

**MANUSCRIPT (NASKAH PUBLIKASI)**

**“THE ANALYSIS ON PRE-SERVICE ENGLISH TEACHERS’ TEACHING  
EXPERIENCES: PERSPECTIVE ON DIGITAL LITERACY”**

**“ANALISIS PENGALAMAN MENGAJAR CALON GURU BAHASA INGGRIS:  
PERSEPSI TERHADAP LITERASI DIGITAL”**

**FARID ABDUL JABAR<sup>1</sup>, IBRAHIM<sup>2</sup>**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

**2023**

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Literasi Digital”**

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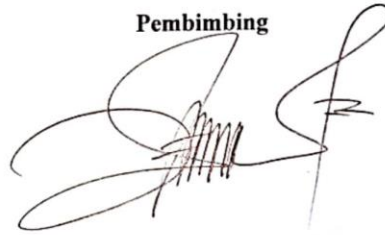
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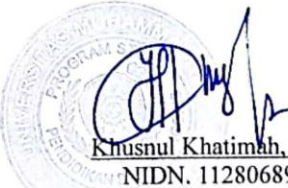
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(Farid Abdul Jabar)

## **The Analysis On Pre-Service English Teachers' Teaching Experiences: Perspective On Digital Literacy**

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### **Abstract**

This study aimed to find out the pre-service English teachers' perception of English Education Department in one of the private universities at Kalimantan Timur toward digital literacy based on their practical teaching experience within the *Kampus Mengajar* program. The subjects of the research were 4 students of the English Education Department in one of the private universities at Kalimantan Timur who had joined *Kampus Mengajar* in different schools. The approach of this study was qualitative research, the instruments for collecting the data were semi structured interview and online open-response questionnaires. This research founds that pre-service teachers have the ability to utilize digital technologies in searching and evaluating relevant learning materials or information when engaging teaching process. The lack of digital technology facilities and poor internet connection were challenges for pre-service English teachers in implementing digital literacy. The result of this study showed that pre-service English teachers have good perception toward digital literacy in the *Kampus Mengajar* program.

Keywords: Digital Literacy, Pre-service English Teachers, Teaching Experiences, Kampus Mengajar.

### **INTRODUCTION**

Modernity is not complete without the rapid advancement of science and technology into the 21st century. Pre-service English teachers should be proficient in technology-based learning, because the large of number of learning resource that pre-service English teachers can obtain from the internet. The Internet offers access to a wide range of subjects and educational possibilities, hence why pre-service English teachers must use their digital literacy in order to solve this issue (Miki, 2020).

Pre-service English teachers are required to have good digital literacy and to be ready to apply digital technologies in order to meet the needs of the millennial generation in the classroom. The use of digital technology in learning and teaching English is required of the pre-service English teachers. Digital literacy is the capacity to use digital technology to acquire, organize, comprehend, and evaluate information (Carrington & Robinson, 2009). Therefore, pre-service teachers must be proficient with a variety of digital tools, including computers, literacy media, and more (Anisimova, 2020).

Surya & Saefullah (2021) discovered that pre-service instructors have good views and behaviors toward their experience with digital literacy. In order to effectively promote the integration of digital literacy, teacher educators and policymakers might benefit from knowing what pre-service teacher think about integrating digital media and tools during their

teaching practice. One of the courses that will give pre-service teachers real-world and practical experience teaching in the classroom is a teaching practice (Kim, 2020).

Teaching practice is a time for pre-service teachers to put the theory, knowledge, and skills they learned in a teacher education program into practice, which is known as teaching practice (Prabjandee, 2019). Mastering digital technology in teaching practice will increase digital literacy mastery and understanding between theory and practice. Increasing mastery and understanding of digital literacy will make pre-service English teachers able to easily and quickly obtain information, then evaluate it critically, using digital literacy (Sujana & Rachmatin, 2019).

One of the teaching practice programs from the government that provides high value is the *Kampus Mengajar*. According to Iriawan & Asep (2021), in their book entitled the Guide Book of *Kampus Mengajar*, *Kampus Mengajar* that one of the *Kampus Merdeka* programs aims to assist the teaching and learning process in schools that involve students as participants and provide opportunities for students to gain practical teaching experience. In the *Kampus Mengajar* program, it is expected that pre-service English teachers who have participated in this program can develop their digital literacy skills and understand digital literacy based on the teaching practices they have carried out during the *Kampus Mengajar* program, in order to build a stronger national character and be better prepared to face the 21st century education era (Khasanah & Herina, 2020).

