
Implementasi Literasi Digital dalam Meningkatkan Pembelajaran IPS Kelas VIII di MTs Miftaahul Uluum Sutojayan

Implementation of Digital Literacy in Improving Class VIII Social Studies Learning at MTs Miftaahul Uluum Sutojayan

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INFORMASI ARTIKEL

Submissions: Jan 011, 23
Revision: May 05, 23
Online Published: June 30, 23

KATA KUNCI

Implementation, Digital Literacy, Social Studies

ABSTRACT

This journal discusses the implementation of digital literacy in improving social studies learning for class VIII at MTs Miftaahul Uluum Sutojayan. In the context of this study, the research uses a qualitative descriptive research method. The data sources used are primary data obtained directly from the field and secondary data obtained through written materials and others. This study uses instruments to collect data, including (1) Data Reduction, (2) Data Display (Data Presentation), (3) Consultation Drawing (Withdrawal of Conclusions). The results of the study show that the implementation of digital literacy in Class VIII social studies learning at MTs Miftaahul Uluum Sutojayan creates activeness in students and builds creativity in the learning process by utilizing digital literacy in finding reference information sources so that social studies learning activities become more advanced and of high quality. The school has provided the driving factors in digital literacy-based learning activities with adequate facilities and infrastructure. In contrast, the inhibiting factors include many students being in the cottage environment, so they are prohibited from carrying cellphones and constrained from within the students because today's students prefer something instant so that in searching for answers, they use random sources to answer questions or assignments from the teacher. This research implies that it serves as a container for distributing learning materials that are essential to the teaching and learning process. Effective and efficient values for achieving goals that can change student behavior so that assessment and learning processes are related and improve the quality of social studies learning.

ABSTRAK

Jurnal ini membahas tentang implementasi literasi digital dalam meningkatkan pembelajaran IPS kelas VIII di MTs Miftaahul Uluum Sutojayan. Dalam konteks penelitian ini, penelitian menggunakan metode penelitian deskriptif kualitatif. Sumber data yang digunakan adalah data primer yang diperoleh langsung dari lapangan dan data sekunder yang diperoleh melalui bahan-bahan tertulis dan lain-lain. Penelitian ini menggunakan instrumen dalam mengumpulkan data yakni diantaranya: (1) *Data Reduction* (Reduksi Data); (2) *Data Display* (Penyajian Data); (3) *Conculition Drawing* (Penarikan Kesimpulan). Hasil penelitian menunjukkan implementasi literasi digital dalam pembelajaran IPS Kelas VIII di MTs Miftaahul Uluum Sutojayan menciptakan keaktifan peserta didik, membangun kreatifitas dalam proses pembelajaran dengan pemanfaatan literasi digital dalam pencarian sumber informasi referensi sehingga kegiatan pembelajaran IPS menjadi lebih maju dan berkualitas. Faktor pendorong dalam kegiatan pembelajaran berbasis literasi digital telah disediakan fasilitas sarana dan prasaran yang memadai dari pihak sekolah, sedangkan faktor penghambatnya meliputi, banyak peserta didik yang berada di lingkungan pondok sehingga dilarang untuk membawa *handphone*, terkendala dari dalam diri siswa, karena siswa zaman sekarang lebih memilih sesuatu yang instan sehingga dalam pencarian jawaban menggunakan sumber yang asal-asalan untuk menjawab soal atau tugas dari guru. Implikasi dari penelitian ini adalah berfungsi sebagai wadah penyalur materi pembelajaran yang memiliki peranan penting dalam proses belajar mengajar. Nilai efektif dan efisien untuk mencapai tujuan yang dapat merubah tingkah laku siswa, sehingga penilaian dan proses belajar berkaitan serta meningkatkan kualitas pembelajaran IPS.



Introduction

Along with the rapid development of the times, it is undeniable that there are more and more challenges in dealing with the development of science and technology. To deal with science and technology in this educational environment, a concrete strategy is needed to prepare the current generation of youth to have the skills to use technology productively at the education level. Unsafe use of digital technology can negatively impact social and personal interactions. Lack of confidence in using information technology and lack of awareness of the

information provided by the media can cause various problems, including physical and psychological problems. So, education in the digital or technological age is expected to produce professional students within themselves and benefit others, in line with the nature of development as explained by the Implementation of education as a procedure for building and empowering a culture that lasts a lifetime.

