STUDENTS' DIGITAL LITERACY COMPETENCIES IN INDONESIAN LANGUAGE SUBJECTS

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Abstract
This study aims to describe the level of digital literacy competence of students in students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year in Indonesian language subjects with reference to digital literacy competencies. These competencies include: 1) Internet searching; 2) Hypertextual Navigatuon; 3) Content Evaluation; and 4) Knowledge Assembly. This research uses a qualitative approach with analytical descriptive method. The population of this study were students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year totaling 202 people, while the sample amounted to 16 people. The sampling technique used purposive technique by considering the main criteria, namely the facilities owned by students. The instrument used is a questionnaire using googleform and interviews via WhatsApp. The results showed that students in grades X and XI of SMKS NU Tasikmalaya had mastered all four digital literacy competencies, namely 1) internet searching with a good category; 2) hypertextual navigation with a good category; 3) information content evaluation; and 4) knowledge assembly with a good category. Apart from that, they still need guidance and direction regarding the credibility of the information and material they get. Based on this, it can be concluded that students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year have mastered all indicators of digital literacy competence in Indonesian language subjects.
Keywords: Digital Literacy Competency, Indonesian Language, SMKS NU Tasikmalaya

INTRODUCTION

Technology in the digital age is developing so rapidly. All information can be obtained in real time. Search Engine is one of the tools that can make it easier to find the desired information or reference quickly and at an economical cost. According to Fauzi and Usmeldi (2022: 197) states that this effectiveness and economy have positive and negative impacts on its users, so that attachment to the use of information and communication technology is increasingly inherent, as well as in the world of education.

In the world of education, technology plays a role to help educators and students during the learning process. This means that technology no longer plays a supporting role but is one of the main factors in achieving the success of learning activities. This statement is relevant to the objectives of national education as stated in Law Number 20 of 2003 which reads that education is a planned effort to create a learning atmosphere and learning process so that

students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character and skills for themselves, society and the state.

Learning during the pandemic era until the covid-19 endemic was carried out online, so the intensity of accessing information/materials was so rapid. This phenomenon causes excess information to circulate and causes trusted sources to be swallowed by information whose sources are less clear. This phenomenon is often referred to as the infodemic threat. This means that the information circulating is increasingly quickly covered by news that is less clear about its source. As a result, users including students do not review the information they obtain.

Achieving goals and overcoming these problems needs to be based on one of the skills that are qualified and relevant in the current era, such as the ability to be digitally literate. This means being able to understand and process information critically based on technology. In the Dictionary of Indonesian Language, Edition V (2023), digital literacy means the ability to process information critically based on technology.

Digital literacy means the ability to process information critically based on technology. Digital literacy learning aims to combine language and cognitive dimensions that include the process of language, reading, writing, and the concept of analyzing written discourse with technology. In line with this opinion, Septikasari (2018: 108) explains that digital literacy fully supports the demands of 21st century skills that must be mastered by students including creative thinking, critical thinking and problem solving, communication, and collaboration. This means that digital literacy skills can make it easier for someone to understand and use information from various forms. Fitriyani and Septiana Mukhlis (2021:16) state that digital literacy is one of the foundations for facing the onslaught of information and communication technology in the next revolutionary era. This means that digital literacy skills are equal or important to other general abilities, so they need to be integrated into the world of education even into every subject, especially Indonesian language subjects.

This goal is relevant to the function of Indonesian language subjects, namely as a guide in every subject. As stated by Ahmad (2022: 2) that Indonesian language subjects are subjects that become one of the guides in each subject, Indonesian is made a compulsory subject starting from elementary, secondary, to tertiary education levels and Indonesian is a benchmark for the language skills of each student. Gilster in Hasliah (2022: 14-16) explains that digital literacy is divided into four indicators, namely: (1) internet searching competency is the ability to search for information on the internet using search engines, as well as to carry out various activities on it; (2) hypertextual navigation competency is a useful ability when users will browse web pages that contain complete information; (3) information content evaluation competency is an ability that aims to make internet users more critical in searching for and receiving information in order to obtain credible information; and (4) knowledge assembly competency is the ability that aims to make information obtained through the internet.

