



The Effectiveness of Elementary Teacher Digital Literacy Competence on Teacher Learning Management

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Abstract: An educator or teacher must have adequate ability to use digital technology and communication tools to access, use, and even evaluate digital-based learning processes. This ability is referred to as the digital competence of a teacher in training his students to build new knowledge actively and creatively, which is very closely related to the lives of Generation Z who are active students today. The purpose of this study is to analyze the Digital Literacy Competence of Elementary School Teachers on Teacher Learning Management in Gandapura District. The sample in this study were elementary school teachers with thematic learning. The technique of data analysis through data reduction is by selecting every incoming data through observation, interviews, and documentation which are then summarized and selected according to the indicators needed. The findings of this study are that public elementary schools in Gandapura District have teachers who understand digitalization with low, medium, and high levels of understanding. So, it can be concluded that the digital competence of teachers has a good contribution to the development of effective and efficient teacher learning management. Teachers' digital literacy competencies can create student enthusiasm and harmony between teachers and students in the class on thematic lessons, especially science which is usually more difficult for students.

Keywords: competencies, digital literacy, teacher learning management

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INTRODUCTION

Changes in the 21st century are marked by the very rapid development of information technology in various lines of life and education is no exception (Sulaiman & Ismail, 2020). Indonesian education must be ready and accustomed to various changes. School readiness for the development and sustainability of ICT literacy skills is one of the main indicators of the ability to follow this change (Akbari & Rudiyanto, 2020; Syahputra, 2018). ICT literacy skill or digital literacy for teachers and students is a skill possessed by teachers and students to take advantage of internet-based digital media. In digital literacy, a person can search, use, work on, or design something wisely and intelligently. Literacy culture is one of the 21st-century skills that will lead students to the ability to face competition in the future (Basantes-Andrade et al., 2020; Marmoah et al., 2019; Savitri et al., 2015; Soimah & Aslan, 2020).

Active students today are often referred to as Generation Z who have a high interest in digitalization. Generation Z on average has the best digital skills with an average level of 61.14% understanding of digitization, so it will be boring if teachers are still oriented to the learning system without a touch of digitization (Esteve-Mon et al., 2020). This causes teachers to also have the expertise to use digital technology and communication tools to access, use, and even evaluate student learning outcomes. In this case, the teacher must play a controlling role for students to stay wise when surfing freely to find various information through digitization. This activity will train students to be responsible, critical, creative, and communicative when reducing information technology in learning, especially on difficult materials such as science and mathematics. Schools have an important role in combining all 21st-century skills, namely Communication, Collaboration, Critical Thinking, Problem Solving, and Creativity and Innovation in learning, especially by updating teacher competencies, which are still very likely to be at the lay level with digital competencies (Basantes-Andrade et al., 2020; Esteve-Mon et al., 2020; Garzón-Artacho et al., 2021).

Teachers are people who are directly involved as changers, especially in teaching activities. Learning can be said to be successful if the knowledge transfer process is shown by changes in student behavior after the learning process takes place, so to achieve this, a teacher needs to have pedagogic competence, personality competence, professional competence, and social competence (Antinluoma et al., 2018; Rahman, 2021). Digital literacy competence is one of the pedagogical competencies of teachers that must be mastered in this 21st-century learning, which supports student learning success in the era of society 4.0. Therefore, the mastery of digital literacy skills by a teacher which is a form of mastery of information technology is expected to be a

solution for achieving student learning outcomes in the era of society 4.0 (Argaheni, 2020; Zainal et al., 2022). In many studies, it has been mentioned that the achievement of the learning process assisted by digital technology can improve student skills (Izhar et al., 2022).