Concerning social studies education, digital literacy is one of the most effective tools to encourage educational understanding of social problems that occur in society. This is also related to the IPS teaching principle, which treats human life as a subject of investigation. The dynamic nature of human life means that humans are always active and demand renewal in every learning process. Thus, ease of access to information and knowledge is needed for the effectiveness of social studies learning.

Digital literacy to fully understand and operate technology is one of the factors that help maximize the learning process. Digital literacy must be developed for students to create a national character through tools and systems, information and data, sharing and creating, and historical and cultural contexts. These learning materials and methods are developed in schools so that digital devices in various learning activities can help students expand their knowledge of literature more broadly. The main goal of digital literacy is to provide opportunities for students with the motivation or encouragement they need to develop themselves as competent communicators in several contexts, cultures, and media by engaging with the various intelligences they have.

With more effective and ideal learning objectives, the social studies learning process is expected to incorporate more than conventional approaches. Applying digital literacy to social studies learning is an effort that can be made to be more effective in social studies learning. Applying this learning model aims to change students who are passive in class to be more active. Literacy does not only cover the ability to read, but students can understand, appreciate, and communicate critically about the ideas in their minds. It aims to shift assumptions in problem-solving situations that are difficult to solve separately.

Based on this observation, MTs Miftaahul Uluum Sutojayan, students are given support when using digital devices to gather information by looking for

references from digital devices. When giving assignments in the classroom, the teacher divides fellow students by forming groups. However, students can only use mobile phones outside the school area. The school provides computers and internet access to assist students in finding information. The school has facilitated the learning process by implementing digital literacy to support students in finding reference sources. Teachers teach digital literacy to students, and students have the knowledge and freedom to seek information from digital sources. Teachers educate students about digital literacy, and students have the knowledge and motivation to seek information from the digital world. However, skilled workers' ability to use digital technology and their knowledge of reliable and accurate sources of information make them the most critical resource for carrying out tasks. However, students' technical skills in using digital technology and understanding of valid and reliable sources of information become obstacles in carrying out assignments.

Literature review

Paul Gilster (1997) suggests literacy as understanding and using information from various digital sources. He explained that digital literacy is using technology and information from digital devices effectively and efficiently in various contexts, including academic, career, and everyday life. Digital literacy to fully understand and operate technology is one of the factors that help maximize the learning process. Digital literacy must be developed for students to create a national character through tools and systems, information and data, sharing and creating, and historical and cultural contexts.

Martin stated that digital literacy allows people to interact with others, work more productively, and increase their productivity levels when done with the same mindset and skills. Belshaw divides digital literacy into eight components:

- 1) culture, or understand the various applications of the digital world;
- 2) cognitive, or ability to judge content; And
- 3) technical skills, or the ability to use computers.
- 4) Constructive, as in designing something natural or factual;
- 5) Communicative, as in analyzing network performance in communicating;
- 6) Have the confidence to be responsible;
- 7) Creative and Socially Responsible;
- 8) Respond critically to content.(Suhardi et al., 2017)

According to Bawden's view, other authorities on understanding digital literacy focus on information literacy and computer literacy. Throughout the 1980s, there was an increase in computer literacy. At that time, microcomputers were being used widely in business settings and everyday life. In contrast, information literacy only emerged in the 1990s when information became more accessible through advanced information technology. Guided by Bawden's opinion regarding digital literacy is often associated with the use of technology to access, understand, and disseminate information (Suhardi et al., 2017).

In the digital literature, two approaches are conceptual and operational. The conceptual approach focuses on cognitive and emotional development, while the operational approach emphasizes the limitations of the technology used to use the media (Suhardi et al., 2017).

Researchers feel compelled to solve related problems based on previous research conducted by previous researchers. Increasing social studies learning by using digital literacy learning media. Digital literacy is critical and suitable in the learning process in the current era of globalization. However, only a few students sometimes know this and misuse digital media. Therefore, researchers are trying to gain an understanding of the concept of digital literacy as a learning medium to improve social studies learning, which is something new at MTs Miftaahul Uluum and has not existed before.

