IMPLEMENTATION OF DIGITAL LITERACY IN THE LEARNING PROCESS AT SD ISLAM KHALIFAH SERANG

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Article Info	Abstract
	The internet has made everything more accessible, including education, as schools and universities can now provide high-quality education. This research aims to describe the strategies teachers use to implement digital literacy in the learning process and to explain the implementation of digital literacy in the 4th grade at SD Islam Khalifah Serang. The research uses a qualitative method by exploring participants' perspectives through observations, interviews, and data collection. The results show that teachers effectively incorporate digital literacy into the learning process. The school also supports teachers by providing adequate learning facilities. Besides improving students' writing, sentence structuring, and reading abilities, implementing digital literacy in the learning process can also enhance their skills in using social media. In conclusion, implementing digital literacy at SD Islam Khalifah Serang includes developing lesson plans, conducting learning activities, strategizing the integration of digital literacy into the learning process, and preparing teachers before starting the lessons. **Keywords:** Implementation; Digital Literacy; Learning Process

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A. Introduction

The lack of knowledge about digital literacy poses a serious challenge in its implementation. Schools can equip the community with digital literacy skills to extract digital information wisely. Implementing digital literacy within the School Literacy Movement needs to be embedded in a structured learning process or at least integrated into it. The goal is to ensure oversight of the use of digital media. Educators should integrate these skills into classroom and school environments to maximize students' cognitive, social, linguistic, visual, and spiritual abilities. The 15-minute non-curricular reading activity in the School Literacy Movement already aims to cultivate a habit of reading among students. Implementing digital literacy within the School Literacy Movement is expected to benefit the community, especially students, by allowing them to share ideas and seek reliable information sources. Technology has been integrated and has brought about positive changes in the teaching and learning process and school administration. Every school component has fully utilized technology and is using it more creatively. Furthermore, digital literacy offers innovative, creative, and modern learning solutions (Purnawanto, 2021).

Digital literacy is a process that combines knowledge literacy, internet literacy, web literacy, and digital literacy. Every step in this process is crucial, and it must all be applied collectively to achieve full digitalization. At the same time, digital literacy holds a distinct position as a systemic necessity. As technology advances and systems grow increasingly complex, digital literacy becomes indispensable (A'yun, 2021). According to Douglas A.J. Belshaw, several essential elements for developing digital literacy include cultural, cognitive, constructive, and communicative aspects (Hendaryan dkk, 2022). Paul Gilster also explained that digital literacy is a person's ability to utilize information in various forms, whether from computer devices or mobile phones (Syafrial, 2018).

As we observe, digital literacy is something we encounter daily. Compared to creating content, more people tend to read and enjoy digital reading materials. However, digital literacy is not just about being a consumer; one can also be a creator or writer. According to Fitriyani & Nugroho (2022), instilling digital

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literacy in elementary schools is important due to several benefits: 1) Literacy greatly supports a person's success in handling various problems. 2) Through literacy skills, a person gains knowledge and can document experiences that can serve as future references. 3) Literacy culture offers many advantages, such as expanding vocabulary, enhancing brain function, acquiring new knowledge, improving interpersonal communication, sharpening comprehension of information, enhancing verbal abilities, fostering analytical thinking, increasing focus and concentration, and refining writing and language skills. Therefore, digital literacy demands proficiently using various multimedia sources more effectively (Kusumawati dkk, 2022).

Based on initial observations conducted in 4th grade at SD Islam Khalifah Serang, the researcher found that some teachers had not yet mastered the technology. In line with this, integrating technology into the learning process requires understanding its use in content, process, context, and attitude toward leveraging technology. Teachers are expected to provide students with theoretical knowledge in the classroom and experiences that align with real life. Therefore, educators in the digital era need to innovate in the learning process. Schools are expected to implement innovations, including integrating technology into the learning process and digital literacy activities. It includes offering access to learning resources such as internet connectivity and computers (Luthfiah, 2023). Additionally, schools must strengthen collaboration with parents to ensure the proper implementation of digital media in the educational process (Safitri, 2022).

Similarly, the research by Yatini (2022) Emphasizes that the effectiveness of learning through digital media is highly appropriate for teachers to use, as it stimulates students' curiosity, captures their attention, encourages active participation, and enhances their understanding, thereby improving their learning outcomes.

