

Digital Eduliteracy Practices in English Learning for Students of Equivalency Education

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Abstract: *This community service program is one of the programs carried out by the proposing team to assist the digital eduliteracy practice of learning English at PKBM Nurain, Kab. Bone Bolango. The objectives of organizing this service program are 1) Increasing the learning motivation of equivalency education students in English subjects; 2) Activate students in learning English without burdening the age gradation factor in learning; 3) Improving students' English competence in class, and 4) Supporting the process of learning English in class. The implementation of collaborative service activities at PKBM Nurain, Dunggala Village, Bone Bolango Regency, emphasized the aim of increasing the learning motivation of equality education students at PKBM Nurain. Through this program the lecturers can apply knowledge, skills and technology to deal with deficiencies and problems faced by students at PKBM Nurain Dunggala Village. The results obtained in this service are that the process of learning English can be developed innovatively through the application of YouTube-based learning video media so that the ability to understand material or concepts can develop significantly.*

INTRODUCTION

Most people think that literacy is an effort to improve a person's ability to write and read, especially with regard to language skills. However, in reality, the development of this literacy is in line with the expansion of digital utilization in the community so that it reflects a change in diction from the concept of literacy to digital eduliteracy. This term is integrated with the concept of using technology as a platform for literacy development. Apart from that, this can be related to the role of technology which has become something that can be implemented in all aspects of life. The Ministry of Education and Culture (2017) illustrates that available technological devices are media that can help people understand the concept of literacy intuitively.

Entering the 21st century, technological developments are no longer taboo for the current millennial generation. Therefore, it is not wrong if technology becomes the media base for literacy skills among the community. In line with Rodiyah's opinion (2018) that the integration between technology and literacy is a form of digital literacy that can be utilized in technological

developments in the current 21st century. Therefore, the importance of digital literacy in education is important for everyone to implement it

Irene and Gay (2001) say that quality literacy values are reflected when students successfully apply what they have learned and put it into their own writing. When integrated with digital literacy, digital literacy is the ability to create information using various digital technologies. Due to the use of digital, to change digital media, to easily adapt to new forms. Digital literacy includes hardware, software, internet and mobile phones. David & Shaw (2011), digital literacy is the ability to connect with hypertextual information in the sense of reading out of sequence with the help of a computer.

Important things that teachers need to know about the importance of digital literacy are to update the quality of learning, help students develop participation, adjust personalized learning, empower innovation in learning. There is another approach to digital literacy as explained by Jones and Hafner (2012) which states that in general digital literacy is also related to how a person uses media (such as the internet) for his needs. Teachers know about digital literacy because they remember that data and information will continue to develop without control. If every individual does not equip himself with digital literacy, it will be increasingly difficult to find truly valuable information. Digital literacy is the ability to create and share in various modes and forms, to create, collaborate and communicate more effectively and to understand how and when to properly use digital technology to support the process (Hague, 2010:2).

Related to digital literacy, character has an important role in supporting students' mindsets in learning, and this can improve student achievement in learning. When associated with the opinion of Widyahening & Wardhani (2016), character education has an important role in human life, especially in protecting oneself, shaping one's personality based on each individual's self-confidence, and even having good behavior to respect each other's differences. For this reason, character education in the form of digitization needs to be applied to students to help them improve their learning achievement.

The importance of digital literacy can not only be carried out in formal education but can also be applied to students in non-formal education environments. As is the case with current conditions that demand that every educational institution be able to integrate technology into learning activities. Before the pandemic, learning activities were still carried out conventionally by emphasizing the teacher as the center of learning and students as observers of the material. However, this pattern of teaching habituation is ultimately changed based on the context of digital-based learning that uses technology as an intermediary for learning.

Unfortunately, the learning process based on digital literacy, as it is applied in formal education, should not be applied in the world of non-formal education. Most PKBM (Community Learning Activity Education) institutions are only used to implementing task-based learning which is only limited to asking students to pick up worksheets and deliver work results at the institution. This happened in PKBM Nurain, especially in the English subject, the learning process was only carried out through non-face-to-face or online activities, but only through the task-based learning process. For this reason, the team took the initiative to do community service at the PKBM Nurain institution to implement English-based digital literacy for students through the use of Google Classroom for institutions to make it easier for them to study online.

