INFORMATION LITERATURE CAPABILITIES OF TEACHERS IN THE DIGITAL AGE

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Abstract

This study aims to describe the information literacy skills of teachers in the digital era. This study uses a descriptive quantitative approach. The population in this study were teachers in SMA, SMK, or equivalent in Makassar City. The sample is 143 teachers with accidental sampling technique. Measurement of information literacy using an adaptation instrument carried out by Tisa Lina Putri uses a scale with 5 answers ranging from very inappropriate to very appropriate. The data analysis technique used the percentage technique. Results Based on data analysis, it was found that the use of applications in the digitalization era really helped teachers improve their information literacy skills.
Keywords: information literature, capabilities of teachers, digital age.

A. INTRODUCTION

Advances in information technology and the internet today have resulted in very abundant digital information resources, so that every individual can easily enter information in cyberspace without restrictions (Kurnianingsih, Rosini, and Ismayati, 2017). The world of education must be able to prepare students to be able to face technological developments so that they are better able to compete in the world of work. Thus, knowledge in education and learning must be changed.

Today's students are digital natives, which means that the younger generation currently lives in the digital era, where the internet is part of their daily lives. This can be seen from the current condition of students, especially high school students, who rely heavily on search engines such as Google in finding information. This results in reduced use of quality resources available in school libraries and changes in student behavior in utilizing and managing information. Therefore, educators should be better able to use higher-order thinking skills, considering the problems faced by teachers and students are not simple, complex, and easily change disruptively in learning.

The government plans a change movement, namely new literacy, one of which focuses on human literacy to improve communication skills and mastery of design science. The aim of the literacy movement is to create graduates who can compete through capacity building. Therefore, educators must also have competencies that are expected to be able to apply collaboration in the teaching process including (1) communication and cooperation skills; (2) The ability to solve problems and think critically; (3) Information and technology literacy; and (4) Creative and innovative (Theffidy, 2020).

Information literacy is the ability to find the required information, organize library warehouses, be familiar with available resources, and knowledge in information retrieval (Juditha, 2019; Darmayanti, 2016; Septiyantono, 2014). The objectives of information literacy are: (1) Providing skills to access and obtain information; (2) Encouraging the necessary decision making; and (3) be responsible (Catts and Lau, 2008). Based on the explanation above, this study aims to obtain an overview of information literacy carried out by high school teachers in the current digital era.

B. METHOD

The research method used in the study is a descriptive research method with the chosen form of research is survey research (Erni Fatmawati, Endah Safitri, 2020). The instrument used is a questionnaire consisting of 6 question items with 5 answer choices, namely strongly disagree (1) , disagree (2), quite agree (3), agree (4), and strongly disagree (5). The study population was teachers of SMA, SMK, or equivalent Islamic boarding schools, totaling 143 subjects. The sampling technique used is the accidental sampling technique with the subject criteria being a teacher at the high school level or equivalent. The data obtained were analyzed quantitatively using the percentage technique.

C. RESULT AND DISCUSSION

Based on the results of taking research data through questionnaires distributed using google form on 143 teacher subjects in the city of Makassar, the following results were obtained :
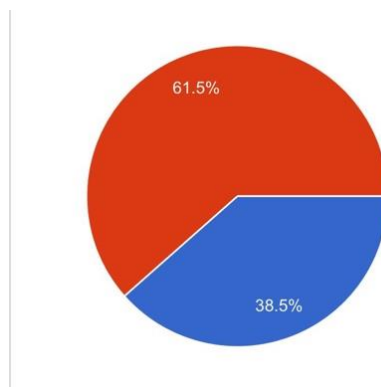

Figure 1. Number of subjects by gender

Based on the picture above, it can be seen that the number of subjects was 143 people, consisting of 61.5% female and 38.5% male.
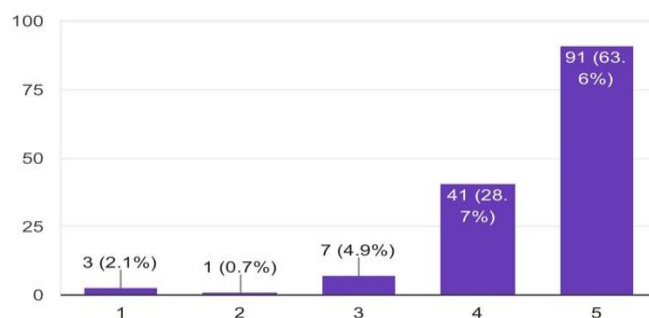
Figure 2. The subject's understanding of the learning topic that must be solved through information seeking