The ability that aims to make information obtained through notification cannot be fully trusted but must be compared with various sources to further organize information so that it forms a new or complete knowledge. The research that the author conducted is relevant to research conducted by Rani Rama Hetiyani, et al (2022) entitled "Analysis of Digital Literacy Skills of Grade IV Students of SDN 1 Kunti, Ponorogo Regency". The study stated that of the four indicators of digital literacy competence, only one was in the good category, namely the ability to search the internet (internet searching), while the ability to use hypertextual navigation, evaluate information content (content evaluation) and knowledge assembly was still in the sufficient category. Meanwhile, research conducted by Nurul

Fajriati Fauzi and Usmeldi (2022) entitled "Analysis of Digital Literacy Skills of Vocational Students". The results of the research conducted by Nurul and Usmeldi stated that the digital literacy skills of students in grades X, XI, and XII of SMK Negerri 2 Payakumuh were in the good category.

METHOD

This research uses a qualitative approach with an analytical descriptive method. The data collection techniques applied in this study are observation techniques, interview techniques, and questionnaire techniques. According to Heryadi (2014: 112), "Observation technique is an observation technique is a data collection technique carried out directly by researchers in observing an event or situation". Meanwhile, according to Sugiyono (2005: 78), "The interview technique is a data collection technique if the author wants to conduct a preliminary study to determine the problems that must be researched, but also if the researcher wants to know things from respondents that are more in-depth". The population of this study were students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year totaling 202 people, while the research sample was 16 people. Sampling was carried out using purposive techniques, namely by considering certain things. The consideration is based on the relevance of expert competence with technology and supporting facilities owned by students. In addition, the analyzed learners' digital literacy competencies focus on Indonesian language subjects.

According to Heryadi (2014:114), "Questionnaire technique is a data collection technique by asking written questions to data sources (respondents)". Respondents' answers from the interview sheet and questionnaire, then the tendency of answers from the interview sheet and questionnaire distributed will be obtained. The questionnaire presented in this study was distributed via the googleform platform using a closed statement type and Likert scale measurement. The scale used in this study is in the form of descriptive definitions, namely never (1) - rarely (2) - sometimes (3) - often (4) - always (5) and several questions with short descriptions. Through the data collected and analyzed, the author analyzes again to determine the digital literacy skills of students with several indicators. The score obtained is then adjusted to the criteria in table 1 (adaptation of Widoyoko, 2017).

RESULTS AND DISCUSSIONS

Based on the results of research at SMKS NU Tasikmalaya, the author obtained data obtained from interviews and questionnaires that have been distributed to students. Questionnaires were distributed to students in grades X and XI of SMKS NU Tasikamalaya in the 2022/2023 academic year. The interview was conducted to representatives of students seen from the questionnaire results. In more detail, the author describes it as follows.

1. Competence in Internet Searching

The first learner's digital literacy competency is the ability to search the internet (Internet Searching). The author describes the sub-indicators in each competency as follows.

Table 1

Indicators of Internet Searching Competency

Indicator	Sub Indicators	Scale Range				
		1	2	3	4	5
Ability do search on internet (internet searching	In supporting Indonesian language learning activities, I use the internet as a source of information.	0	0	12,5	**50**	31,2
	I am unable to determine appropriate search keywords in finding language lesson information Indonesia on the internet.	**50**	12,5	12,5	25	0
	I added the writing format pdf, doc, or ppt in the search keywords as a type restriction the file you are looking for.	18,7	6,2	12,5	6,2	**56,2**
	I can distinguish information Indonesian language lessons that are presented by the internet with those textbooks.	6,2	18,7	24	**31,2**	18,7

Based on the results of interviews and data contained in table 2. shows that the ability of students to do internet searching in Indonesian language subjects is good. The acquisition of each sub-indicator has proven that they are accustomed to searching on the internet to obtain the information they need related to the learning process. As well as they often use the internet as a source of information, determine search keywords, add writing formats, and distinguish between lesson information from the internet and textbooks. The point is that students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year are proficient in searching on the internet.