Teachers can manage the teaching and learning process more effectively if they have a good level of digital literacy and can easily access new learning resources and knowledge so that they can follow the latest developments quickly (Landa et al., 2021). However, to be able to run learning management and digital literacy in tandem, it is very necessary to have good support and management from related parties, especially principals, school committees, and supervisors who are responsible for the school, so that the effectiveness of this digital literacy competence can be seen as a realization of the achievement of educational goals effectively (Mumpuni et al., 2021; Pamuji, 2021; Pantiwati et al., 2020; Wibayanti et al., 2020). Thus, teacher digital literacy competence is also related to teacher learning management.

Teacher learning management is a teacher's effort to organize and manage the learning process by utilizing various resources to achieve effective and efficient learning (Kamaludin et al., 2019). Management is "a person's behavior in the form of a series of logical activities following existing and interrelated norms, and this management can be in the form of planning, organizing, and controlling to achieve organizational goals effectively and efficiently (Kamaludin et al., 2019; Mutmainna et al., 2019; Sulastrri et al., 2021). Learning management can be said as the ability of teachers to utilize all available resources through activities to create effective and efficient learning to achieve educational goals. Learning management through learning management technically will be seen from the management of the place or study space, the management of teaching materials, the management of activities and time, the management of students and learning resources, and the management of teaching behavior (Solong, 2021; Sulastrri et al., 2021).

Concerning this digital competence, previous research stated that digital competence is a fundamental ability in the 21st century, and various developing trends such as robotics, the internet of things, and artificial intelligence are new challenges in all fields, including education (Esteve-Mon et al., 2020). Other research suggests that schools have an important role in equipping students with the competencies needed for the future and being able to compete in the era of society 4.0 (Pata et al., 2021). Therefore, schools must improve themselves to keep up with changes in the digital era, especially concerning the role of teacher learning management, digital competence, structural change, participatory management, and leadership. Based on this description, the purpose of this research is "To analyze the Digital Literacy Competence of Elementary School Teachers on Teacher Learning Management in Gandapura District". Schools and teachers who still choose safe zones in the midst of educational changes and the development of information technology will not be able to provide learning experiences that are relevant to student competencies in the 21st century. (Sugiarti, 2019; Sumarno & Muttaqien, 2019). From the description, this research has the objectives to be achieved, namely "The purpose of this study is to analyze the Digital Literacy Competence of Elementary School Teachers on Teacher Learning Management in Gandapura District".

METHODS

The subjects in this study were 4 public elementary schools (SD Negeri) in Gandapura sub-district, Bireuen district, which were selected randomly from 21 public elementary schools in Gandapura district. Furthermore, the approach used in this study is a qualitative method. The qualitative method is a research procedure that produces descriptive data in the form of written or oral (Prasetia & Adlan, 2022). The data collected in this study is in the form of primary data and secondary data. Primary data were obtained from school principals, teachers, and students. While secondary data was obtained by researchers from the results of field observations in the form of teaching media products used by teachers every day when teaching, learning tools used by teachers, and students' daily exam results. The data analysis technique in this study is through data reduction, namely by selecting each incoming data through observation, interviews, and documentation. Furthermore, the results of observations, interviews, and documentation are summarized, selected according to the indicators that are sought, and focused on the main things (Ridder et al., 2014). Furthermore, the results of the data reduction or data analysis stages are running, and the researcher draws conclusions, which have the nature of temporary conclusions and final conclusions. The following is a chart of data analysis (Miles et al., 2017):

