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Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA, memberi tugas kepada:

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Pangkat dan golongan : Penata, III-C
Jabatan : Dosen Fakultas Keguruan dan Ilmu Pendidikan
Untuk : Peneliti "Analysis of Digital Literacy In Indonesia
Language Learning in The Digital Era" pada Bulan April
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Demikian tugas ini diberikan untuk dilaksanakan dengan sebaik-baiknya sebagai amanah dan ibadah kepada Allah Subhanahu wa Ta'ala. Setelah melaksanakan tugas agar memberikan laporan kepada pemberi tugas.



Jakarta, 1 April 2025

Dekan,

Purnama Syae Purrohman, M.Pd., Ph.D.

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#19875 Summary

SUMMARY

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Analysis of Digital Literacy In Indonesia Language Learning in The Digital Era

Abstract

Digital technology literacy is critical for Elementary School Teacher Education (PGSD) students to support the development of technology-based teaching skills as prospective teachers. Therefore, it is necessary to know the digital technology literacy profile of students as a basis for formulating learning policies. This study aims to describe the digital technology literacy profile of prospective elementary school teachers to analyze the digital literacy skills of elementary school teacher education students through quantitative approach research with a survey method. The population of this study is 1400 students, with a sample of 210 people taken using the stratified random sampling technique. The research instrument is in the form of a questionnaire with a Likert scale that includes indicators of functional and other skills, creativity, collaboration, communication, the ability to find and choose information, critical thinking and evaluation, cultural and social understanding, and electronic security. The results of the study showed that the average student's ability to understand digital technology and information reached a score of 4.57 which was included in the very good category. However, students' abilities in the field of electronic security have an average score of 3.50 which is considered normal. Based on these findings, steps are needed to improve students' digital technology literacy as prospective elementary school teachers, especially through language skills courses designed to improve understanding and utilization of digital technology and information.

Keywords: *literacy, digital technology, students, prospective teacher.*

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Abstrak

Pemahaman literasi teknologi digital sangat penting bagi mahasiswa Pendidikan Guru Sekolah Dasar (PGSD) guna mendukung pengembangan keterampilan mengajar berbasis teknologi sebagai calon guru. Oleh karena itu, perlu diketahui profil literasi teknologi digital peserta didik sebagai dasar dalam merumuskan kebijakan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan profil literasi teknologi digital calon guru sekolah dasar untuk menganalisis keterampilan literasi digital mahasiswa pendidikan guru sekolah dasar melalui penelitian pendekatan kuantitatif dengan metode survei. Populasi penelitian ini berjumlah 1400 mahasiswa, dengan sampel sebanyak 210 orang yang diambil menggunakan teknik stratified random sampling. Instrumen penelitian berupa kuesioner dengan skala Likert yang mencakup Indikator keterampilan fungsional dan lainnya, kreativitas, kolaborasi, komunikasi, kemampuan menemukan dan memilih informasi, berpikir kritis dan evaluasi, pemahaman budaya dan sosial, keamanan elektronik. Hasil penelitian menunjukkan bahwa rata-rata kemampuan siswa dalam memahami teknologi dan informasi digital mencapai skor 4,57 yang termasuk dalam kategori sangat baik. Namun kemampuan siswa dalam bidang keamanan elektronik memiliki nilai rata-rata 3,50 yang tergolong normal. Berdasarkan temuan tersebut, diperlukan langkah-langkah untuk meningkatkan literasi teknologi digital siswa sebagai calon guru sekolah dasar khususnya melalui mata kuliah keterampilan berbahasa yang dirancang untuk meningkatkan pemahaman dan pemanfaatan teknologi dan informasi digital.

Kata kunci: *literasi, teknologi digital, mahasiswa, calon guru.*

INTRODUCTION

Currently, the world is entering the era of the Industrial Revolution 4.0, marked by the rapid development of digital technology. These changes impact almost all aspects of life, including economic, social, and educational. In facing the challenges of this era, education has an important role in preparing the new. (Nofarof Hasudungan et al., 2020). Educators must adapt and prepare themselves for the education system in the digital transformation era. This includes changes in learning methods that suit the needs of the times. (Saragih et al., 2024).

