

Perception of Digital Literacy of Arabic Language Education Students of Cipasung Islamic Institute (IAIC)

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Abstract

Digital literacy is an essential part of society in the 21st century era. The dynamics of the development of science and technology makes everyone have to adapt to digital technology, including students who will become the nation's next generation. This study aims to explore student perceptions of the importance of digital literacy for an educational institution. Descriptive research method is used to describe the results of student opinions which are explored through open questionnaires in the form of open-ended question. There are 85 students involved in this research. The findings show that students state the importance of digital literacy for an educational institution in terms of several aspects, namely the interests of the institution or the interests of the community as customers of an educational institution. This study presents several perceptions of digital literacy that can be used as a basis for an educator who will teach material about lectures in the field of education in the 21st century.

Keywords: digital literacy, educational institution, perception, digital information system

A. Introduction

Over the past decade, the use of Information and Communication Technology (ICT) in Indonesia has shown rapid development along with an increase in the percentage of the population using mobile phones. Another phenomenon in the 21st century is the shift in the needs of low-skilled Human Resources (HR) (hand jobs) with high-creativity HR jobs (Pujiriyanto, 2019). Bishop (2006) proposed 21st century learning orientations

so that learners master 21st century skills namely life and career skills, learning and innovating skills, and information, media and technology skills (Pujiriyanto, 2019).

Educational institutions are a vital vehicle that plays a role in the field of education to educate learners to have a set of skills that are in accordance with the national goals of education. Islam is a pioneer in the development of educational institutions. Islamic educational institutions are very varied and reach all levels of society. The advantages of Islamic educational institutions include its integralistic curriculum, its management system, and its contribution to the progress of mankind (Nata, 2010).

In the past decade, substantial changes in global connectivity and technology have changed in terms of theory and practice. Today, educational theory is shifting to accessing web-based technologies such as blogs, wikis, podcasts, and so on. The current learning theory required is a dynamic, interconnected theory, and complex systems that can be created and shared (Siemens, 2007).

This research aims to explore students' perceptions of the role and importance of digital literacy in an educational institution. This research contributes as a collection of pre-concept students of education (tarbiyah) who will become prospective educators in order to further elaborate technology into the learning process. Furthermore, the findings in this study can be a foundation for educators to know students' initial perceptions of digital literacy in order to be a reference in preparing the learning process.

B. Method

This descriptive research involved 85 students in the Arabic Language Education Study Program in the academic year 2020-2021 even semester at the Cipasung Institute of Islamic Religion. Sampling is taken using total sampling. The participants involved were students who were taking Islamic Education courses. Data collection is done using questionnaires in the form of open questions It consists of one question. The question asked is "*Why does an educational institution currently need to have a digital information system?*" Present your answer in full by *explaining the roles, benefits, and forms of digital*

information systems. The process of data analysis is carried out qualitatively through the following steps.

1. The researcher read all of the participants' answers;
2. Researchers group participants' answers into different concepts according to the answers the participants wrote;
3. It found categories of student perception related to digital literacy in an educational institution.
4. Found forms of digital information systems known to students.

C. Result

Here was a student's perception of the importance of digital literacy in an educational institution. Findings on digital perception can be seen in Table 1.

Table 1. Students' Perceptions of Literacy Digital

No	Perceptions of Digital Literacy	Form of Digital Information
1	The development of globalization	Website
2	It is easier (efficient) to obtain information.	Situs Youtube
3	Technological developments	Facebook
4	Institution promotion event	Pamflet
5	Spreading information	Instagram
6	Update information	Wiki
7	Source of knowledge	WhatsApp

Based on findings such as in Table 1 found seven types of student perceptions related to digital literacy in an educational institution. In addition, there were also seven forms of digital information systems based on the results of student response analysis. The first finding is the student's perception of digital literacy as follows.