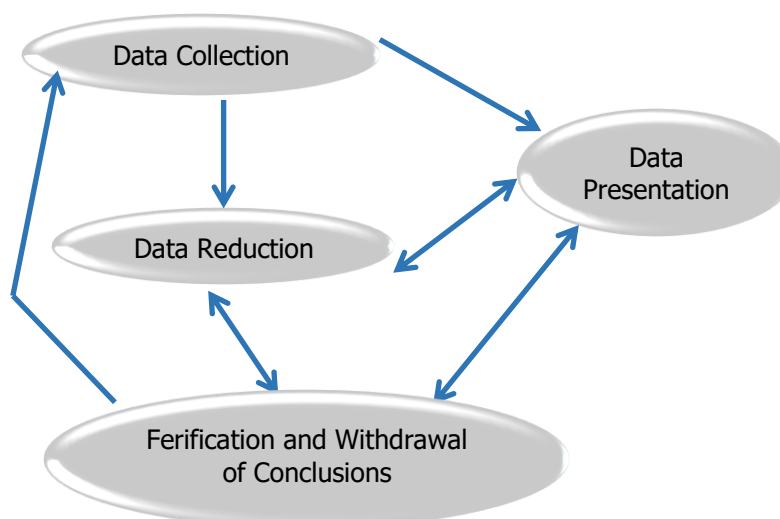


Figure 1. Data Analysis Technique

RESULT AND DISCUSSION

Well-prepared tables and/or figures should be an important feature of this section, as they convey the main observations to the reader. Any information given in tables and figures should no longer be repeated in the text, but the text should focus on the importance of the main research findings. In general, journal papers will contain three to seven figures and tables. The same data cannot be presented in the form of tables and figures. The results of the study are discussed to answer the formulation of the problem, objectives, and research hypotheses. It is highly recommended that the discussion focus on why and how the research findings may occur and the extent to which the research findings can be applied to other relevant issues.

Implementation of the Digital Literacy Program

The results of data analysis after the researchers made observations, interviews, and documentation on 4 public elementary schools in Gandapura District, of which the three elementary schools were selected from 21 state elementary schools in Gandapura district. The results of observations, interviews, and documentation were carried out and the data reduction process was carried out in some of the information and findings in this study. The following are some of the results of the data analysis obtained by researchers, as follows:

1) Habituation

This "habituation" is a term that emerged from three principals and 62 teachers from the three schools, namely (SD Negeri 3 Gandapura, SD Negeri 6 Gandapura, SD Negeri 8 Gadapura, and SD Negeri 11 Gandapura). What is meant by habituation here is the principal's policy to try to open up the insight of his teachers who have been very unfamiliar with digitalization. Although digitization in the form of using Android is already popular in the community, the application or use of Android in the teaching and learning process is still relatively poorly understood by teachers. In response to this condition, several school principals, namely the principle of SD Negeri 3 Gandapura, SD Negeri 6 Gandapura, SD Negeri 8 Gadapura, and SD Negeri 11 Gandapura tried to familiarize themselves with digital literacy in their schools. The habituation was self-taught, according to interviews with school principals and teachers, when the COVID-19 pandemic broke out and schools had to implement a learning system from home. Based on the results of interviews with school principals and teachers, it was stated that digital-based learning in the first semester of the implementation of "learning from home" was only done by the teacher sending learning videos from YouTube via the WhatsApp application or sending some practice questions through the parent's WhatsApp group. This is because the teacher's digital ability or competence is only limited to using the WhatsApp application. Starting from habituation, over time it becomes an exciting thing for both teachers and students. Current students who are Generation Z who are more skilled at using Android, find it more exciting when they get information about a lesson concept through video channels. However, teachers are not able to produce their own learning videos according to the learning themes and character values at each grade level 1 to grade 6. This then becomes a challenge for teachers to try to make changes, by developing teachers' digitalization skills, so that learning management is expected teachers will be more in line with the demands of the elementary school curriculum.

2) Development

Based on the results of interviews with principals and teachers and checking documentation in the form of teacher products, information was obtained that the development intended here is the role of school principals and school supervisors in developing teacher digital literacy competencies. This activity is carried out through the school MGMP forum and In House Training activities carried out by the school. This digitalization

development activity is focused on teaching teachers to produce simple learning videos that are following the weight of the curriculum and character values for each low and high-grade level. The learning videos that have been produced are used as one of the learning media in the classroom. So that in this case, the teacher will better regulate the management of learning which is expected to have an impact on student learning activity and the emergence of creative and critical values from students. Based on the results of interviews with principals and teachers. The next development is that teachers are given training through in-house training by schools in the form of procedures for designing and producing PowerPoint media and introducing teachers to some simple features for online evaluation or practice questions such as the quiz application.