Method

The research method used is qualitative research that aims to determine the role of digital literacy in improving social studies learning for class VIII at MTs Miftaahul Uluum Sutojayan. This type of qualitative research serves as a method for solving problems illustrated by highlighting the main subject or purpose of the research. When the data analyzed is based on existing facts, it is continued by relating it to various theories to deepen understanding so that it can be represented clearly and easily with the conclusion. A qualitative approach is an approach that helps words based on data collection techniques and relevant data analysis obtained from natural situations, using certain social situations by describing reality correctly (Sugiyono, 2010).

Discussion Results

Digital Literacy Practice in social studies class VIII at MTs Miftaahul Uluum Sutojayan

According to Sparks et al., using digital literacy can help students succeed in learning process activities (Nur, 2022a). To apply fun learning strategies appropriately, teachers must understand the needs and desires of students. In fulfilling quality, efficient, and relevant education, as well as being highly competitive, the development of digital literacy continues to be developed as one of the tools to fulfill quality education. Using Android LCD-based digital media helps attract students to be more diligent and get good results.

MTs Miftaahul Uluum Sutojayan encouraged schools to improve and maximize the quality of their teaching, such as improving digital literacy skills and using existing digital technology so that if digital literacy implementation occurs, the material delivered by the teacher to students according to their abilities. Through literacy building character, expressing creative ideas, through digital literacy practices such as collecting various information and content from the internet, collecting various sources of reference information, and ensuring that these sources are accurate, they can find out which sources are invalid and learn how to capture images or videos. Offensive on social media.

Implementing digital literacy is a strategy to improve social studies teaching using modern technology, with this improvement being achieved by various literacy practices that use digital technology to maximize students' ability to use internet information. Social studies learning plays a vital role in every student becoming a good citizen with the proper knowledge about social concepts and rules and the skills, competence, character, and digital literacy skills properly and correctly to participate in the life of society, nation, and society Patriotic.

According to Harjono, the use of digital literacy includes mastery of all dimensions of the learning experience, including attitudes, knowledge, and skills (Nur, 2022b). Quality learning can motivate students to continue learning by utilizing digital technology to improve the quality of learning in assessing information and communication to communicate content or information with cognitive skills and have the power of thought available through digital media.

According to Budi Sriyanto, technology has various advantages not only in terms of fast information acquisition but also multimedia facilities that make learning more interactive and exciting (Budi Sriyanto, 2021). The practice of digital literacy at MTs Miftaahul Uluum Sutojayan is carried out by the teacher explaining the material using an Android LCD, which is directly connected to the internet to be played during the activity. After that, the teacher asked a question to seek feedback on students' responses to the material that had been taught. Students are prohibited from bringing cell phones because many are in Islamic boarding schools, and also to minimize misuse of cell phones in the school environment.

The results of the analysis showed that digital literacy activities in class VIII IPS learning at MTs Miftaahul Uluum Sutojayan were like the use of software in the preparation of class materials so that more accurate information can be revealed, using learning videos that contain teaching materials being taught such as inter-regional trade material and inter-island trade using digital media such as LCD Androids, social media, internet, electronic books, ebooks, and smartphones or mobile phones. The applications used to help the learning process are WhatsApp, YouTube, and Google Forms.

The results of the study are per Paul Glitser's theory that digital devices are not only computers or supporting hardware but all electronic devices that can process and convey information, such as mobile phones, LCD projectors, and laptops (Adinana Siswoyo, 2023). The results of the analysis obtained data before literacy began. The teacher divided the groups equally from students at home and the Islamic boarding school because it made it more accessible and gave a sense of fairness to students in carrying out the literacy assignments the teacher gave. Next, the teacher shares assignments related to the material to the WhatsApp group and provides additional link reference sources that students can use to get references to valid or relevant material answers.

The analysis showed that most of the contents of the reference information sources obtained by students needed to learn the characteristics of reliable literacy reference source sites. However, searching for literacy-based sources is quite good. Social studies teachers usually collect their assignments from the Google Form or Google Drive link. Links or website addresses that can be adapted to the material to be studied or related information, then students at home can search for sources of

information via a computer with an internet network. However, the teacher continues monitoring student answers from valid and relevant sources.

In the context of using digital literacy-based learning media and considering the conditions and needs of students, the devices and applications above are used to support the implementation of digital literacy practices. If the teacher understands this principle, students in learning activities will be conveyed clearly and well-understood by their fellow students, enabling them to learn in a comfortable and pleasant environment. However, concerning the digital world, users need supervision so that students are not trapped on websites that contain untrusted content and avoid harmful content. Monitoring can be carried out by teachers assisted by parents at home to control students' actions when learning through digital media.