Based on the picture above, it is known that 63.6% of the subjects strongly agree to seek information in understanding the learning topic, 28.7% of the subjects agree to understand the learning topic, 4.9% of the subjects quite agree to seek information in understanding the learning topic, 0, 7% of the subjects stated that they did not agree to seek information in understanding the learning topic, and 2.1% of the subjects stated that they strongly disagreed to seek information in understanding the learning topic.
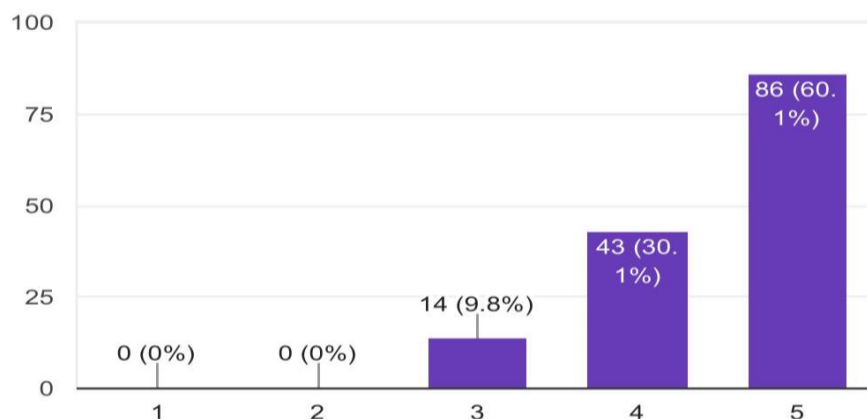

Figure 3. Determining the type of source used by the subject to seek information

Based on the picture above, it is known that 60.1% of the subjects chose strongly agree to first determine the sources that can be used to find information in learning, 30.1% of the subjects agreed to first determine the sources that can be used to find information in learning, 9 ,8% of the subjects quite agreed to first determine the sources that can be used to find information in learning, and 0% of the subjects stated that they disagreed or strongly disagreed to first determine the sources that could be used to find information in learning..
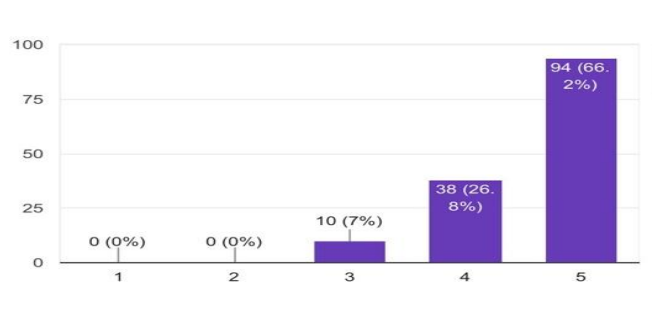
Figure 4. Subjects who use the internet to search for information

Based on the picture above, it can be seen that 66,2% of subjects strongly agree to use the internet in finding information, 26,8% of subjects agree to use the internet in finding information, 7% of subjects quite agree to use the internet in finding information, 0% of subjects disagree or strongly disagree with using the internet to search for information.
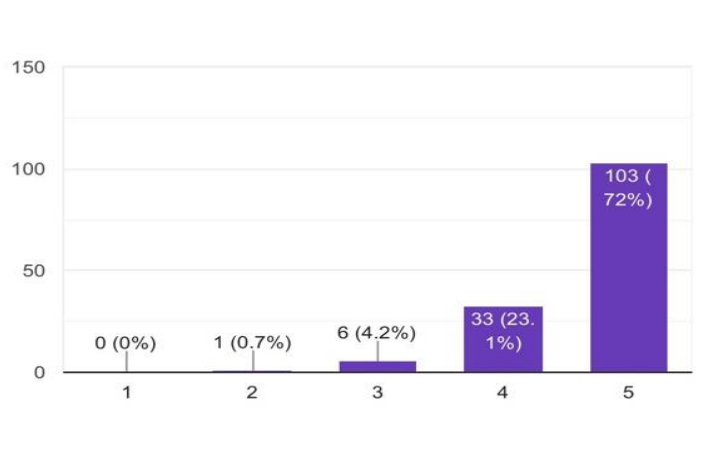