Description of Teachers' Digital Literacy Competency

In principle, a competent teacher is a teacher who can provide great benefits to his or her students (Sulaiman & Ismail, 2020) and this statement is following the results of a study of 91 teachers, which found that teachers who have excellent competence can handle students who have problems in learning and reading (dyslexia) with the ability category, namely the good category, which is 64.8% (Muin et al., 2020). Teacher competence has a broad scope which consists of pedagogic competence, personal competence, and social and professional competence (Zulfah & Sholeh, 2021). Likewise, digital literacy competence which is one part of the professional competence of a teacher. Digital literacy is an individual's interest in attitudes and abilities to use communication tools and digital technology to access, manage, analyze, evaluate information, build and develop new knowledge, communicate with others, and be able to participate effectively in society (White, 2017). Thus digital competence can be said as a teacher's expertise to master digital technology in learning management. According to (Novita et al., 2021) one of the digital literacy competencies is the ability to find information and perform various activities using the internet such as using email and social media, searching for information online, and others.

As the findings have been conveyed in the previous point, namely teachers and students in three elementary schools (SD) in Gandapura sub-district have started the introduction of digitalization starting with the term habituation and then development. The results of observations, interviews, and documentation show that after going through the development phase that has previously been carried out by the school together with the MGMP of each school, it shows several categories of teacher understanding of digital literacy, namely as follows:

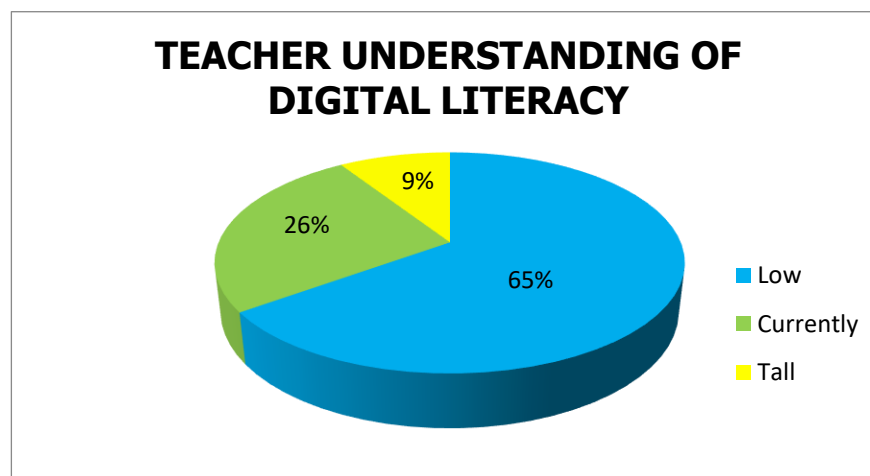


Figure 2. Percentages of Teacher Understanding of Digital Literacy

From the diagram, it is clear that the teacher's understanding of digital literacy is on average in the medium criteria. The teacher's understanding with moderate criteria shows that teachers are only able to use very simple communication technology media, such as the WhatsApp application to send practice questions via short messages and are only able to use the Gmeet or Zoom link addresses that have been provided as face-to-face media for teachers and students. While the high criteria which only consisted of 9% of the number of teachers sampled showed that these teachers were able to design learning media, teaching materials, and evaluation tools based on information technology, able to surf the internet easily to find various sources of teaching materials for their students. This small percentage of teachers who have a high understanding of the content of digital literacy competencies will have the potential to have an impact on teaching abilities in these Z generations by not involving the sophistication of fast-paced and easy information technology. Thus, schools or teachers will find it difficult to explore student skills following the demands of learning skills in the 21st century, which include Critical Thinking, Communication, Creative Thinking, and Collaboration. This is following several expressions in previous research by (Irawan et al., 2020; Sulastri et al., 2021) that good quality

education cannot be separated from good education management, and to achieve this, human resources are needed. What is relevant is professional teachers who have competence, especially professional competence.