2. Competence in Using Hypertext Guidance

The second learner digital literacy competency is the ability to use hypertext navigation.

Table 2

Competency Indicators for Using Hypertext Navigators

Indicator	Sub Indicators	Scale Range				
		1	**2**	**3**	**4**	**5**
Ability to use hypertext navigation	I was unable to determine the text that links as access for further browsing in finding information on Indonesian language lessons.	**37,5**	18,7	31,2	12,5	0
	Through the links on the website, I can conduct further searches in finding information on Indonesian language lessons.	0	6,2	31,2	**43,7**	18,7
	I don't know how the web browser used in obtaining information on Indonesian language lessons.	**62,5**	31,2	0	6,2	0
	I know one of the components component of a URL (Uniform Resource Locator) that allows a web browser to reach the desired website.	12,5	12,5	18,7	**37,5**	18,7
	I don't understand how to organize and formatting documents in a website.	12,5	18,7	**50**	6,2	12,5
	Through the URL (Uniform Resource Locator), I can identify the address of the website I visited in searching for information on Indonesian language lessons.	6,2	12,5	25	**43,7**	12,5
	In searching for information on Indonesian language lessons, I used Internet without knowing the amount of data transfer consumption in units of bit per second (bps) time that has been used.	**37,5**	0	12,5	25	25

	1	2	3	4	5
I pay attention to the characteristics of of the web page visited such as usability/effectiveness, content, visual design, loading time, and navigation system (links).	12,5	0	**56,2**	31,2	0
I cannot distinguish between websites that meet the standard criteria of good and not so good.	12,5	31,2	**37,5**	18,7	0

Of course, learners already know that hypertext is characterized by blue and sometimes underlined text. The interview results and table 2. show that learners can differentiate between plain text and text containing links or hypertext. Knowledge of the difference between plain text and hypertext is not always matched by the use of hypertext direction guides. Most learners always browse for further information using hypertext. This was evidenced when they found a link in the textbook or during online learning, the teacher gave an instruction to listen to a video or audio using a link or a QR code. In addition, they already know the structure of URLs, understand the quality of a web page, and they also often pay attention to the speed of internet data transfer when surfing. Based on this, students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year for the competency of using hypertext navigation in Indonesian language subjects are categorized as good.

3. Competence in Evaluating Information Content (Content Evaluation)

The third learner digital literacy competency is the ability to evaluate information content (content evaluation).

Table 3

Indicators of Evaluating Information Content (Content Evaluation)

Indicator	Sub Indicators	Scale Range				
		1	2	3	4	5
Ability evaluate information content (Content Evaluation)	In addition to paying attention to the appearance of the website, I also look for information content related to Indonesian language lessons on it.	0	6,2	31,2	**50**	12,5

	I can only find Indonesian lesson information on the main page of the website.	6,2	25	**37,5**	18,7	12,5

When obtaining some information related to Indonesian language lessons Indonesian lessons from the internet, I compared one piece of information with the other.	0	18,7	12,5	12,5	**56,2**
Information related to Indonesian language lessons Indonesian lessons that I obtained from the internet, I did not complete it with information from other internet sources or other books.	0	31,2	**37,5**	31,2	6,2
When obtaining information related to Indonesian lessons, I trace the source of the information the source of the information.	0	18,7	18,7	12,5	**50**
I trace the name of the creator or author of information related to Indonesian language lessons that I obtained from the internet.	18,7	6,2	**43,7**	18,7	12,5
I don't understand the difference of the various domains in the website addresses (such as: .com, .ac.id, sch.id, .edu, go.id, .org).	31,2	**43,7**	6,2	18,7	0
I visit websites without					

consider the domain address when looking for information related to Indonesian language lessons.	**37,5**	6,2	25	25	6,2
Information related to Indonesian language lessons I can find more specific information related to Indonesian lessons in the FAQ/frequently asked questions on the website page.	0	12,5	**62,5**	18,7	6,2
I don't have notifications to get the latest information from the internet.	25	25	**18,7**	25	6,2