In the era of digital transformation, elementary school (SD) students use digital technology to learn and gain knowledge with the guidance of teachers. (Moylan & Code, 2023). Therefore, the skill of using digital technology is one of the important competencies that elementary school teachers must have, in addition to other competencies such as creativity, critical thinking, communication, problem-solving, math skills, and collaboration (Woreta Haile et al., 2024).

To face this challenge, elementary school teachers need to be able to combine traditional learning methods with digital-based methods so that they can support the development of student competencies in the era of digital transformation (Saragih et al., 2024). Elementary school students also need to be aware of the rapid development of technology and take advantage of it to acquire knowledge (Zeng et al., 2023).

Cardona and Rodríguez (2022) emphasized that teachers should help students understand digital technologies and use them to access various learning resources. Therefore, digital technology literacy is a very important skill for teachers in supporting learning (Getenet et al., 2024). Digital-based learning will prepare students to face the world of work, especially in utilizing technology. Conversely, if teachers do not have digital technology literacy, students will also have difficulty developing these skills (Naimi-Akbar et al., 2023).

Responding to the needs of the digital transformation era, the Indonesian government

through Law Number 14 of 2005 concerning Teachers and Lecturers stipulates four basic competencies that teachers must have, namely (1) professional competence, (2) pedagogical competence, (3) personality competence, and (4) social competence. However, these four competencies are not enough to answer the challenges of the digital era. Teachers need to have additional knowledge and skills, especially in integrating digital technology into learning, known as digital technology literacy. (Istiani et al., 2023).

To meet teachers' digital literacy needs, UNESCO has developed a technology-based approach. The research of (Bayne, 2024) examines digital technology literacy in teachers, but the focus is still on the general picture, the factors that affect it, and efforts to improve this literacy. Bayne (2024) conducted research related to the development of digital technology literacy for prospective teachers, which aims to prepare them to teach by utilizing digital technology. However, this research is still in the early stages of identifying the competencies needed by teachers in the field of technology.

Recent research by (Moylan & Code, 2023) developed an instrument to measure teachers' pedagogical competence in the use of digital technology. Meanwhile, (Suwandi et al., 2024) highlights how the identity of elementary school teachers is associated with the use of digital technology in the learning process. According to (Getenet et al., 2024), teachers need to have digital technology literacy skills to be able to use them effectively in learning activities. The term digital technology literacy was first introduced by (Sakti Lumban Gaol et al., 2024) as the ability to understand and use information from various digital sources in various contexts, such as academics, careers, and daily life. According to (Sebele-Mpofu, 2024), digital technology literacy is a person's ability to use information and communication technology (ICT) to search, evaluate, utilize, create, and communicate information, which requires cognitive and technical skills.

Digital literacy also includes life skills that involve the use of technology, information, and communication devices, as well as information management, critical thinking, and appropriate behavior in cyberspace (Lau et al., 2024). In education, digital technology literacy has an important role, such as helping students find and select valid literature sources, protecting students from cyber threats and fake news, and improving their understanding of data privacy and security (McDougall et al., 2018). Digital literacy also allows students to communicate and collaborate with friends or teachers through digital media (Santiago-Garabieta et al., 2023).

Students who have digital literacy tend to avoid plagiarism, have good academic achievements, and have a greater chance of success in the world of work. Given the importance of digital literacy in education, especially in today's digital era, students—especially prospective teachers—are expected to have digital literacy as one of the main skills that must be mastered (Gilster, 1999).

Digital technology literacy for teachers serves to increase professionalism in carrying out the teaching and learning process with students (Naimi-Akbar et al., 2023). This professionalism is built through the mastery of critical thinking skills, creativity, communication, collaboration, and various types of literacy, including digital technology literacy (Rothe et al., 2024). This is important because today's learning requires students to be able to think critically and creatively, master information technology, and have good communication and collaboration skills (Nalaila & Elia, 2024).

Therefore, prospective teachers also need to master digital technology literacy to support their professional skills and help students develop these skills. Primary school students, who

are part of this process, also need to be introduced to digital technology literacy (Moylan & Code, 2023). For prospective elementary school teachers, digital technology literacy is not only important during the lecture period but also becomes the main provision when they serve as teachers in the field (Lemmi & Pérez, 2024).