Digital competencies that are expected to be possessed by a professional teacher in the 21st century are teachers who can use the internet as a learning resource or learning environment (Sulasm, 2022). So it is very important to develop these as a practical solution to build the competence of teachers and students to build human resources with character in advancing Indonesian education (Asari et al., 2019; Wardhana, 2020). The following are some of the digital competency items for State Elementary School teachers in Gandapura District which were obtained during the Probing Process which was carried out through interviews with teachers, students, and school principals as well as documentation. The competency items are (1) Utilization of digital-based learning information sources, (2). Utilization of digital learning resources, (3). Utilization/creation of digital-based evaluation tools, (4). Implementing learning based on the industrial revolution 4.0 platform. (5). Utilization of online applications.

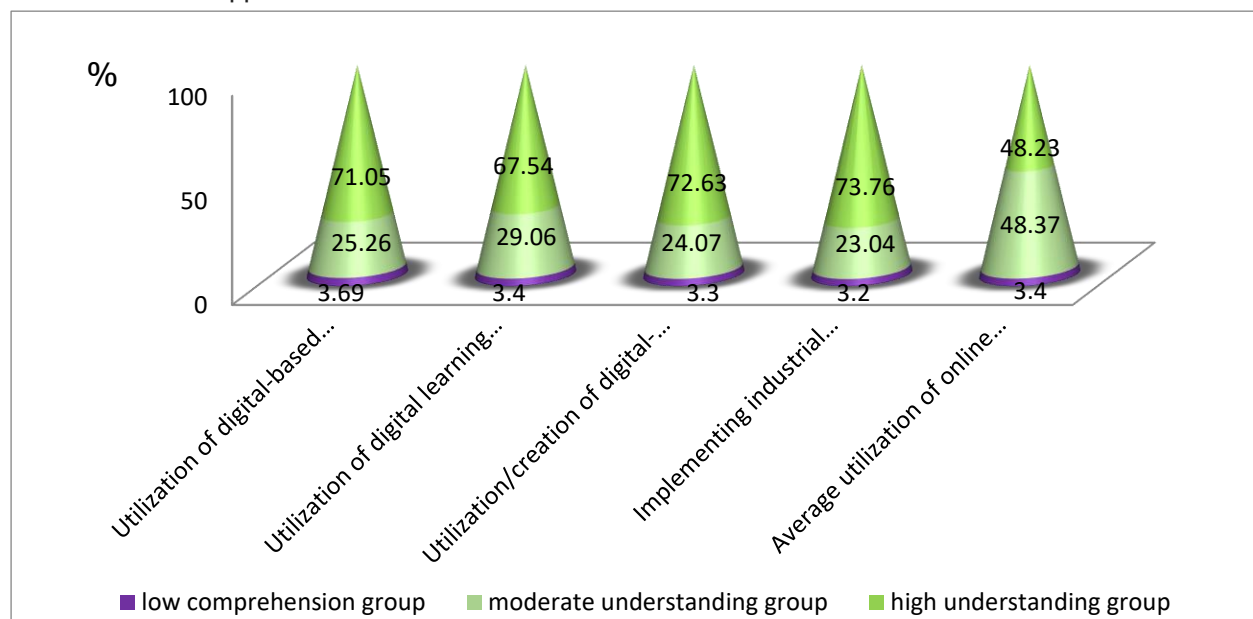


Figure 3. Percentage of Teacher's Digital Literacy Competence by Group Understanding Digital Literacy

