
EXPLORING THE DIGITAL LITERACY DIMENSIONS OF INDONESIAN GENERATION Z TEACHERS

Nahar Nurun Nafi ⁽¹⁾, Endang Fauziati ⁽²⁾, Slamet Supriyadi ⁽³⁾

Sebelas Maret University¹

Muhammadiyah Surakarta University²

Sebelas Maret University³

naharnafi@student.uns.ac.id¹

Abstract: Numerous research has revealed the digital literacy levels of generation Z students. Few academics, however, have examined the digital literacy of generation z teachers. Being a member of the digital generation and working in education, in particular, makes digital literacy necessary. The results of this study will reveal some fascinating information about how prepared Indonesian generation z teachers are to teach English online. Based on Wan Ng's theories of digital literacy dimensions, this study seeks to identify the dimensions of digital literacy among generation Z teachers (2012). This study employs a qualitative methodology. The researcher has chosen 10 generation Z English teachers who work at Salatiga schools using purposive sampling. Using Ng's views about digital literacy, the data are then divided into three groups consisting of technical, cognitive, and socioemotional dimensions. The technical dimension is the most significant component of the three categories, accounting for 92 percent of the total. Meanwhile, 73 percent and 85 percent were respectively obtained for the cognitive and socio-emotional dimensions.

Keywords: *Generation Z, Teacher, Digital Literacy, English.*

INTRODUCTION

In the ILA's 2018 study, digital literacy is ranked as the most important subject to cover in literacy instruction. It truly fits with the guiding principle of our literacy education campaign. Additionally, according to Durriyah's research, a large number of teachers who actively use digital technology do not teach digital literacy (Durriyah & Zuhdi, 2018). Additionally, learning to read and write is essential for development. Additionally, those with established literacy skills are more inclined to explore and realize their potential.

Suhendra, Iswara, and Sartono conducted a study on the importance of digital literacy among teachers and covered the four viewpoints of elementary teachers on learning-based digital literacy (Suhendra et al., 2020). Of the 32 instructors who responded, it was found that 84% were familiar with digital technology, but only a relatively small percentage were really using it in the classroom. This raises concerns about the variables that may be to blame for some young instructors' reluctance to use digital tools in the classroom. In a different study, the level of digital literacy among generation z instructors was determined in Spain by Fernández-Cruz and Fernández Daz. And it has been revealed that young instructors in Spain have relatively poor levels of digital literacy (Cruz & Dáz, 2016)

Teachers who are familiar with digital technologies may not necessarily possess high levels of digital literacy. Both generation Z and millennial teachers are included in this scenario. The research, as mentioned earlier, demonstrates the importance of understanding the underlying causes of certain young teachers' poor levels of digital literacy, even though they are frequent internet users. The researcher wants to explore this phenomenon further in this study.

Dimensions of Digital Literacies

Ng (2012) proposed the elaboration of digital literacy dimensions as follows.

1. Technical Dimensions

Technical literacy is a skill possessed by someone to operate digital tools for daily usage. This is the basic level of digital literacy which is needed to ease everyday work. This Theory is in line with Martin and Gudzieeki saying that the basic level of digital literacy is digital competence (Martin, 2006).

Digital Competence, according to Martin and Gudzieeki, is the foundational level and encompasses a wide range of abilities, such as fundamental manual dexterity and visual identification, as well as analytical, conceptual, and critical thinking abilities (Martin, 2006). At this level, one should be able to utilize the internet to obtain information, write documents using the word or number processing, communicate via email, modify digital photos, make presentations, post content online, use databases, and master digital learning settings.

2. Cognitive Dimensions

Cognitive ability is the capacity to create multimodal literacy in the form of documents, audio, visuals, and other multimodal platforms, as well as to assess the integrity of various pieces of information. Additionally, it may be said that if a person possesses these cognitive qualities, they will be not only able to develop anything but also be aware of their nation's online laws and digital ethics.

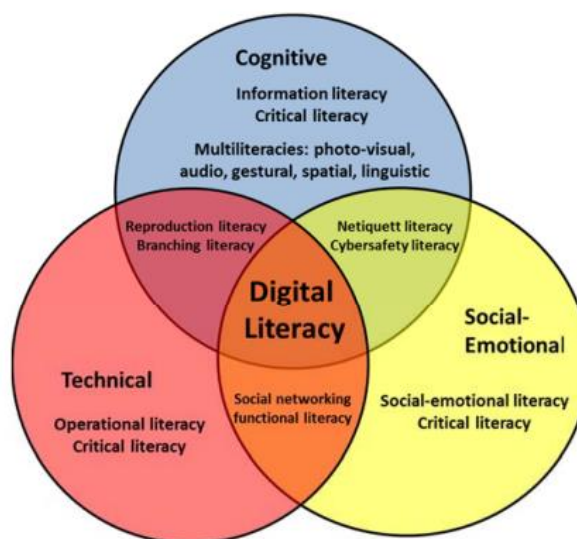
This definition is consistent with Eshet-contention Alkalai's that digital literacy entails a combination of complex cognitive, motor, sociological, and emotional skills that are used to organize all digital environments, in addition to the ability to operate the software and hardware of digital devices (Eshet, 2004).

3. Socio-Emotional Dimensions

This aspect of digital literacy focuses mostly on how a person interacts with other people online and how they use digital technologies for communication. Eshet-Alkalai, who possesses both information literacy and socio-emotional literacy, supports the aforementioned data. The ability to filter, assess, and use information properly in the face of the information superhighway's limitless exposure is referred to as information literacy (Eshet, 2004). Before inferences, judgments, or models can be drawn from the data, it is necessary to be skeptical in order to spot inaccurate, irrelevant, and biased information.