The Indonesian Language Skills course aims to equip students with the ability to design, implement, and evaluate Indonesian language learning according to the needs of the times. This course focuses on mastering various innovative and interactive language learning approaches and methods so that students can carry out their roles professionally as prospective educators in the future. In the lecture process, students will be trained to utilize digital technology in learning, including searching for information through the Internet and digital media, joining online discussions, and following the latest news developments (Nalaila & Elia, 2024). In addition, students are also expected to be able to search, process, organize, and present information in various formats, such as text, images, audio, or other forms, using digital devices (Woreta Haile et al., 2024). Digital literacy is an important element in this course, including the ability to understand and utilize digital technology to process information. This literacy not only supports the mastery of language skills, but also develops the ability to think critically, solve problems, and analyze information. With this competence, students will be better prepared to face the demands of professional life and adapt to the changes of the digital era (Rizki et al., 2024).

The Elementary School Education study program is designed to equip prospective teachers with teaching skills based on digital technology (Chandler, 2017). One of the universities that offers this Tanzania's University has an important role in encouraging the equitable distribution of digital literacy, especially among students as prospective teachers (Nalaila & Elia, 2024). The university also accommodates new students who have developed in a digital-based environment from an early age.

The Indonesian Language Skills course covers various important aspects of language learning, such as learning planning, approaches, and the application of methods and techniques that suit the needs of students. This course also emphasizes integrating digital technology to support language learning activities that are interactive and relevant to the demands of the digital era (van der Ploeg & Blankinship, 2024). Students learn contextual language learning methods, techniques, and skills, according to the characteristics of the student, the school environment, and the learning objectives that have been formulated (Nguyen et al., 2024).

In addition, this course is designed to help students master pedagogical skills that involve the use of technology so that they can deliver learning materials creatively and innovatively (Moylan & Code, 2023). This approach provides an in-depth understanding of how to design language learning that suits the needs of students and is relevant to the context of the times.

Questions for Analysis of Students' Digital Literacy Profiles in Indonesian Language Skills Course. What is the level of digital technology literacy of students of the Elementary School Education study program in understanding digital technology and information after taking the Indonesian Language Skills course? What is the ability of Primary School Education students to use technology and digital information to support language learning after taking the Indonesian Language Skills course?

Based on these problems, this study aims to measure the level of digital literacy of Pre-teachers who have taken the Indonesian Language Skills course, especially in terms of understanding and utilizing digital technology in the context of basic education. Therefore, it is

important to analyze the digital technology literacy profile of students as prospective educators, which will be the basis for decision-making or policies that aim to improve the learning process in the Indonesian Language Skills course. The results of this study are expected to be considered in formulating Indonesian language skills that optimize digital technology literacy, to prepare prospective teachers who are skilled in using digital technology in the field of education.

METHODS

This study uses the random sampling technique, which is a sampling technique that is carried out deliberately by selecting subjects who meet certain criteria. In this case, as many as 210 students, who have completed the Language Skills course in the third semester, were selected as participants. This method allows researchers to obtain data that is relevant and following the purpose of the research, namely describing the digital technology literacy profile of prospective elementary school teachers characteristics (Abdul Mukhyi, 2023). The research instruments consisted of multiple-choice questions to measure the ability to understand digital technology and information, as well as a questionnaire to identify aspects of electronic security.

Validity and Reliability of Instruments. The research instrument is designed by considering validity and reliability to ensure the credibility of the data obtained. The validity of the instrument is tested through content validity, which is to ensure that multiple-choice questions and questionnaires cover all important aspects of digital technology literacy (Pasaribu & Dkk, 2022). The validation process involves experts in the fields of digital technology literacy and education to ensure the suitability of items with the measured indicators.

Meanwhile, the reliability of the instrument is tested using statistical tests, such as Cronbach's Alpha, to ensure the internal consistency of the item. A high value of Cronbach's Alpha indicates that the instrument has an adequate level of reliability in measuring what should be measured consistently. Thus, the combination of good validity and high reliability ensures that the data obtained is accurate, consistent, and trustworthy, thus supporting the conclusions drawn in this study.