The results of the analysis obtained in the evaluation of the implementation of digital literacy in social studies learning at MTs Miftaahul Uluum Sutojayan show that the work could be more effective and valuable because some students are late in doing the assignments given, and sometimes students copy and In addition, the process by which the teacher evaluates student results is mainly manual and expressed in a single step, so it appears to be less effective. Teachers and students at MTs Miftaahul Uluum Sutojayan In the IPS program, various digital media are used, along with facilities and infrastructure, so that the learning process dashes and the material being taught is conveyed to students according to the instructor effectively.

The digital literacy practice applied by the teacher has not been able to direct feedback to students in providing the findings made, so the two-party communication process between students and teachers has yet to be optimally established. This affects collaboration in information search between students and other friends. Collaboration only occurs when dividing the tasks of each member and collecting the results of their analysis, yet to be at the stage of criticizing the results of the analysis or the findings of each group for reinforcing the information obtained mutually. Even so, students' habit of consulting when experiencing difficulties with the teacher regarding the findings includes a student's courage. This raises the development of personality in students increases.

Students use digital literacy to meet their academic information needs to support school assignments, exams, and information fulfillment in various aspects of their lives. When the need for information, knowledge arises from someone less than what is needed, thus encouraging someone to seek information. This shows that digital literacy is a significant factor in harmonizing national education goals with the times.

The driving factors and inhibiting factors of Digital Literacy in class VIII IPS learning at MTs Miftaahul Uluum Sutojayan

According to Erlin Kartika Sari, the driving and inhibiting factors are the main factors in literacy activities in schools because they support the implementation of learning (Kartikasari, 2022). A factor is the most critical event, trend, or thing with the potential to make something happen. Each action must have driving factors and inhibiting factors into consideration. There is no exception in implementing digital literacy in improving social studies learning for class VIII at MTs Miftaahul Uluum Sutojayan. Based on the results of research that has been carried out by researchers and related to the driving and inhibiting factors of digital literacy in social studies learning, it will be explained as follows:

Driving Factors

According to the results of the qualitative analysis of this study, the driving factors must be considered so that the policies being implemented can run as expected. Factors that encourage digital literacy in social studies learning at MTs Miftaahul Uluum Sutojayan are the support from schools to maximize the use of digital technology in the learning process as evidenced by the provision of adequate school facilities and infrastructure to maximize the teaching and learning process with digital literacy such as completeness of computer equipment, LCDs in each classroom, and Wi-Fi in the school environment. In addition, MTs Miftaahul Uluum Sutojayan has a website and school YouTube channel, which are used for school promotional media.

With this facility in learning activities involving digital literature, it is possible to facilitate learning by making it easier for students to understand what they are learning, improving the quality of their learning outcomes, cultivating students'

positive attitudes toward the subject matter, and reducing problems with student motivation.

Obstacle factor

According to research findings, inhibiting factors are certain things that become obstacles to achieving the goals that have been set. Several factors hinder the use of digital literature in social studies education at MTs Miftaahul Uluum Sutojayan.

According to Rahmat Syah, in his research, abuse in finding sources of reference information through digital technology can harm students, both in their personal and social lives (Syah et al., 2019). This is one of the goals of social studies learning. Therefore, digital literacy must be developed to build national character in students. Students in the current era must be connected to computers, mobile phones, gaming systems, MP3 players, and the internet. They can track and master technological advances more quickly than previous generations. Therefore, teachers must adapt by implementing digital literacy by using new strategies in the learning system.

The results of the analysis state that using digital media as an alternative to doing assignments will allow students to complete work without running out of time or resources and increase their talent skills to produce work for class assignments. A teacher will also be able to provide rewards for students to serve as incentives and reminders for their work, considering the search for sources of reference information through technology pervasive in education.