Wan Ng stated in further detail that having a basic understanding of the technical, cognitive, and socioemotional perspectives of learning with digital technology, both online and offline, constitutes digital literacy (Ng, 2012). A person with strong digital literacy should be able to quickly adapt to new developing technologies and comprehend contextual communications as they appear. Ng claimed that technological, cognitive, and socio-emotional factors interact to produce digital literacy. As a result, Livingstone and Brake believed that digital understanding literacy was crucial for reducing risks associated with online activities (Livingstone & Brake, 2010).

Elaboration of Digital Literacy



Digital literacy model (Ng, 2012, p. 1067)

METHODOLOGY

The purpose of this study was to determine the levels of digital literacy possessed by generation z instructors who teach English. The data was gathered through semi-structured interviews and observation. The data was then examined using a qualitative technique.

To gather comprehensive data, a semi-structured interview was conducted with ten randomly chosen individuals. The questions for the interview were modified from (Alkaromah et al., 2020). The participants were invited to discuss their technologically assisted teaching experiences. The interview's results were gathered, recorded, presented, and compiled as the study's conclusions.

FINDINGS AND DISCUSSION

The findings show that all three dimensions of digital literacy into English instruction have been implemented by generation z teachers. To make it more comprehensive, the writer has categorized the findings into three divisions which are elaborated as follows:

The writer has adopted the research instruments from (Wardhani et al., 2019) regarding the digital literacy dimensions. The questions have been made suitable for the purpose of the study. From the questionnaires given, it can be obtained the following results.

Technical dimension

No	Question	Mean
1	I can use essential software such as Microsoft excel. Powerpoint.	100%
2	I can use the digital devices to access information through the internet	100%
3	I can operate LCD, Laptop/ computer and there is no obstacle in combining them	100%
4	I know some learning websites for education such as BBC learning English, khan academy, etc.	82%
5	I can use digital devices to save, send, create and delete the data online.	100%
6	I know the format differences in computer files such as doc, pdf, text, jpeg, png, etc.	100%
7	I can convert multiformat files through computer	91%
8	I can create a blog and design some basic websites	63%
Grand Mean		92%

In this technical dimension, the teacher implements technological devices for the base of daily work uses. It can be seen that the grand mean obtained is 92%. Point number 8, which asks about the teacher's ability to create a blog, is low. Almost 50 percent of generation z teacher does not understand how to create a blog or a simple website. A blog is essential for virtual education, as has been stated by (Pinkman, 2005). He indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts and as writers-readers who, returning to their posts, react to criticism of their posts. Nevertheless, there are six questions that show 100% in implementing digital literacy, which shows the high confidence of young Indonesian teachers in integrating technology into education.

Cognitive dimension

No	Question	Mean
1	I know the definition of digital literacy	82%
2	When citing information from the internet, I know how to embed the sources appropriately	82%
3	I can understand whether some information I have received is hoaxed or not	82%
4	I never download from illegal sources or steal something from the internet	45%
5	I understand the rule of citing information from the internet using the correct format	73%
6	I can differentiate opinion and fact information from the internet	91%
7	I can differentiate between personal and official websites on the internet	63%
8	I can paraphrase information from the internet	73%
Grand Mean		74%

From the table presented, many generation z teachers still ignore internet regulations. It can be seen that the percentage obtained is only 45% for the case of taking something illegally from the internet. In addition, the next low level is for the ability to paraphrase from the internet and the understanding to cite information in the correct format. Both aspects receive 72% and 82%, respectively. However, when they are asked the definition of digital literacy, they actually know it. It can be proven by question number 1, which receives 82%. It means that some generation z teachers have understood the overview of digital literacy, but they are reluctant to implement it in their daily activities. This notion is in line with the research conducted by (Nugroho & Mutiaraningrum, 2020) that many EFL teachers have been equipped with digital devices, but the teachers are reluctant to apply them. This is mostly influenced by some factors, such as the lack of training of digital literacy.

Socio-emotional Dimension

No	Questions	Mean
1	I often use the internet for communication	100%
2	I never give comments using rude words	91%

3	I need to be careful in writing something on social media	91%
4	I feel confident of posting videos, pictures, and writing online	64%
5	I am always careful of what I write on social media	80%
6	I know that some information is sometimes not to be shared in public due to sensitive issues	90%
7	I know how to protect my privacy when surfing the internet	80%
Grand Mean		85%

The last dimension is the socio-emotional dimension. The grand mean obtained is 85%. This score is more or less caused by the low percentage in the two questions which are numbers 2 and 4. When the generation z teachers are asked whether they never give rude comments on social media, the score is 91%. The low score goes with the point of confidently sharing videos and any other works online which obtained 64%. In fact, the teacher is demanded to implement and use digital devices for the sake of education. Youtube is one of the web-based tools that generation z teachers can use to share knowledge. Web-based learning tools, also called technology-based learning/distance learning/online education/e-learning are one of the fastest developing areas. It provides opportunities to create well-a designed, learner-centered, affordable, interactive, officiate, flexible e-learning environment (Khan, 2005).

CONCLUSION

Generation z teachers possess the most dominant dimension in the technical aspects with a score 92%. It means that on the daily basis, they use digital literacy for daily work. However, when it comes to rules in the cognitive aspects, the score obtained is 73%. Many of them still ignore the regulation of the internet especially in downloading files illegally. For the socio-emotional dimension, the grand mean score is 85%. Some of them are still not confident to show or publish their work digitally.

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