



Digital Literacy of Students at PTKIN in Aceh

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ABSTRACT From 2019 to 2023, digital use is increasingly being applied in carrying out activities of daily life, especially in the learning process in the field of education. Therefore, this study examines the extent to which students' abilities in digital use. Apart from being a symbol of the progress of a society, the ability to use digital can also prevent its users from spreading or preventing the absorption of hoax information. Therefore, this study aims to look at students' digital literacy skills in PTKIN in Aceh. This study used a qualitative descriptive method with data collection using interview techniques and analyzed using qualitative data analysis techniques. Based on the results of the study, it was found that the level of digital literacy skills possessed by students tended to be quite good, namely as much as 82%. With details in terms of internet searching aspects of 89%, in terms of hypertext navigation aspects of 72%. Then, from the aspect of content evaluation, it is 88% and from the aspect of knowledge assimilation, it is 78%. Keywords: <i>Digital, Literacy, Student</i>			

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INTRODUCTION

Since 2011, Indonesia has entered the digital 4.0 era until now which is marked by increased connectivity, then, the boundaries between people, interactions, and other resources are increasingly centered through the use of information and communication technology[1]. Until 2023, with various increasingly sophisticated digital-based information technologies, people are required to be able to adapt and have the ability to use digital. The ability to use digital can certainly have a positive impact. Apart from being a symbol of the progress of a society, the ability to use digital can also prevent its users from spreading or preventing the absorption of hoax information.

Over the past four years, digital use has been implemented in all aspects of life. Even though it was forcibly implemented because of the Covid-19 case, digital implementation in all aspects of life has finally become a habit and is still being used both within the community and in the sphere of education which often uses the online system in lectures and in conducting seminars at tertiary institutions. Thus, digital literacy skills are needed.

Digital literacy is an ability that is mastered or owned to obtain, use, and understand information that comes from various sources in digital form. Digital literacy for students is important to master considering that students are individuals who often access digital media and are also Generation Z whose lives cannot be separated from the influence of digital media. Moreover, digital literacy can also prevent someone from radicalism. As mentioned by Seftiani, et al. that exposure to radicalism and intolerance is very closely related to the development of technology and information. In this regard, in this study the researchers wanted to examine the level of digital literacy of students at PTKIN in Aceh.

By definition, literacy is defined as the ability possessed by a person in processing and understanding information, both when carrying out activities that are included in language skills such as reading, writing, and also in arithmetic activities as well as in solving a problem in daily activities. Literacy is also interpreted as an ability or skill that must be possessed by someone in using both information and communication technology in order to be able to communicate information in a structured and cognitive manner. Not much different from the opinion of previous experts, Simamarta et al. Also stated that digital literacy is the knowledge and skills possessed in using communication tools, using digital media or networks and having the ability to use, find, form new information and be able to evaluate the information obtained wisely, intelligently, and complying with the law so that effective communication is formed. fostered in daily activities.

In this study, digital literacy refers to Paul Gilsters' opinion which states that in digital literacy there are four competencies so that a person is declared to have digital literacy skills. The four competencies are as follows.

1. Searching on the Internet or Internet Searching
Searching the internet is a skill possessed by someone in using the internet in everyday life. This capability includes
2. Guide Hypertext Directions or Hypertext Navigation
A hypertext guide is a skill possessed by someone in understanding and reading a hypertext guide in a web browser.
3. Evaluation of Information Content or Content Evaluation
Evaluation of information content is a skill possessed by someone in thinking critically and providing an assessment of the sources found in digital media.
4. Preparation of Knowledge or Knowledge Assembly
Composing knowledge is a skill in compiling knowledge and building a collection of information that has been obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice.

RESEARCH METHODOLOGY

This research uses descriptive qualitative methods and approaches. Then, the subjects in this study were students who were at PTKIN in Aceh. Due to the large number of students at PTKIN, the subjects in this study were selected from three PTKINs which represented the levels at each of the existing PTKINs which included State Islamic Colleges (STAIN), State Islamic Institutes (IAIN), and State Islamic Universities (UIN).

The limitation of the research subjects was due to distance considerations and insufficient research funds. In Aceh Province, there are four state Islamic tertiary institutions which include one with university status, two with institute status, and one with high school status. The list of PTKIN can be observed in the following table.

