karakteristik seperti tinggi, menengah, dan rendah. Peneliti menggunakan metode wawancara dan kemudian menganalisis informasi untuk melihat apakah informasi tersebut valid atau tidak. Kemudian, informasi tersebut diobservasi untuk menjustifikasi data. Hasil dari penelitian ini adalah persepsi guru bahasa Inggris prajabatan terhadap literasi digital dan pemahaman mereka tentang materi digital. Berdasarkan Mereka menyatakan keyakinan mereka bahwa literasi digital memungkinkan untuk mengembangkan kemampuan berpikir kritis, kemampuan komunikasi, dan kapasitas untuk mengakses informasi melalui internet.
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Introduction

Globally, educational environments are quickly adopting the changes in global communication as significant development objectives. A certain level of English proficiency is required in the digital age, and these digital learning tools and applications open up new possibilities for English Language Teaching or ELT settings. As (Hockly, 2013)emphasizes, the implementation of digital tools in education requires new skills and literacies for teachers and learners. There are many platforms for students to engage in English-language activities, but it also put pressure on language teachers to update their pedagogical knowledge to meet their students' digital demands when studying English. The tremendous increase in internet users is another factor contributing to the importance of digital literacy. According to a survey, 77,2% of Indonesia's population will have access to the internet by 2022; of those, a higher-than-average percentage will be active users (APJII, 2022).

The concepts given above demonstrate that digital literacy is a dimension of identity building in society and does not only refer to computer competence in a certain environment which means this kind of literacy appears to be directly related to students' development using digital.

Technology is a major part of our society, increasingly affecting our lives. A worldwide increase in the demand for English Language Teaching and learning has stimulated interest in how technology can help meet the Pre-service English Teacher's needs. According to Küçük et al., (2010), the Sloan Consortium found a significant rise in students attending online courses. As a result of the COVID 19 epidemic. The benefits of technology for language learning and teaching are increasingly being recognized around the world. In the age of digitalization, the training of modern language teachers faces major challenges in meeting the pace of technology and educational change and integrating these developments into a coherent master plan for in-class practice.

Pre-service teachers were found to benefit from digital literacy it has been successfully proven that digital technology has several benefits for developing teachers' creativity, educational tools, and motivation (Liza & Andriyanti, 2020). According to Kurniawati et al., (2018), two English instructors from various generations utilizing digital literacy in their classrooms demonstrated practicality and received excellent feedback from students. And Durriyah & Zuhdi, (2018)also believe that digital technologies have a lot of promise for teaching English. It implies that teachers and pre-service teachers must infuse digital literacy into English instruction.

Therefore, it is not a coincidence that scholarly interest in issues related to digital literacy in ELT contexts is developing. Enhancing language pre-service teachers' perspectives of integrating digital resources into the teaching and learning environment is the key challenge in applying this phrase to the study of English languages. Furthermore, digital literacy is recognized as a critical component in blended learning settings, where the success of the blended learning environment is determined by the learners' digital literacy practices (Tang & Chaw, 2016). As a result, There is an increasing trend of digital and multimodal communication (Bezemer & Kress, 2015)

However, there has not been any detailed information on the perspectives of pre-service teachers on digital literacy. According to Margaryan et al., (2011), students do not understand how technology can support their learning, and their expectations of learning with technology are influenced by the teaching styles of their instructors. Therefore, pre-service teachers will require guidance to help them learn more effectively with digital tools.

However, language teachers may struggle to meet their students' digital competence expectations and need due to a lack of knowledge and methodology for incorporating digital tools into their teaching (Çelik & Aytin, 2014). It is assumed that the results of the study provide insights into whether students' perceptions are accurate and have knowledge of it. Positive perceptions shared by pre-service teachers are essential for the success of the digital education program. According to Juurakko-Paavola et al., (2018) to provide a comprehensive understanding of digital literacy, data needs to be gathered from two sources: teachers themselves and students who share the same working environment with them..

Method

The study adopted descriptive research methodology and was conducted at the English Education Department in one of the private universities at Kalimantan Timur. The participants of this study consisted of three pre-service English teachers they were selected based on their GPA which was categorized into three characteristics such as high, intermediate, and low. The researcher employed a semi-structured interview to gather information and observe them. Observation was done directly by observing the OpenLearning platform to find out their activities. The Researcher analyzed the data using a general analysis method such as Data Reduction, Data Dsiplay, and Conclusion

Result and Discussion

Pre-service English Teacher Perceptions

Based on the participants' statement show that digital literacy is a medium used to facilitate the learning process. They believe that digital literacy is where they can develop critical thinking, communications skill, and the ability to access information through the internet.

Az "**Media that makes it easier to improve our literacy, also allows us to explore deeper into information that we want to learn more about.**"

Jece **"Media is used to facilitate the learning process, whether remotely or face to face, and digital literacy can increase a person's creativity and innovation when using it; therefore, we must use digital literacy as effectively and wisely as possible to expand our perspectives and seek more information."**

Dy "**Digital literacy is a skill needed for life, learning, and working in a society where communication and access to information are increasing through digital technology and digital literacy can develop critical thinking.**"

The result stated that the pre-service English teachers express that digital literacy can help improve teaching practice. Furthermore, they claimed that digital literacy is essential. It is beneficial for their learning, and the pre-service teachers report that they can recognize the value of digital communication tools and the practicality of the devices. It can be concluded that the participants have a positive view of digital literacy.