The population for this study comprises 1,400 students enrolled in the elementary school education program. The research sample included 210 third-semester students who had completed Indonesian language skills courses in the previous semester. The sampling technique employed was purposive sampling. It was chosen because these third-semester students have completed Indonesian language skills courses and possess digital technology literacy necessary to support their technology- based teaching skills as prospective teachers.

Table 1. Digital Technology Literacy Criteria

No	Score	Kesimpulan
1	4.2–5.0	Very high
2	3.4–4.2	High
3	2.6–3.4	Currently
4	1.8–2.6	Low
5	1.0–1.8	Very low

Data analysis was carried out with descriptive statistics through the distribution of questions and tests (Anwar, 2009). Descriptive statistics are used to answer research questions about the level of digital technology literacy of students who have taken Indonesian language skills courses, especially related to the understanding and use of digital technology and

information. Data obtained from questionnaires and tests were analyzed using descriptive statistics (Gilster, 1999). This data analysis uses the mean and grand mean formulas to calculate the average value of variables and the overall average. The data is fed into a table and then analyzed and interpreted to provide further explanation. Competency criteria in the field of digital technology can be seen in Table 1.

RESULTS AND DISCUSSION

Research result

The digital technology literacy test results were analyzed to evaluate students' understanding of technology and digital information in learning. We calculated the average scores for each sub-variable based on the responses of 210 students, using the formula in Table 2. Overall, these results show that students have good skills in several aspects of digital technology literacy, especially in finding information, communicating, and thinking critically. However, electronic security is a major challenge that requires more attention in efforts to improve digital technology literacy comprehensively.

Table 2. Digital technology literacy test results to understand aspects of understanding

No	Question Aspect	Average	Category
Functional Skills and others			
1.	Understand how basic hardware such as computers, tablets, and smartphones work.	4,19	High
2.	Understand the basic functions of common software such as word processors, spreadsheets, and emails.	4,62	Very high
Creativeness			
3.	Understand how to use digital tools to create creative work, such as graphic design.	4,33	Very high
4.	Memahami cara menggunakan aplikasi multimedia untuk membuat konten kreatif seperti video dan animasi.	4,29	Very high
Collaboration			
5.	Understand how to work in a team online using collaboration platforms like <i>Google Workspace</i>	4,95	Very high
6.	Understand how to share documents or files online and manage shared access.	4,00	High
Comunucation			
7.	Understand the principles of effective communication through digital media such as email or chat.	3,62	High
8.	Understand communication etiquette in the digital space, such as how to respond and comment.	3,81	High
Ability to find and select information			
9.	Understand how to search for the information you need on the internet quickly and accurately.	3,95	High
10.	Understand how to evaluate the credibility of sources of information I find on the internet.	4,67	Very high
Critical thinking and evaluation			
11.	Understand the importance of evaluating information before sharing it on social media.	3,81	High
12.	Understand how to assess the accuracy of information circulating on digital platforms.	4,76	Very high
Cultural and social understanding			
13.	Understand the social impact of digital media use on local culture and norms.	3,71	High
14.	Considering the social impact of the information I share on digital media.	3,81	High
Electronic security			
15.	Understand the importance of keeping personal data safe while doing activities on the internet.	3,33	Currently

The graph illustrates average scores for various aspects of digital technology literacy. The highest score, 4.47, is for finding and selecting information, indicating that students are skilled in accessing and organizing relevant data. Communication follows closely at 4.42, with creativity at 4.40 and critical thinking at 4.34. Functional skills and other areas scored 4.21, while cultural and social understanding and collaboration both scored 4.02, suggesting room for improvement. The lowest score, 3.67, was in electronic security (e-safety), highlighting the need for greater emphasis on understanding security and privacy in digital technology use. Overall, students demonstrate strong skills in finding information, communication, and critical thinking, but improving electronic security awareness is essential for enhancing their digital literacy.