METHOD

The integration of courses in this self-service program can be linked to several courses, including subjects related to language skills such as listening, speaking, reading, and writing. Besides that, courses that are integrated with this community service program can be linked to the

CALL (Computer Assisted Language Learning) course. The content of the material in this course can involve technology in the learning process, and this can be integrated into this self-service program.

This self-service program is expected to empower the community, especially students within the scope of equality education. This empowerment is an effort to increase the role of non-formal education in the learning process. Community empowerment based on digital literacy is important for equality education as an effort to improve their learning competence and increase students' learning achievements. As for the implementation of this learning media, its application is carried out in two fields which are partner priority issues, namely:

- a) The learning aspect, namely the process of learning English by utilizing media technology is expected to improve their English learning achievements and competencies related to the material that has been taught.
- b) Aspects of character, namely guiding students to be active in class without burdening age as a priority factor that hinders the learning process. Besides that, this is an alternative solution for tutors to utilize technology in learning to keep their distance when in class

The method used in community empowerment to support the smooth implementation of learning is to increase students' learning motivation. In addition, it is necessary to hold learning demonstrations through the use of technology. After the demonstration activities of the learning process can be continued by tutors to teach using educational boards in the classroom

RESULT AND DISCUSSION

Result of Community Service

The implementation of learning strategies is adapted to the concepts created to develop students' courageous character in the classroom. In its implementation, the formula for implementing the use of learning media includes several stages, including: the planning stage, the design stage, the implementation stage, and the evaluation stage. This can be described in the following concepts:

In implementing Youtube-based instructional video media, the authors describe the 5P pattern, namely planning, designing, implementing, organizing, and evaluating. The five stages of implementing the media can be described as follows:

1. Planning

In utilizing YouTube-based learning video media, the steps that must be taken are to make preparations. In relation to this preparatory stage, the tutor analyzes the scope of characteristics possessed by each individual student in Package c. This is done through the stage of filling out a questionnaire, which is carried out to find out the extent of the character of students in the community.

2. Design

The design stage is carried out by providing YouTube-based learning videos prepared by students when they enter the classroom. The video will be a place for students to express their opinions when they want to convey what they want to convey. In this design stage tutors can also prepare basic competencies or curricula related to learning that is carried out by applying learning media in the form of YouTube-based learning videos in the classroom.

3. Implementation

The application of YouTube-based learning video learning media is very practical for use by each subject in terms of motivating students to be brave and active in class. Students are expected to be able to write down every idea they have on the speaking board as a form of student

aspirations to respond to what is requested by the tutor. The application of learning media can be done individually and in groups, especially in response to questions asked by tutors in class. Even the methods that can be applied by tutors can be done through round-the-clock quizzes, which can be done in class.

4. Organizing

This stage was carried out by PKBM Nurain to create products obtained from the results applied in class. In this regard, when tutors have taught YouTube-based learning video media, students are expected to have the courage to determine or provide aspirations for what students are interested in, especially in getting to know who they really are.

This stage begins with the introduction of the individual character of students in each skill group. The reason is, creating success in a team is that each member is able to accept changes that occur due to different individuals. What's more, for package c students at PKBM Nurain who tend to want to win alone, this stage has been proven to be properly applied.

At this stage, character recognition is carried out as follows:

- 1) The tutor directs students to fill in the questionnaire table;
- 2) Students fill out a character questionnaire;
- 3) Students calculate the total value on the character questionnaire;
- 4) Students make vertical and horizontal lines on the prepared strimin paper. So that it is divided into 4 parts labeled 4 characters;
- 5) Students place coordinate points according to the total questionnaire;
- 6) Students make hatching lines;
- 7) Students trace a spider's web that has been given a number that shows the character of the student;

This is done by building the character of students through the implementation of community development, the impact of which is tangible. Motivational material consists of 3 modules, namely (1) changes in mindset and character, (2) Strength of purpose (3) influence and build a team. This was then developed by applying YouTube-based learning video media to train students to speak in public, which provides an understanding of the material to students related to the application of YouTube-based learning videos in the classroom.