Figure 5. Subjects who think that digitization makes their work easier

Based on the picture above, it is known that 72% of subjects strongly agree that digitization makes their work easier, 23% of subjects agree that digitization makes their work easier, 4.2% of subjects stated that they quite agree that digitization makes their work easier, 0.7% of subjects stated that they did not agree that digitization made their work easier, and 0 % stated that they strongly disagreed that digitization made their work easier.
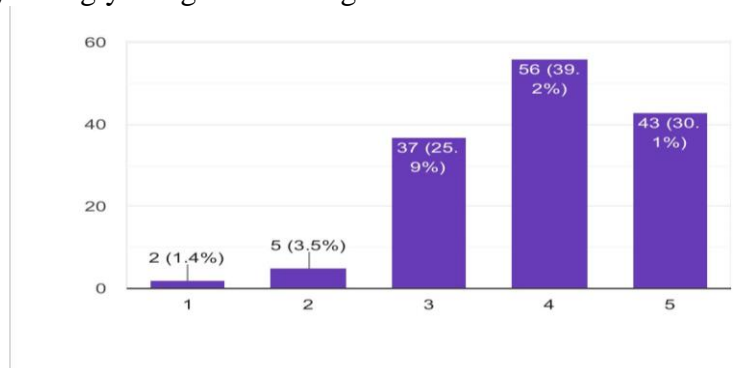

Figure 6. Subjects choose to teach using digital compared to manual methods

Based on the picture above, it is known that there are 30.1% of the subjects strongly agree to use digital more than the manual way of working, 39.2% of the subjects agree to use digital more than the manual way of working, 25.9% of the subjects quite agree to use digital more than the manual method. Manual work, 3.5% of subjects disagreed more using digital than manual work, and 1.4% of subjects strongly disagreed that they used digital more than manual work.

Hague (2010) suggests that digital literacy is the ability to create and share in different modes and forms; to create, collaborate, and communicate more effectively, and to understand how and when to use good digital technology to support these processes. Thus, it can be concluded that the characteristics of digital literacy do not only refer to operating skills and using various information technology and communication technology devices (hardware and software platforms), but also to the process of "reading" and "understanding" the presentation of the contents of technological devices and processes. "creating" and "writing" into new knowledge (Kurnianingsih, Rosini, and Ismayati, 2017)..

The results of this study are in line with the results of research conducted by Vidya Kharisma (2017) which shows several digital literacy competencies, namely searching on the internet, guiding directions (hypertext), evaluating information content, and compiling knowledge. The results show that the ability of high school teachers in the city of Surabaya is high in all aspects of competence. These results are also shown by Kumari and Flavia (2016) in their research which concludes that teachers are required to use and integrate ICT into learning to cultivate skills related to creativity and innovation, communication and collaboration, critical thinking, problem solving, and decision making. The role of the teacher in this case is to realize these skills which will have an impact on better generations in the future.

D. CONCLUSION

Results based on data analysis, it was found that the use of applications in the digitalization era really helped teachers improve their information literacy skills. Based on the picture above, it can be seen that the number of subjects was 143 people, consisting of 61.5% female and 38.5% male. It is known that 63.6% of the subjects strongly agree to seek information in understanding the learning topic, it is known that 60.1% of the subjects chose strongly agree to first determine the sources that can be used to find information in learning, it can be seen that 66,2% of subjects strongly agree to use the internet in finding information, , it is known that 72% of subjects strongly agree that digitization makes their work easier, and it is known that there are 30.1% of the subjects strongly agree to use digital more than the manual way of working.

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