1. Digital literacy is necessary as a result of **the development** of globalization or the era of globalization;
2. The existence of digital information systems, making **it easier for** people to receive information (efficiency aspects);
3. Digital information systems were born as a result of the **development of** increasingly sophisticated technology;
4. In relation to educational institutions, digital information systems can be used as a means to **promote educational institutions**, both showing the infrastructure owned, the curriculum used, and activities that occur in the learning process in an educational institution.
5. Digital information systems are also used as a means to **disseminate information**;
6. For someone, digital information systems can be used as a way to make it easier for someone to **know** the latest information more quickly and a very wide range; and
7. The content in a digital information system can be a **source of knowledge**.

There was also seven forms of digital information systems according to student perceptions commonly used by an educational institution. The seven forms of digital information systems are websites, youtube, pamphlet, facebook, wiki, instagram, and whatsapp.

D. Discussion

Based on the findings of this study, digital information systems play a role in human life. At the first and third point of the student response collection it is known that students consider this digital information system born as a result of the development of globalization and technological developments. In addition, digital information systems also provide many benefits both as a source of information and knowledge, as well as a

means of making it easier for someone to get information more effectively and efficiently. This is in line with the statement (Buckingham, 2008 p. 60) that digital media can no longer be considered merely a matter of 'information' or 'technology'. With the convergence of media, the boundaries between 'information' and other media become increasingly blurred. Media is not just a matter of machinery and engineering, or as 'hardware' and 'software'. The Internet, computer games, digital video, mobile phones, and other contemporary technologies provide new ways of mediating and representing the world, as well as communicating. (Buckingham, 2008) asserts that the use of media by learners or institutions can be understood as a culture.

The digital literacy involves more than just the ability to use software or optimize digital devices, but encompasses a wide range of complex skills - cognitive, motor, sociological, and emotional skills - that users need to function effectively in a digital environment. (Eshet-Alkalai, 2004). The statement indicates that institutions that print learners are obliged to introduce and equip their learners with digital literacy skills that are essential to the lives of learners preparing for the world of work in this century.

Furthermore, the task of educational institutions in equipping digital literacy to learners is supported by findings (Ng, 2012) that show that scholars can generally use foreign technology easily in their learning to make useful artifacts. Only they need to be more aware of educational technology and given the opportunity to use it for meaningful purposes. This is in line with the findings of this study that various forms of social media such as facebook, instagram, whatsapp, youtube, websites and other forms of media can be used as a means to equip learners about digital literacy through lecture assignments or learning evaluations.

Research (Sefton-Green et al., 2009) has been researched on teaching digital literacy in Australia and Europe to children. This was in line with the findings (Buckingham, 2008) that digital literacy for generation z children is now not just as software and hardware or aids but has become a culture. Further (Sefton-Green et al., 2009) states that "digital literacy" combines more ideas of exclusion and division than would normally be expected, and it exposes the political contradictions of literacy

education in new and provocative ways. In a sense, in Indonesia it is important to be launched about digital literacy in schools, but more importantly to eradicate illiteracy before exploring digital literacy programs, because illiteracy will be an inhibitory factor in the development of digital literacy.

Learning in the 21st century must be able to prepare generations of Indonesian people to welcome the advancement of information and communication technology in public life. Implications on learning in schools in Indonesia require that all educational stakeholders must master ICT skills and have adequate ICT literacy. Teachers, students, even parents of students must be literate of technology and communication media, conduct effective communication, think critically, or solve problems and errors. The learning model will shift significantly towards the application of digital technology. Digital literacy in schools in Indonesia must be improved evenly so that the gap between rural and urban schools is narrower. This all requires work keras and smart work all stakeholder education in Indonesia (Syahputra, 2018).

E. Conclusion

IAIC Arabic Language Education students have diverse perceptions regarding the importance of digital literacy. There were seven types of perceptions about digital information systems and seven forms of digital information systems. Students state that technological developments and globalization significantly affect the massive use of digital information systems. In addition, both as an educational institution or as a society of digital technology users are equally benefited by the development of this digital information system. Among them as a source of information, the medium of massive dissemination of information, and make it easier for someone to get information. Social media such as youtube, website, instagram, whatsapp, facebook and other media have been used as a means of promotion of educational institutions and also used in an integrated process and evaluation of learning.

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