Interviews with teachers show that using digital media in the classroom makes students more engaged and enthusiastic. The research by Ekasari (2021) confirms that students' enthusiasm and participation in learning increase significantly with digital media, such as computers and smartphones. Using digital

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media as a learning resource and teaching tool has provided countless benefits in shaping students' learning behaviour. Teachers can utilize digital media as a resource and tool to help students better understand and engage with the material.

Technology can serve as an innovative solution in the learning process, preventing the process from becoming monotonous with outdated teaching methods. The researcher explores how digital literacy is integrated into the school's curriculum. The digital literacy program at SD Islam Khalifah Serang has been adopted as a learning strategy that is either embedded within the curriculum or closely connected to the school's education system. This research aims to explain the use of digital literacy in the learning process in the 4th grade at SD Islam Khalifah.

B. Methods

This research occurred at SD Islam Khalifah Serang, located on Jln. N.H.M Muhlich Lingkar Selatan Cikulur, Serang, Banten. The school holds an A accreditation and is considered one of the most prestigious private schools in Serang. It has a high level of achievement.

This research's subjects were SD Islam Khalifah Serang's 4th-grade students. Its observations focused on students, theory, and phenomena based on information provided by Mrs. Asulihati, S.Pd, the 4th-grade homeroom teacher. The researcher adopted various approaches to obtain valid data. This research occurred at SD Islam Khalifah Serang from September to November 2020.

Qualitative research offers a highly relevant method for investigating phenomena in an educational setting, as researchers conduct it in a natural environment. In this context, the natural conditions develop without interference from the researcher; the researcher's presence does not influence how these conditions evolve (Sugiyono, 2017).

This research used non-participatory observation to examine the learning process, documenting the events and occurrences in field notes. The study also explored the implementation of digital literacy during the learning process. According to Nana Syaodih, non-participatory observers simply observe activities

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without participating (Sukmadinata, 2019). Table 1 summarizes the instrument guidelines that were observed.

Table 1
Observation instrument guidelines for implementing digital literacy in the learning process at SD Islam Khalifah Serang

No	Sub-Focus of Research	Aspects studied	Source
1.	Teacher's Strategies for Implementing Digital Literacy in the Learning Process at SD Islam Khalifah Serang	What strategies do teachers use to implement digital literacy in the learning process at SD Islam Khalifah Serang?	Teacher
		Factors that encourage digital literacy in the learning process by teachers.	Teacher
2.	The implementation of digital literacy at SD Islam Khalifah Serang	How is digital literacy implemented in the learning process at SD Islam Khalifah Serang?	Teacher
		Media used in the learning process.	Teacher

C. Result and Discussion

The learning process at SD Islam Khalifah Serang has effectively implemented digital literacy. Students are required to learn through various methods used by teachers, including digital tools. Teachers can utilize these different platforms to make their teaching process more engaging.

Technology plays a crucial role in the modern era. One Islamic school, SD Islam Khalifah Serang in Banten, has incorporated technology into its learning environment, using computers, laptops, and smartphones. It also encourages teachers to be more creative in delivering their lessons.

The source, AS, explained the strategies for implementing digital literacy during the interview. Teachers must also have strategies for the learning process. In the 4th grade classroom at SD Islam Khalifah Serang, learning already uses electronic media, and they have also started using digital applications such as Zoom. The Zoom Meeting application allows for direct communication with anyone via video, making it suitable for use as a learning media. (Haqien & Rahman, 2020)

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AS mentioned that several media are very effective for learning in this digital age, and SDI Khalifah is also moving towards implementing a Hybrid Learning model. This hybrid learning model combines face-to-face learning activities with online discussions and chatting. Hybrid Learning is an educational concept that integrates any technology into traditional classrooms (Riyanda dkk, 2022). Hybrid learning encourages students to develop self-directed, continuous learning habits that promote lifelong skill development, making the educational experience more effective, efficient, and engaging. The goal is also to provide opportunities for each student (Khoerunnisa & Aqwal, 2020). Hybrid learning offers advantages over traditional face-to-face learning, such as allowing students to achieve learning goals more successfully and enhancing interaction and contact among students and teachers.