Based on the assessment above, each result for each aspect is depicted in the diagram below. The overall indicator of digital literacy comprehension can be calculated using the large average formula as follows.

$$\text{Grand Mean} = \frac{\text{Total Average}}{\text{Amount of Indicator}} = \frac{33,05}{8} = 4.13$$

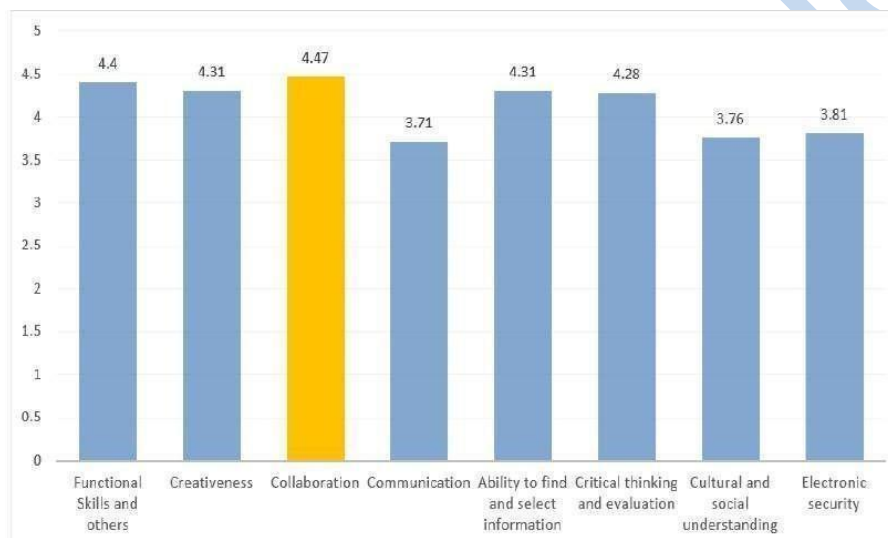


Figure 1. Results of the digital technology literacy test on the comprehension aspect

Based on calculations using the Grand Mean formula proposed by (Anwar, 2009), the overall score of the quantity indicator of the aspect of digital technology literacy use is calculated by dividing the total average 33.05 by the number of indicators (8). The calculation results show that the overall average value or Grand Mean is 4.13. This value illustrates that the level of digital technology literacy of PGSD students of the University of Muhammadiyah Prof. Dr. HAMKA, especially in the aspect of use, is in a good category.

When compared to each indicator in the previous chart, it can be seen that most aspects have values above the overall average score of 4.13, such as the ability to find and choose information 4.47, communication 4.42, and creativity 4.4. However, some aspects are still below the average score, such as electronic security 3.67 and cultural and social understanding 4.02. This shows that there is an inequality in mastering aspects of the use of digital technology literacy among PGSD students of the University of Muhammadiyah Prof. Dr. HAMKA.

Thus, this result indicates that although in general, the digital technology literacy skills of PGSD students of the University of Muhammadiyah Prof. Dr. HAMKA are at a good level, there are still certain aspects that need to be improved. Electronic security is a major concern because it has the lowest score, so it requires more specific Indonesian intervention and skills so that students better understand the importance of security in the use of digital technology. The total score can be calculated using the grand mean formula as follows:

$$\text{Grand Mean} = \frac{\text{Total Averange}}{\text{Amount of Indicator}} = \frac{33,59}{8} = 4.19$$

The aspect of collaboration consistently occupies the highest position with a score of 4.47 in the second chart, and the aspect of the ability to find and choose information is also quite prominent with a score of 4.47 in the first chart. This shows that students have a strong ability to work together and sort out important information using digital technology. In addition, aspects of functional skills, creativity, and critical thinking and evaluation also received high scores in both diagrams, indicating adequate competence in utilizing technology for teaching and learning activities.

Overall, although PGSD students of the University of Muhammadiyah Prof. Dr. HAMKA show good digital literacy in the aspects of collaboration, information selection, and functional skills, efforts to improve the aspects of communication, electronic security, and socio-cultural understanding need to be made. This is important so that students have comprehensive and balanced digital technology literacy skills to support their role as prospective educators in the digital era.

Table 3. Results of a questionnaire on digital technology literacy skills in the aspect of use.