Implications of Digital Literacy in Improving Class VIII Social Studies Learning at MTs Miftaahul Uluum Sutojayan

According to the theory of Jimoyiannis, A., and Gravani, M., states that it aims to assist students in achieving goals such as mastering the knowledge, skills, and abilities needed to use digital media effectively, understanding societal issues, and developing positive values consistent with modern times (Yetri Anggeraini, 2020). This is by the results of the analysis obtained, namely the implications of digital literacy. Digital media serves as a container for distributing learning material, which is vital in teaching and learning. Besides that, it can attract students' attention to the learning media used to convey messages so that the

teacher no longer needs to explain something that cannot be displayed directly in detail. Value in the learning process is an effort to give a score to teaching and learning carried out by students and teachers to achieve the teaching goal of increasing learning. Effective and efficient values for achieving goals that can change student behavior so that assessment and learning processes are related and improve the quality of social studies learning.

The analysis results state that the dynamic changes of the era in such rapid development can only be followed by mastering digital literacy. Thus, defending digital literacy skills for students as a provision for the skills of MTs Miftaahul Uluum Sutojayan students in carrying out the learning process at the next level. The maximum learning process is to provide media that can make students excited and happy to learn. Whether or not a subject that the teacher has taught increases is related to the media used in the learning process because comfort in the learning process can increase student achievement in subjects and the understanding gained.

The same research was also carried out by Muhammad Sukri, who stated that using digital media in learning obtained the best and correct results in increasing human resources, mainly when students use technology to avoid things that deviate from the values being taught (Sukri, 2021). In its role in improving learning, digital literacy at MTs Miftaahul Uluum Sutojayan is proven by the fact that student learning outcomes considerably influence student activity and students' ability to be responsive in social studies learning. Students can process information from various digital literacy sources, the amount of information obtained in the learning process, or in carrying out assignments given by the teacher, and students can sort out valid and relevant information sources. The realization that students who are responsible and have digital literacy skills is what can make school quality, especially in social studies learning. So, social studies lessons are only sometimes considered boring and memorizing lessons.

The results of the research analysis state that students use digital literacy to meet their academic information needs, namely to support madrasah assignments, exams, and fulfillment of information in various aspects of life. Students need to use digital media to be accepted because every activity carried out by the internet is always the main thing. MTs Miftaahul Uluum has used mobile digital media to

conduct in-school exam activities. Because in addition to keeping up with the times, it is also very easy for the school. This proves that digital literacy is essential to realizing education that educates the nation's life and develops students with a sense of independence and responsibility. With digital literacy, educational institutions can form superior, quality students with the experience and skills to continue to the next level.

Conclusion

After the research activities have been completed from start to finish, the writer can draw conclusions referring to the formulation of the problem, namely as follows:

The practice of digital literacy in social studies class VIII at MTs Miftaahul Uluum Sutojayan, namely at the stage of implementing digital literacy in social studies learning, namely by making lesson plans using the provisions determined by the school, preparing teaching materials, preparing learning media that will be used in the social studies learning process class VIII MTs Miftaahul Uluum Sutojayan.

The driving and inhibiting factors of digital literacy in class VIII IPS learning at MTs Miftaahul Uluum Sutojayan. The driving factor is the availability of adequate facilities and infrastructure provided by the school principal to maximize teaching and learning activities with digital literacy, such as Wi-Fi, Android LCD, and school website, and providing considerable internet power, which can be accessed in order for the learning process to take place efficiently. Fluent. The inhibiting factors are the condition of many students in the Islamic boarding school environment, many students who still need cellphones, and the need for more discipline in doing assignments according to the allotted time, which hinders the completeness of teaching and learning activities.

Implications of digital literacy in improving social studies learning for class VIII at MTs Miftaahul Uluum Sutojayan students can process information from various digital literacy sources, the amount of information obtained both in the learning process takes place or in carrying out assignments given by the teacher, students can sort out valid sources of information and relevant—the realization of students who are responsible and have digital literacy skills. In addition, the

implications that arise in improving social studies learning for class VIII at MTs Miftaahul Uluum Sutojayan include the activeness of students in discussion activities increases, students being more responsive to answering questions from the teacher, students being more motivated by the appearance of fun material so that the results of student assignments experience an increase, as well as the availability of adequate school facilities and infrastructure.

With all the limitations of knowledge and experience learned and passed, a thesis entitled "Implementation of Digital Literacy in Improving Social Studies Learning Class VIII at MTs Miftaahul Uluum Sutojayan" was compiled. Digital literacy in learning can be developed and improved in its use and application to make learning more fun and attractive according to educational needs and the times. The researcher hopes that this research can be helpful to researchers and all readers, and the researcher hopes that this research can be developed according to learning needs from time to time.

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