5. Assessment

This stage is the stage of assessing the activities of students in the classroom, especially in the use of YouTube-based learning video media in the classroom. In this regard, students will compete in agile contests to answer questions raised by tutors. The form of the assessment will be carried out in two stages, namely:

a. Individual Stages

At this stage, the writer wants students to answer questions in the form of question and answer questions individually. This trains students who are shy to be brave and encourage them not to feel inferior about what they have



Figure 1: Individual Stage of Learning Process

b. Group Stages

This stage describes the activation of students in answering questions in groups. This stage is very practical to train students to cooperate in responding to questions given by tutors in class. This is very interesting to break the ice so that it is not stuffy in class.



Figure 2: Group Stages of Learning Process

Learning English vocabulary using short videos from YouTube give satisfactory results. It can be seen from the evaluation value of student learning. In the two evaluations, the student's lowest score was recorded at 50 (from a scale of 0-100). However, in general the results are very good. It can be seen from the lowest score in the two class sessions and others which are relatively higher, reaching 70. In addition, in all four class sessions, there is always a student who gets the highest score of 100. The median score (the middle score after sorted) all four evaluations were also good, stable at 90. In three evaluations, the value was mode (the value that appears the most) had reached 100 and the remaining one evaluation was at number 90. The average value of the four evaluations is also very good, namely (sorted from class session first to fourth) 85.42; 85.04; 91.25; and 85.53. Compared with the pretest results, the results of this evaluation are very encouraging because it shows an increase. The distance (range) between the highest and lowest scores also decreased in the three evaluations compared to the pretest, indicating that the gap in understanding the vocabulary of those with the lowest and highest scores getting smaller. Combined with the data that the highest and lowest values the evaluation also increased compared to the pretest results, this shows a smaller range that the holder of the

lowest score experienced a rapid increase in learning outcomes. Value data pretest and evaluation can be seen in Table 1 below.

Table 1. Results of Pretest and Posttest (Evaluation) Student Vocabulary Data Processing (scale 0-100)

	Body		Drink		Food		Toys	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Lower Score	10	50	10	70	20	70	10	50
Higher score	60	100	60	100	60	100	70	100
Range	50	50	50	30	40	30	60	50
Median	40	90	40	90	40	90	40	90
Mode	40	100	50	100	50	100	50	90
Mean	38,54	85,42	41,88	86,04	42,08	91,25	41,67	85,83

The success of the method of using short YouTube videos to learn English vocabulary was also recognized by the student's teacher, Mr. Haris Danial, S.Pd, M.A. He expressed his satisfaction with this value which he considered good. Students, via Whatsapp messages, also expressed satisfaction with this learning method and the results of the evaluation. This activity still needs attention, the team needs to devote more time and energy to procedural training for students in the future. The delivery of instructions turned out to be confusing to students when class started. Even though the researcher had previously asked students to do the experiment before class, not all students were able to memorize the steps in class. Whatsapp really helps communication between students and teachers. However, communication via Whatsapp written messages cannot be compared to direct communication or through voice media. There are still many students who tend to passively communicate on Whatsapp. Team needs to explore the possibility of better communication media. Problems that occur due to an unsatisfactory internet connection can also be reduced in effect by shortening the duration of the video and tolerance for delays in submitting evaluation results

Constraints and Solutions

a. Constraint

The obstacle to using YouTube-based learning videos is that not all of them have access to YouTube, so learning activities are often carried out in groups. However, another way is done to keep the assessment of activity in class maintained, so the tutor is still expected to be able to use paper to write down answers as a form of response to the questions given by the tutor.

b. Solution

The solution to overcome this is that tutors try to prepare Youtube for students, even though it's just simple, but it can be used by students to learn English or whatever is needed in the learning process.

CONCLUSION

Innovative learning development is the application of YouTube-based learning video media in developing students' knowledge and technological competence. The stages of using YouTube-based instructional video media are implemented after a group of interested parties is formed. (1) Planning stage. (2) design stages. (3) the stages of implementation, learning skills skills and entrepreneurship education are carried out. (4) organizing stages, reviewing the implementation process to the results. Students fill out the review sheet. (5) the stage of assessment is the result in the development of measurable knowledge competence of students through a given level of

mastery.

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