No	Question Aspect	Average	Categories
Functional Skills and others			
1.	Using basic software such as Microsoft Word and Excel for daily tasks.	4,38	Very Tall
2.	Using internet-based applications for data management purposes, such as <i>Google Drive</i> .	4,05	High
Creativeness			
3.	Using design or multimedia software to create creative digital content	4,38	Very Tall
4.	Utilizing digital applications to express creative ideas in work or projects.	4,43	Very Tall
Collaboration			
5.	Using online collaboration tools, such as Google Docs, to work with others in real-time	4,00	High
6.	Get used to sharing files and tasks with colleagues or friends online for joint projects.	4,05	High
Communication			
7.	Able to communicate effectively via email and instant messaging apps for professional purposes.	4,48	Very Tall
8.	Using various social media platforms to share information and ideas with a wide audience.	4,24	High
Ability to find and select information			
9.	Get used to using search engines to find relevant and valid information quickly.	4,33	Very Tall
10.	Being able to filter out inaccurate or irrelevant information when conducting <i>online research</i> .	4,62	Very Tall
Critical thinking and evaluation			
11.	Use critical thinking to assess the credibility of information before sharing it on social media.	4,41	Very Tall
12.	Evaluate information critically before making informed decisions.	4,19	High
Cultural and social understanding			
13.	Using digital technology to understand and respect other cultures in online communication.	3,90	High
14.	Considering the social impact of the information I share on digital media.	4,14	High
Electronic security			
15.	Get used to enabling security features like strong passwords	3,67	Currently

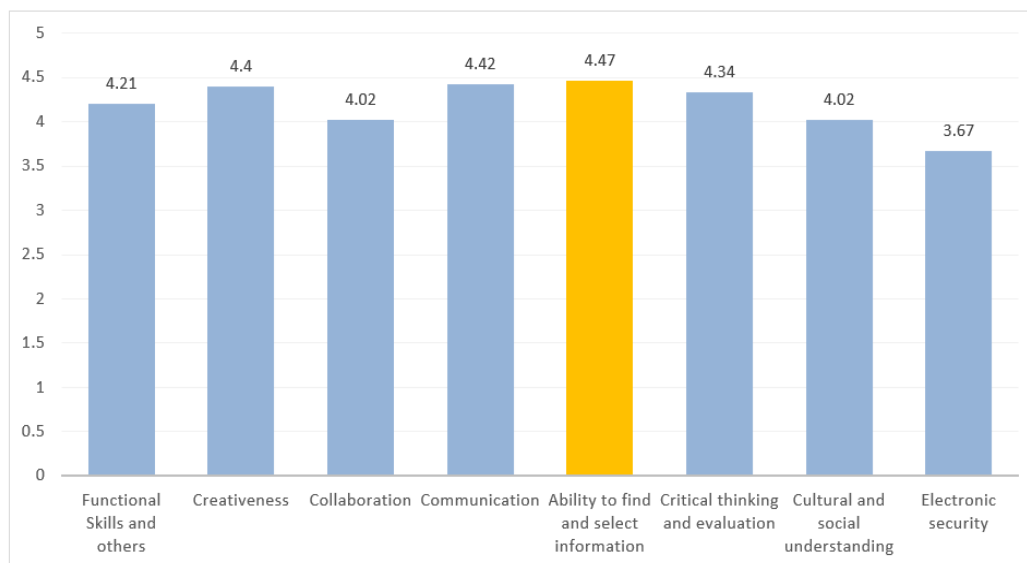


Figure 2. Results of the Digital Technology Literacy Questionnaire on the Usage Aspect

Digital technology literacy profile understanding aspects

The results of data analysis for each indicator are based on the results of the digital technology literacy test, the aspect of technology security and digital information is still in the normal category, this is evidenced by the total average score obtained which is 3.5. The aspect of understanding the security of technology and digital information is still low. Information is caused by low indicators of understanding the importance of maintaining the security of personal data when doing activities on the internet and beyond, creativity, collaboration, communication, the ability to search and choose information, cultural and social understanding, and electronic security. Even though critical thinking and evaluation are in the medium category, it is not enough to cover the shortcomings. Levels on other indicators.

Students use the internet to communicate with friends or lecturers and look for additional information related to lecture materials that are not yet understood. However, lecturers have never explained the use of internet-based information and communication technology as a support for learning resources. As a result, students' understanding of this tends to be low. This is in line with the research of (Veum et al., 2020) which emphasizes the importance of functional skills and competencies in operating digital devices, including the ability to adapt to use technology effectively. The research of (Veum et al., 2020) also highlights the need to improve functional skills by providing an understanding of information and communication technology, especially in operating computers and the internet to support learning. The application of interesting learning methods and models is also prioritized to increase students' interest in learning.