Most of the students of SMKS NU Tasikmalaya have been able to compare information when they feel doubtful about the incomplete information obtained. The interview results and table 3. show that learners sometimes compare information, both information from textbooks and information from the internet or between information from the internet. This is done during activities on the reading element or comparing the contents of a text. In addition to these activities, SMKS NU Tasikmalaya learners do this activity when they want to ensure that the information they get is credible. This is also supported by their expertise in

selecting and sorting information based on the domain, because according to them the domain of a web page greatly affects the credibility of the information presented. However, they hesitate when they have to activate notifications to get the latest information from a website, because there are some websites that can bring viruses or steal personal data. In addition, they also sometimes ask directly via the FAQ available on the web pages they access regarding the information obtained. Based on this, students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year evaluate information content in Indonesian language subjects is categorized as good.

4. Knowledge Assembly Competency

The fourth digital literacy competency of students is the ability to compile knowledge (Knowledge Assembly).

Table 4

Indicators of Knowledge Assembly

Indicator	Sub Indicators	Scale Range				
		1	2	3	4	5
Ability Knowledge Assembly	I include the source when quoting theories related to Indonesian language lessons obtained from the internet.	18,7	12,5	**37,5**	12,5	18,7
	Information obtained from the the internet, I immediately used it without analyzing it first.	6,2	31,2	12,5	**43,7**	6,2
	The information I obtained from I did not compare the information obtained from the internet with various media in obtaining the truth of information related to Indonesian language lessons.	0	25	18,7	**50**	6,2
	In fulfilling my need for information related to Indonesian language lessons, I use electronic documents (scientific articles, journals and research results) as references.	0	12,5	31,2	18,7	**37,5**
	When organizing information related to Indonesian lessons into a unified knowledge, I used several sources.	0	0	18,7	**50**	31,2

Most students of SMKS NU Tasikmalaya have difficulty in understanding information contained on the internet. The results of interviews and table 4. show that students sometimes include sources when citing theories related to lessons, they only write the source, not the complete bibliography format. Then, they often fully accept the information they get without analyzing it first, but they only look at the domain side of the web page. In addition, when they organize the information they can find credible references because they are able to determine keywords as well as add the format of the document they are looking for, then

they compare the information they get with various other media. Apart from compiling in writing, they also compile more knowledge directly such as discussing with friends and asking teachers. Some of the sources that students often use in compiling knowledge are Brainly, Blogspot, Ruangguru, and Wikipedia as well as articles related to the material. Based on this, students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year in compiling knowledge (knowledge assembly) in Indonesian language subjects are categorized as good.

CONCLUSION

Based on the results of the analysis conducted, it can be concluded that the digital literacy competence of students in grades X and XI of SMKS NU Tasikmalaya in the 2022/2023 academic year in Indonesian language subjects is categorized as good. This is evidenced by the four indicators of digital literacy competencies that have been mastered by students. These categories are the ability to search the internet (internet searching), the ability to use hypertext direction guides (hypertextual navigation), and evaluate information content (content evaluation) and knowledge assembly. Information obtained with internet access is a source that is often used by students in obtaining information on subject matter at school. This is because students feel that the use of the internet in obtaining information is easier and more efficient.

The ability of learners to conduct in-depth analysis related to subject matter information obtained from the internet such as utilizing hypertext to obtain further information, paying attention to the source or background of information, comparing information, and using various sources in compiling subject matter information into knowledge can be said to have been mastered. Apart from this, of course, students need direction and guidance from a teacher regarding the credibility of the information or material they are looking for.

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