A qualitative study entitled “Exploring Pre-service English teachers’ Beliefs About Their Digital Literacy Experiences in Teaching Practicum” conducted by Surya & Saefullah (2021) aimed to investigate pre-service teachers’ behavioral, normative, and control views about their teaching practicum’s digital literacy experience and how those beliefs relate to their intents to implement digital literacy in the classroom. This research found that pre-service instructors have good views and behaviors toward their experience with digital literacy. In order to effectively promote the integration of digital literacy, teacher educators and policymakers might benefit from knowing what pre-service teacher think about integrating digital media and tools during their teaching practice.

Another qualitative study conducted by Pertiwi & Rodliyah (2022) entitled “Digital Literacy in EFL Learning: University Students’ Perspectives”, this study explores university students’ digital literacy skills and their perspectives on digital literacy in EFL learning. The study’s findings indicated that several facts of digital literacy had an impact on students’ learning of EFL. Information literacy, media literacy, and the viewpoints of the pupils on digital literacy are all included. The result showed that because practically all learning



components now use digital technologies, EFL university students are encouraged to use digital literacy.

These two previous studies discuss pre-service teachers' perceptions about digital literacy. However, none of these studies cover about digital literacy of pre-service English teachers who participated in the *Kampus Mengajar* program. Therefore, this study aimed to analyze the pre-service English teachers' perspective about digital literacy based on their practical teaching experience within the *Kampus Mengajar* program.

## **METHOD**

The researcher employed a qualitative descriptive case study methodology in this research. This research conducted at the English Education Department in one of the private universities at Kalimantan Timur. The subjects of this study were four pre-service English teachers of the English education department from the sixth semester who had carried out the *Kampus Mengajar* program in different school. The researcher employed online open-response questionnaires and semi structured interview to acquire data. Online open questionnaires were used to help underlie semi-structured interviews to obtain the information that required in the interview. Semi-structured interviews are a complementary part of the questions that have been asked in online open-response questionnaires. The researcher analyzed the data using Miles & Huberman (1994), three stages of qualitative which included data reduction, data display, and conclusion.

## **RESULTS AND DISCUSSION**

### **Pre-service English Teachers' Understanding of Digital Literacy**

Based on the results of questionnaires and interview, the pre-service English teachers had good understanding of digital literacy.

*“During the Kampus Mengajar program, I was using various digital technologies in learning process, such as using projector to show some educational videos, or explain the material through power point.” (PST 1) – Questionnaire*

According to their responses, all of the participants agree that digital literacy relates with using digital technologies. In other words, pre-service English teachers were already aware of and capable of employing it. These findings consistent with study by Pertiwi & Rodliyah (2022), the fundamental mastery of digital literacy is related to the use of digital technologies to aid in information search. Pre-service teachers gain a better understanding of digital literacy by recognizing how frequently they use technology for learning.

Several digital technologies have been used by pre-service teachers to assist in the teaching process during *Kampung Mengajar* program. The majority of pre-service English teachers found that they improving their digital literacy skills by using digital technologies. Pre-service English teachers have the ability to utilize digital technology by using digital literacy to search and evaluate learning materials and information.

*“I was improving my digital literacy skills, by practicing continuously and more using digital technologies to applying our digital literacy in the teaching process.” (PST 1) - Questionnaire*

The statement indicated that the use of digital technology had an important role for pre-service English teachers to improve their digital literacy skills during the *Kampus Mengajar* program. This supported by the theory from the study conducted by Sujana & Rachmatin (2019), increasing mastery and understanding of digital literacy will make pre-service teachers able to easily and quickly obtain information, then evaluate it critically, using only digital literacy.

Although, pre-service teachers had good understanding about digital literacy to utilize digital technologies, the majority of pre-service teachers had difficulty in implementing digital literacy at the class.

*“The challenge such as the use of the LCD at school is too dysfunctional, and there are outlets that cannot be used in the classroom, so it is difficult to implementing digital literacy in the classroom.” (PST 2) – Interview*

Based on the statement above, the lack of digital technology facilities and poor internet connection were the most challenges of the pre-service English teachers in implementing digital literacy in teaching process. This supported by the statement from the study conducted by Aang et al (2021), one of the obstacles to achieving digital literacy in schools is a lack of digital infrastructure.