In addition, the results of the study show that students' creativity in utilizing digital technology is relatively low. Students do not understand how to create learning products in various formats and models using digital technology. This is exacerbated by the lack of explanation from lecturers of the Indonesian language skills course regarding the creation of digital technology-based learning products. The research of (Alrajhi, 2024) also supports these findings, stating that various learning formats and models can be created using specific

applications to produce innovative learning products. Research by (Widiana et al., 2023) supports these findings, stating that creative thinking skills should go hand in hand with imaginative thinking skills. Imaginative thinking is necessary to create something new based on imagination. However, students still have difficulty in creating new ideas to design and implement innovative learning activities. This is due to the lack of stimulus from lecturers to encourage creativity in learning. The aspect of student creativity in utilizing digital technology can be improved through the guidance of lecturers, for example by explaining how to create learning products based on digital technology. Therefore, lecturers are expected to provide stimulus that encourages students to create innovations through Indonesian language skills courses.

This research also reveals indicators of collaboration in understanding digital literacy, which is the process of joint participation by individuals or groups to achieve certain goals. Students' understanding is still relatively low in explaining ideas in groups in the digital space during learning. During the Indonesian skills lecture, students have never been taught how to discuss or collaborate using digital platforms. This finding is in line with the opinion of (Giray et al., 2024), who stated that many platforms can be used for collaborative activities, such as PhET Interactive Simulations, Moodle, Google Classroom, Zenius Education, and others. However, in this study, students only use WhatsApp groups for collaboration activities.

Students' understanding of negotiating ideas with group members in the digital space during learning is also low. This is due to the absence of explanation or guidance from lecturers on how to conduct collaborative discussions effectively. These findings are consistent with the views of (Bodén et al., 2023), who suggest that the understanding of collaborative skills can be improved through the explanation and application of collaborative learning models using various applications that function as Learning Management Systems.

The ability to understand audiences in the digital space, especially related to learning interests, is still relatively low. This is in line with the analysis of (Faisal et al., 2024), which emphasized that communication is an important tool for students as prospective teachers in carrying out learning activities. The low level of student communication in the digital space is caused by their lack of understanding of digital technology. The lecturer has also not provided an explanation or direction regarding the use of digital communication forms. Student participation in implementing digital communication during learning is also minimal. In practice, students only communicate face-to-face in class, although this method is limited by the duration of available lecture time. This face-to-face communication also does not always guarantee optimal understanding for students. These findings are supported by (Hancock & Hancock, 2024), who state that improving communication skills can be done by providing explanations and directions to utilize digital communication.

Most students do not cross-check the information they obtain by comparing it using other sources, such as books, journals, or other reliable references. This finding is in line with the research of (Rothe et al., 2024), which emphasizes the importance of the ability to verify information to ensure the correctness of the data received. A thorough evaluation of information can help individuals avoid provocative issues, hoaxes, or digital-based fraud. The research of (Jyothy et al., 2024) also supports the importance of efforts to improve students' ability to search and sort information.

The application of aspects in digital technology literacy profiles

Data analysis showed that participants obtained low scores in the use of digital and information technology, with a total average score of 3.14. This low score is caused by weak indicators of creativity, collaboration, communication, cultural and social understanding, and electronic security. Although the indicators of functional skills, the ability to find and select information, and the ability to think critically and evaluate are in the medium category, they are still not enough to cover the shortcomings in other indicators.

This study reveals that indicators of functional skills and the ability to process information and use communication technology to support learning are still in the low category. However, the ability to utilize information and communication technology on the internet to support learning resources is in the intermediate category. This shows that although respondents cannot use computers to create or support learning resources, they have sufficient knowledge of information and communication technologies on the Internet. This is because most students have smartphones and spend time browsing the internet, but do not develop digital technology to produce teaching materials. These findings are in line with the research of (Veum et al., 2020) which states that improving functional skills can be achieved by providing adequate facilities and assistance for students to develop their ability to operate computers and the internet to support learning or teaching media.