From the figure above, we can conclude that the average digital literacy competence for the group of teachers with low understanding is only 3.34%; for the group of teachers with a moderate understanding of 29.96%; and for the group of teachers with a high understanding of 66.64%, who can use various digital competencies in the form of (1) Utilization of digital-based learning information sources, (2). Utilization of digital learning resources, (3). Utilization/creation of digital-based evaluation tools, (4). Implementing industrial revolution 4.0 platform-based learning. and (5). Average utilization of online applications. These results provide a conclusion for researchers that schools still need a variety of teacher competency development activities from internal and external schools. Teacher competence, especially digital competence, is one of the important components in this century to achieve Indonesia's national education goals as a whole and comprehensively. This digital competence is also very much needed to face the era of the industrial revolution 4.0. This statement is following the expression (Sintawati & Indriani, 2019) which reveals that teachers are highly demanded to master technology, considering that education 4.0 (implementing cyber technology into the learning process) in this century has become a trend that must be faced by education.

Description of Teacher Learning Management

Teacher learning management is one of the determinants of the quality of learning in the classroom. Teacher learning management can be described as a process of designing interactions in the learning environment effectively and efficiently between teachers, students, learning media, and learning resources. Teacher learning management has an influence on the quality of teaching and learning interactions to achieve educational goals (Fahmi et al., 2019; Khasanah et al., 2019; Usman et al., 2019). The teaching and learning process in the classroom is principally influenced by many components, such as students, teachers, principals, subject matter, class conditions, and non-physical (socio-emotional) factors (Mubarok, 2021). The student's socioemotional is determined by the learning environment he faces. Therefore, a teacher needs to be able to provide a learning environment that is following the development of students in formal and non-formal schools. In a non-formal environment, today's elementary school students who are Generation Z are very accustomed to viewing and searching for all information by surfing freely on the Android screen. This condition must be able

to be integrated into teacher learning management, so that discipline in learning as one of the ultimate goals of teacher learning management will be achieved (Yantoro et al., 2020). The rapid development of technology forces teachers to master and utilize technology to align with students (Sulasmi, 2022).

Furthermore, if it is related to the digital literacy competence of teachers to teacher learning management, it can be concluded that teachers who have good digital literacy competencies will be able to manage learning management in the classroom better. This can be seen from the warm and enthusiastic atmosphere of learning in digital literacy-based classes. The enthusiasm of students arises because of the interesting challenges that the teacher can provide, for example when students are invited to work on practice questions through the simple quiz application which has its own fun for students. Some of these indicate the existence of teacher learning management that has been realized. The indicators of teacher learning management in this study can be observed by principals, teachers, and students when learning takes place. Some of these indicators are: a warm and enthusiastic learning atmosphere, the ability of teachers to provide learning challenges for students, the ability of teachers to apply a varied learning approach (Varied), the teacher's ability to adapt the learning environment to the content of the teaching material (Flexible), the teacher's ability to emphasize the learning content on the important things (Underlining), and instilling self-discipline for students (Mubarok, 2021)

Based on the results of observations and interviews with principals, teachers, and students, it was revealed that the learning management atmosphere of teachers who have digital literacy competencies is felt to be more interesting and not boring. This is because teachers who have digital competence are also able to create a varied learning atmosphere, teachers can be more flexible with the selection of relevant methods/approaches during learning. The following is a description of teacher learning management in four elementary schools in Gandapura district which was obtained based on the results of observations, interviews, and documentation as well as data analysis by the author:

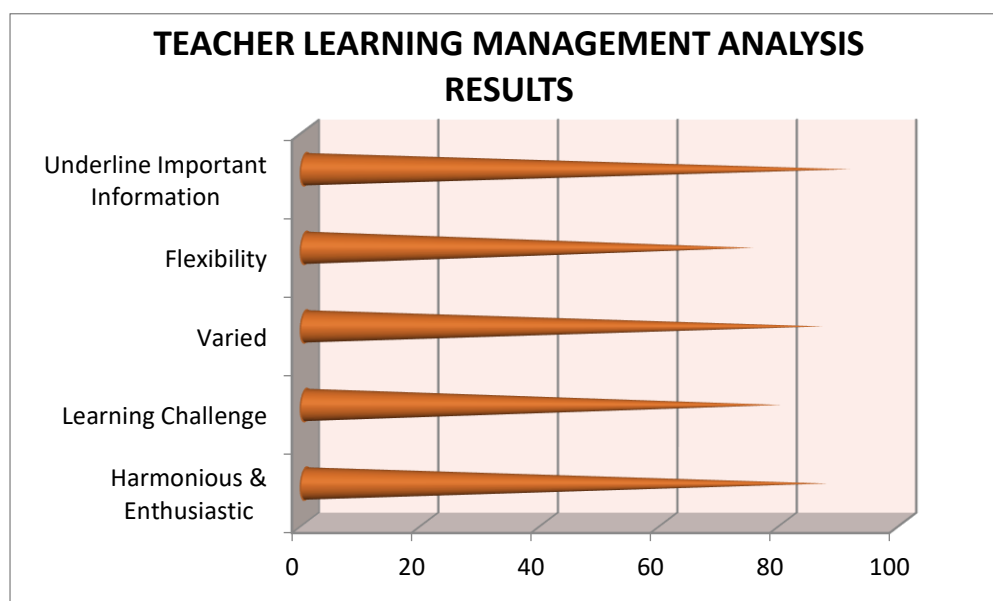


Figure 4. Teacher Learning Management Indicators

From the figure and based on the results of observations, interviews, and documentation, it can be concluded that the teacher's ability or digital competence of teachers balances the learning process for Generation Z in the Gandapura Sub-district Elementary School so that teacher learning management will be built more efficiently and effectively. Disciplined, fun, and varied learning management will really help create a better quality of learning, especially in the field of science. The field of science usually imposed a challenge for teachers to make students happy and enthusiastic about learning, but with the digital competencies that teachers have, this has become easier for teachers. Various interesting digital media can be accessed by teachers to create enthusiasm in the class for thematic subjects (including science and mathematics). Discipline, enthusiastic students, varied teaching methods, recognition of important points, orderly, conducive, and enthusiastic during the learning process are part of teacher learning management in the classroom. This of course has answered the purpose of this study, namely, the results of data analysis indicate that teacher digital literacy competencies can potentially be developed and create better teacher learning management.

The findings in this study are supported by the results of previous research which found that (1). Teachers who have a good level of digital literacy can access new learning resources and knowledge with a

variety of information that supports careful learning planning; (2). Teachers who master digital technology well can plan, implement, and evaluate learning well (Landa et al., 2021). This statement shows that teachers' digital literacy skills have a role in teacher learning management which can also run well. Furthermore, another study found that digital integration in elementary schools brought positive changes, both in the process and student learning outcomes as evidenced by student responses, in the form of increased motivation, activity, enthusiasm, and critical thinking skills (Jannah et al., 2020).

The result of this study is not consistent with the previous study that documented that biology learning was less effective to be applied online because biological science requires direct practice in its learning (Juanda et al., 2021). The findings of previous researchers generally support the results of the research found in this study, namely that effective digital literacy competencies can be the most important part of teacher learning management. Various learning innovations contained in digital literacy such as e-learning, virtual classes, game-based learning, interactive multimedia, computer-based learning, and others can foster student learning independence (Jannah et al., 2020; Kaloeti & Manalu, 2021).

CONCLUSION

Based on the results of observations, interviews, and documentation which were then analyzed by data reduction, it was found that SD Negeri 3 Gandapura, SD Negeri 6 Gandapura, SD Negeri 8 Gandapura, and SD Negeri 11 Gandapura had teachers who were able to recognize and understand digitalization with the level of understanding in the low, medium, and high categories. This digital literacy competency has a good contribution to the effective and efficient management of teacher learning. This good teacher-learning management really helps students to construct their understanding, especially in the field of science. A variety of interesting digital media can be accessed by teachers who have digital literacy competencies to create student enthusiasm in class for thematic lessons, especially science which is usually more difficult for students.

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