Figure 1. Teacher Uses the Digital Learning Media

In the observation, the researcher noted that the teacher had begun conducting learning activities by creating video content containing lesson material. This approach motivates students to be more active in class, process material faster, and improve their memory of the topics presented by the teacher. Using digital media that continues to explore creativity, innovation, and imagination aims to align with students' learning objectives through digital learning media (Zoom, Google Drive, and Classroom) (Suciati, 2018). The teacher creates instructional videos, focusing on a single subject, helping students concentrate on the material presented. Additionally, with the support of projectors, speakers, and other applications such as Zoom, WhatsApp, Google Drive, and Classroom, the learning process can unfold as expected.

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Based on the observation, digital literacy tools such as Zoom and PowerPoint are utilized, followed by learning activities using videos to help students focus on the material presented. Furthermore, the method for implementing digital literacy employs a hybrid learning approach, a model combining various teaching delivery methods through face-to-face activities. The hybrid learning method has many advantages, as students are unlikely to become bored due to the variety of engaging learning media available.

Digital literacy activities occur every day in each class, and the school also provides various digital literacy facilities, with two teachers in each classroom to assist in the learning process. Teachers at SD Islam Khalifah Serang are expected to optimize digital literacy in their instructional strategies by developing PowerPoint-based teaching materials. PowerPoint provides engaging features such as text processing, image insertion, audio, animations, and customizable effects, helping capture students' attention and interest in the presented content (Hikmah & Maskar, 2020). Students at SD Islam Khalifah Serang can already learn the content of lessons emphasizing digital literacy because learning can occur anywhere, unrestricted by time and place. More importantly, students have come to understand that technology can be used as a learning media and is not merely a tool for communication.
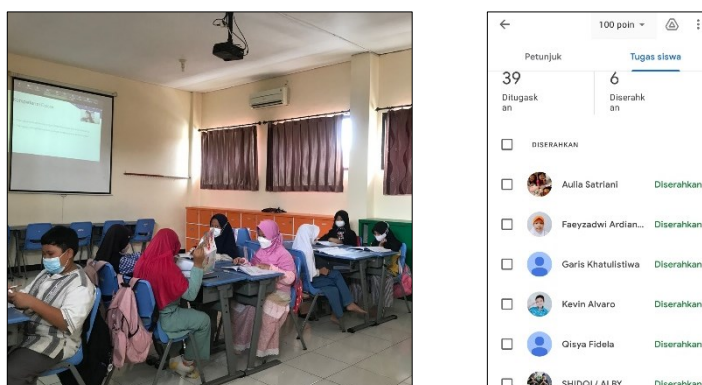
Figure 2. Learning using Digital Literacy

The researcher conducted further observations and found that after delivering the material, the teacher introduced a small game and a routine of reading the Qur'an to prevent students from getting bored during the learning activities. Students were also encouraged to work on several questions (quizzes) related to the

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material presented, using digital literacy platforms previously taught to help them retain and remember the lessons provided by the teacher. The teacher uses Microsoft Teams as the digital media to give and submit the assignments.

Based on the research results and discussions regarding implementing digital literacy in the learning process at SD Islam Khalifah Serang, it can be concluded that the teachers effectively implement digital literacy, supported by the school through adequate learning facilities. The teachers have creatively utilized technology, tools, and media to ensure the learning process runs smoothly.

Regarding the teachers' understanding of the importance of digital literacy in the classroom, the teachers at SD Islam Khalifah Serang have a solid grasp of how to implement digital literacy in the learning process. The teachers understand what they need to prepare for classroom learning and the actions they must take to successfully apply digital literacy in their teaching.

This aligns with the research conducted by Sholaekhah (2019), which found that teachers' use of digital media serves as a learning resource to improve students' learning behaviour, reduce boredom and lack of enthusiasm, and improve teachers' ability to innovate and make the learning process more dynamic and attractive.

D. Conclusion

Digital learning has provided various conveniences as a supporting tool for literacy in the learning process. Based on the findings previously explained by the researcher, implementing digital literacy at SD Islam Khalifah Serang includes planning the learning process, conducting learning activities, strategies for implementing digital literacy in the learning process, and what teachers prepare before starting the lessons.

As for suggestions based on the research results described above, the researcher offers some recommendations. Teachers should develop creativity as educators, especially as education evolves. Therefore, educators must hone their creativity and skills to help their students better. Students must also learn how to use digital platforms to develop their thinking skills and prepare to learn in any situation or condition. This research still has some limitations. Therefore, future

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researchers should improve and deepen their findings to achieve even better results in subsequent studies.

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