Pre-service Teachers Challenges

Aside from diverse perspectives voiced by numerous pre-service, the researcher also discovers several challenges encountered by pre-service teachers when understanding digital material. The three selected participants sometimes need help integrating technology into learning. Pre-service teachers stated that the most difficult challenge for them is the internet connection, some participants have difficulty focusing on the material, and the complexity of technology.

Az **"The difficulty of having a bad network makes it difficult to access the internet freely."**

Jece **"My difficulty when integrating technology is that sometimes I do not focus on learning because I like to open other applications, and then the second is network problems that make it difficult for me to access learning through digital."**

Dy **"The difficulty is that the internet is sometimes slow."**

Az **"For the first time, it was complicated, because we have to create a UMKT account, but now it is not complicated."**
Jece **"Initially, it was difficult due to a lack of experience with online learning, but by time, it became possible and simple. There is only one issue: the network."**

Dy **"At first, I was confused about how this application applies and how to use it due to a lack of information on using Open Learning."**

Based on the previous descriptions, students' significant challenges when integrating technology are poor internet connection and minor difficulties focusing on the material. Observations then reinforced the preceding. The step taken by the researcher was to conduct an observation phase related to pre-service teachers' challenges in understanding digital material.

This was reinforced when the researcher observed the participants in their Open Learning application. The participant did well in their progress, but compared to other participants, pre-service AZ spent less than two-hour time reading in Open Learning, it can be concluded that pre-service
teachers' have great understanding of digital literacy and use the digital wisely in daily life and learning, but some pre-service teacher do not use digital wisely in education.
Based on the explanation above, it can be concluded that the majority of participants the result is that participants understand technology for daily life, such as using it in terms of entertainment. However, they need more understanding of the use technology in learning. The Internet connection make them lose interest in education when search for information in terms of knowledge.

Discussion

Pre-service English teachers have a positive perception of digital literacy. According to their responses, all of them agree that digital literacy is critical. In other words, Pre-service

teachers are already knowledgeable and proficient in using digital technology. Based on the interviews conducted, it was found that pre-service English teachers are well-acquainted with and regularly utilize technology in their daily lives. They believe that digital literacy can improve their critical thinking, interaction abilities, and ability to utilize knowledge through the internet. The findings of the interviews acknowledged what was found in the empirical study by Pertiwi & Siti, (2022) Regarding the advantages of digital literacy skills in utilizing technology for language learning, over half of the respondents expressed agreement. They highlighted that technology usage in language learning can enhance motivation, offer a diverse array of resources, support both collaborative and independent learning, provide ease, effectiveness, and efficiency, encourage communicative and interactive activities, and foster creativity and critical thinking.

Pre-service English teachers possess the ability to handle some aspects of digital literacy. It is significant because students' media use in their daily activities is always displayed. To achieve a balance, students must also be encouraged to learn how to transform information into various forms they can access for learning. This verifies by Trilling & Fadel, (2009)describe media literacy as a crucial skill that students must possess to engage in the process of learning and effectively create communication products such as videos, audios, podcasts, and other forms of multi-literacy. Students will benefit significantly from experiencing digital literacy skills in the future learning process, and Undoubtedly, digital literacy presents both challenges and opportunities for schools and educators as they strive to utilize this skill to actively engage students and enhance their learning experience. (Hague & Williamson, 2010).

Talking about opportunities in digital literacy, there are challenges to accessing digital literacy, especially the internet. According to the finding of interviews with the participant, they are having difficulty accessing the internet because of poor connection. The study conducted by Safford & Stinton, (2016)Students have reported facing challenges related to internet connectivity during their online activities and struggling with outdated technology. That is why the internet connection problem is a significant problem in accessing the internet. When the connection is stable, the student can enjoy reading and searching for information on the internet.

According to the findings of Prasad et al., (2018)Students express dissatisfaction with the complexity of the technologies implemented by their educational institutions for online activities. Consequently, they end up dedicating a substantial amount of time to learn how to use these technologies.

Based on the result and discussion above regarding the study of students' perceptions and challenges of understanding digital material, it is known that participants have a good understanding of technology. However, with the use of technology in learning, some participants are less interested.

Finally, it is recognized that the benefits of having digital literacy skills and pervasive digital technologies provide collaborative or independent learning, easy, effective, efficient use, communicative and interactive activities, creativity, and critical thinking.

Conclusion

The objectives of this study are to know the pre-service English teachers' perceptions of digital literacy and their understanding of digital material. According to the participant's statement, digital literacy serves as a tool to aid the learning process. They expressed their

belief that digital literacy allows for developing critical thinking skills, communication abilities, and the capacity to access information through the Internet.

They say digital literacy is critical and can significantly enhance teaching practices. It has been emphasized that possessing digital literacy skills is crucial, and pre-service teachers have noted the advantages it brings to their education. However, some challenges come with digital tools, including internet connectivity issues, understanding complex technology, and difficulty staying focused on the material.
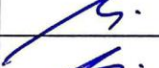
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