No.	The name of PTKIN in Aceh	Number of Registered Students
1.	UIN Arraniry Banda Aceh	24.060
2.	IAIN Gajah Putih Takengon	3.412
3.	STAIN Teungku Dirundeng Meulaboh	1818
Amount		35.723

Source: <https://pddikti.kemdikbud.go.id>

From the table above it can be seen that each PTKIN consists of many students. Therefore, the authors decided to take as many as 20 informants from each PTKIN. In determining the number of informants, the informants in this study were selected using a purposive sampling technique, taking into account the large number of students and limited funds and time. The technique was chosen referring to Sugiyono's opinion which stated that the determination of informants was determined deliberately based on certain objectives or considerations in accordance with the research theme which was considered to have the information needed for research [8].

Then, the collection of research data used interview techniques which were then processed using descriptive qualitative data analysis techniques. The analysis technique in question includes data sorting, data classification, and drawing conclusions.

RESULT AND DISCUSSION

Based on the research that has been done through interviews, the results of the research are as follows. First, student digital literacy at STAIN Teungku Dirundeng Meulaboh. From the results of the study, for aspects of searching on the internet, as many as 19 people answered that they frequently used the internet. In fact, four of them answered that apart from sleeping they always use the internet. Then, the remaining 1 student answered that he didn't really use the internet. He only uses the internet at certain times when he needs it. Furthermore, to focus on their search, each of them answered that they often use the internet to access viral news, lecture materials, current news, business, social media, then information about how to live, as well as information about lectures.

Then, still related to searching on the internet, as many as 8 people answered that 80-100% of the data they wanted was on the internet and as many as 12 people answered that only 10-79% of the data they wanted was on the internet. Then, all the students who became informants also said that the internet was something important. Second, regarding the aspect of hypertext guides, all informants answered that they could easily use several media to browse information. Then, 18 students know about searching using hypertext and multimedia formats, 2 people often use hypertext, 2 people only focus on searching

document forms, 16 others can use both, and the remaining 2 don't know about hypertext or the multimedia format in question.

Third, in the aspect of content evaluation, 17 students answered that they knew the difference in information on the internet and textbooks and 3 others did not know. Then, the checking process is carried out by checking television, other people, looking for links, reading textbooks, and looking for trusted sources. Finally, the aspect of compiling knowledge. For this aspect, 15 people also answered that they do page analysis, 3 others do it only occasionally, and 2 don't.

Then, the results of research on digital literacy of IAIN Gajah Putih Takengon students are seen from the four aspects assessed, namely as follows. First, for the aspect of searching on the internet, as many as 19 people answered that they used the internet very often and the remaining 1 person answered not too often. Then, the focus of the search is social media, looking for certain information on Google, and also lecture material. Then, from what was searched, as many as 15 students said that the capacity obtained on the internet was in the range of 80-100% and the remaining 5 other students answered that the capacity they got on the internet was in the range of 10-79%. Even so, all students agree that the internet is an important thing.

Second, regarding the aspect of hypertext guidance, as many as 12 students answered that they could easily use several types of media to get to the truth. Then 7 other students answered that they were not sure and 1 other answered that he could not easily use several types of media. Then, as many as 5 students answered that they knew information in the form of hypertext or other multimedia formats, 3 people knew information from multimedia formats, and the remaining 12 did not know the meaning of both.

Third, for the aspect of evaluating information content, 12 students answered that they knew the difference between the internet and books and 7 others did not know the difference. Then, all students check information and the checking process carried out by students before looking for information on the internet is generally by searching for a title or theme first, there are also those who look for information in web form, looking in other media such as books, doing page analysis, and search the internet. In addition, there are also those who answer the checking process by looking at the information one by one to make sure. Finally, the aspect of compiling knowledge. For this aspect, it can be seen that as many as 15 students did page analysis first when opening a web. Then, 4 others answered that they never do page checks, and 1 other only does it occasionally.

Finally, the results of research for digital literacy of UIN Ar-Raniry Banda Aceh students are presented as follows. For the first aspect, namely the aspect of searching for information on the internet, as many as 19 students stated that they accessed the internet very often and 1 other answered not too often. Students stated that they used the internet to find information about religion, social media, important information, and also information about lecture material. Then, to the question of how much capacity is obtained on the internet, as many as 20 people answered that the information they got on the internet was

in the range of 80-100% on the internet and all agreed that the internet was something important.

Next, the second aspect is about hypertext navigation. For this aspect, when asked to students whether they could easily use several types of media to get correct information, all answered the same thing, that is, they could easily use several types of media. Then, to the question whether or not they know information in hypertext or multimedia formats, as many as 15 students answered that they know and use both. Then, the remaining 5 answered that they did not know what the two terms meant.