### **Pre-service English Teachers’ Perspective of Digital Literacy**

Pre-service English teachers have a good perspective towards digital literacy. From their perspective, digital literacy skills are an ability that related to the use of digital technology.

*“Digital literacy is how we apply our literacy through digital facilities, like using PowerPoint and educational videos.” (PST 1) – Interview*

*“Digital literacy is the ability to use digital tools and technologies effectively and responsibly to access, evaluate, create and communicate information.” (PST 3) - Questionnaire*

Based on the statement, their perspectives towards digital literacy during the *Kampus Mengajar* program were affected by the use of digital technology. This supported by the theory from the study conducted by Carrington & Robinson (2009), that digital literacy is the capacity to use digital technology to acquire, organize, comprehend, and evaluate information.

The majority of pre-service English teacher claimed that in the current era it is important to have digital literacy skills, because pre-service teachers could maximize the teaching process using digital technology in the *Kampus Mengajar* program.

*“It is very important and necessary for aspiring teachers to have digital literacy skills. In this digital era, especially in the education, with these skills, it allows us to maximize the use of technology in teaching.” (PST 3) – Interview*

The importance of having digital literacy skills will provide benefits for pre-service English teachers in the *Kampus Mengajar* program. Based on their teaching experience, all pre-service English teachers reported that digital literacy skills helped them in the teaching process the *Kampus Mengajar* program. In this age of digital transformation, pre-service teachers should have digital literacy skills (Öztürk et al., 2020).

*“As pre-service English teachers, having digital literacy skills can made students easier to find learning resources or materials from internet, with these skills I can access many online things that help me in the teaching.” (PST 3) - Interview*

Based on the statement above, digital literacy provides benefits for pre-service English teachers easier to find out learning materials and information resources during the *Kampus Mengajar* program. In addition, the majority of the pre-service English teachers claimed that digital literacy is required to evaluate learning materials and information obtained from the internet. The learning materials obtained is intended to be relevant and in accordance with what they want to find. This supported by the theory from the study conducted by Carrington & Robinson (2009), that digital literacy is the capacity to use digital technology to acquire, organize, comprehend, and evaluate information.

## **CONCLUSION**

This study aimed to understand pre-service English teachers' understanding and perceptions of digital literacy during the *Kampus Mengajar* program. Results showed that pre-service

teachers had good digital literacy skills in accessing and evaluating learning materials and operating digital technologies. However, challenges like lack of technology facilities and poor internet connections hindered their implementation. Pre-service English teachers believe that digital literacy is crucial in today's era, as it helps them access and evaluate learning materials and apply digital technologies effectively. To improve their teaching process, it is essential to leverage their current digital literacy skills.

## **SUGGESTIONS**

### **For Future Researchers**

The researcher would like to suggest other researchers to do more research on this topic. Future researchers will examine the same title but may take different data and instruments. Future researchers may be able to research and collect data on digital literacy in pre-service teachers during *apprenticeship* programs or the *KKN (Community Service Program)* program in different research locations. In addition, future researchers should also consider adding research instruments such as direct observation. Thus, the results obtained from research will be broader and relevant. This could be a research gap between previous researchers and subsequent research.

### **For Pre-service English teachers**

The researcher recommends that pre-service English teachers, to be able to understand and have digital literacy skills. In this era, technology has developed rapidly, so that pre-service English teachers are also expected to be able to adapt in the teaching process. Such as being able to operate several digital technologies and search for relevant information or learning materials on the internet by using these digital literacy skills. This can have a good impact for pre-service English teachers on the teaching process in the classroom. Even though there are challenges in implementing digital literacy during the teaching process, pre-service English teachers are expected to be able to find solutions to overcome these challenges.

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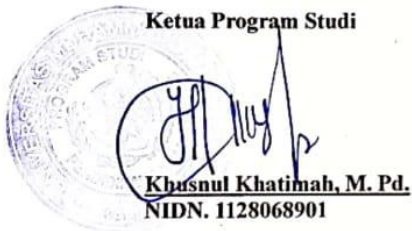
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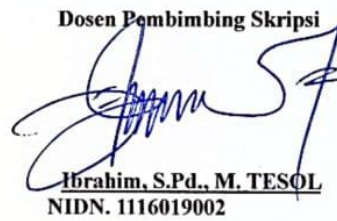
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