Third, the evaluation aspect of information content. For this aspect, when asked to students whether they know the difference in information on the internet and textbooks, as many as 18 students answered they knew and 2 others answered they did not know. Then, for the checking process that was carried out before searching for information on the internet, 18 students answered that they checked by looking for various sources from books, comparing with other sources, looking for several sources from the Al-Qur'an or Hadith, by returning information, and also by seeking the truth of information from the internet, while the other 2 do not check.

Finally, the fourth aspect, namely the preparation of information. For this aspect, 16 students answered that they did page analysis first when opening a website. Then, the remaining 1 answer depends. What he meant was that he would check or not check depending on the information being searched for and the other 3 replied that they didn't do page analysis.

Based on the research results, it appears that the ability of students at PTKIN in Aceh tends to be quite high. This can be seen in the results of the study. if the results of the student digital literacy research are presented as follows. First, in terms of searching on the internet, as many as 57 out of 60 students stated that they frequently access the internet, while the rest answered that they rarely access the internet.

For its use, the focus of searches that are often searched by students on the internet is searches for lecture material, viral news, business, current news, religion, social media, and other important information. From these results it can be seen that the use of the internet is inseparable from the daily life of these students. Based on the answers, the search mostly includes information that is often needed when someone does not know. This makes the internet the first option when students experience confusion over information.

Then, 43 people answered that 80-100% of the information contained in the internet. Then, the remaining 17 people answered that only 10-79% of the information obtained on the internet. These results indicate that the capacity of information obtained on the internet is very large so that individuals are unconsciously dependent on the internet. This is also like the results of interviews with all the information that agrees that the position or existence of the internet is very important.

Second, regarding the aspect of hypertext navigation or directions, 7 people answered that they were not sure that they knew the purpose of using hypertext navigation guides, and 1 person answered that he had difficulty using internet searches. While the

rest, as many as 52 people stated that they did not experience any difficulties and it was easy to use various media on the internet. These results indicate that in general students do not experience difficulties in using internet searches even though some do not know these methods.

Third, in terms of the aspect of content evaluation, 47 students stated that they knew about differences in information on the internet and books. Then, as many as 12 other people said that there were no known differences from the two media. This is an important thing to improve because if students don't evaluate content in gathering information, students may get caught up in information that is hoax.

With regard to content evaluation, 58 students said that before they searched for information on the internet, they first checked the information. Then, the remaining 2 other people answered that when they searched the internet they never checked information. Then, what students do in the checking process is by checking television, looking for links, asking other people, reading textbooks, reconfirming through web searches, searching in other media, searching from trusted sources, analyzing pages, searching the internet, checking from the Al-Quran and Hadith, and also by reconfirming the information from the source. Most checks are carried out by seeking information, not just relying on one source, but also by directly seeking information from accredited sources of information.

The last aspect, namely the aspect of knowledge assembly or preparation of knowledge. In this aspect, 46 students said that they had previously carried out the process of analyzing pages when gathering information on certain websites. Then, 4 people answered that they only do it sometimes, and the remaining 10 people said that they never check at all. Even though there were 10 people who did not do it at all, it can be said that overall students already have the awareness to carry out the knowledge assimilation process.

Based on this explanation, it can be concluded that the digital literacy abilities of students at PTKIN in Aceh tend to be relatively high based on the four aspects studied. If percentaged, the internet searching aspect is 89%, the hypertext navigation aspect is 72%, the content evaluation is 88%, and the knowledge assembly aspect is 78%. So, if it is calculated as many as 82% of students have a level of digital literacy that is already quite good.

The research results that have been described are also the same as previous studies by other researchers. One of them is the research conducted by Karsoni Beta Dinata which states that the digital literacy abilities of students of the Mathematics Education Study Program, Faculty of Teaching and Education, Muhammadiyah University Kotabumi are in the good category [9]. Between the research conducted and previous studies gave the same results. This indicates that digital media users from among students who are generation Z are already in the good category.

CONCLUSION

From the results of research on student digital literacy at PTKIN in Aceh, several conclusions can be drawn as follows. First, for the aspect of searching on the internet, students' abilities tend to be high, namely 89%. Second, from the aspect of the hypertext direction guide, it also tends to be good, namely 72%. Then, the content evaluation aspect also tends to be high, namely 88%. Finally, the aspect of knowledge preparation also tends to be good, namely 78%.

Based on this, there are several suggestions that can be made to improve students' digital literacy skills.

1. Universities are expected to be able to provide socialization, guidance, or support related to activities related to digital literacy to students.
2. Lecturers as teachers can incorporate digital-based learning so that students' digital literacy skills can be further honed and directed.

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