The findings of this study show that the indicators of creativity in creating products, creative thinking, and imaginative thinking are in the low category. The results of the study indicate that the level of creativity of students as prospective teachers has not developed optimally. They still have difficulty thinking creatively in delivering material systematically and interestingly. This difficulty occurs because, during the learning process, lecturers do not guide or encourage students to develop their creativity by utilizing digital technology. Research by (Astuty et al., 2024) revealed that creativity plays an important role in student learning success. This analysis supports the current findings, which show that increasing students' creativity in utilizing digital technology can be done through in-depth learning and guidance in Indonesian language skills courses, especially in creating learning products that can be presented to elementary school students. After guidance, students can be given assignments by lecturers to develop various learning products.

Furthermore, the study also found that indicators of collaboration in the use and processing of digital information technology to explain and negotiate ideas with others in the digital space showed low scores. This shows that respondents are unable to utilize digital technology to explain and negotiate ideas when participating in digital-based learning. This low ability is due to the lack of use of digital spaces in learning that allow students to convey and discuss their ideas. Students are only familiar with platforms like Google Meet or Zoom for digital learning, which allows them to simply listen to and turn off the video rather than actively participate in explaining ideas. Research by (Deressa et al., 2023) suggests several ways to improve students' collaboration skills by using digital technology as a learning management system, such as Moodle, Edmodo, Flipped Classroom, and Google Classroom. This proves that through this learning management system, students can use digital technology to explain and negotiate ideas and actively collaborate in learning activities in the digital space, which in turn can improve their collaboration skills.

The results of the study show that communication indicators, especially the ability to communicate using digital media, are in the medium category. However, the ability to understand the audience in the digital space and readiness to learn showed low criteria. Likewise, the ability to recognize the audience in the context of learning interests in the digital space is also relatively low. Overall, communication indicators have low criteria, indicating that respondents have fewer skills in using digital media to communicate, express opinions, and understand others, so they need to improve. Research by (Mbandje & Loureiro, 2023) revealed that the low communication skills of respondents are related to their habit of only using smartphones for direct communication, not for discussion in the context of lectures. Students are not used to actively conveying and listening to other people's ideas through digital technology. This is also supported by the research of (Naimi-Akbar et al., 2023), which suggests improving digital communication skills through the use of a Learning Management System (LMS). Through the LMS, there is a forum that can support students to exchange opinions and understand others in structured discussions, which in turn can improve their communication skills in the use of digital technology.

This low aspect is because in preparing and implementing learning activities in elementary schools, especially in Indonesian language skills courses, students have not adapted the content with socio-cultural understanding. As prospective teachers, students only apply elementary school content by the handbook, without adjusting to existing socio-cultural understandings.

The research of (Nguyen et al., 2024) supports these findings, stating that today's evolving sociocultural understanding requires that the design and learning activities are based on certain criteria, such as critical thinking, collaboration, communication, and creativity (Martínez et al., 2024). This is in line with this analysis, which shows that improvements can be made by providing guidance, practice, and direct facilitation to learners to implement these criteria by socio-cultural developments. This implementation can be done through the design and implementation of teaching practices based on predetermined criteria.

In addition, the study showed that the e-safety indicator, which includes the ability to ensure safety when browsing, creating, and collaborating with digital technologies, has low criteria. Likewise, the ability to provide security codes through passwords and usernames in learning applications is also included in the low category. These results show that respondents need increased capabilities to guarantee security when exploring, creating, collaborating, and suggesting security codes with digital technology. This finding is in line with the research of (Istiani et al., 2023), which stated that the level of safety-related digital technology literacy is in the low category because students are not used to learning applications that include various learning features. In addition, the lecturers in this study have not facilitated the implementation of learning applications that include various learning opportunities, such as discussion forums, presentation of references and learning materials, presentation forums, and assignment uploads. These findings also support (Porcu et al., 2024) research, which suggests that to overcome this problem, a learning management system can provide facilities for students to carry out learning and provide opportunities for prospective teacher students to practice managing and utilizing the application while ensuring security. Lecturers should provide direct guidance and training to students to develop their abilities and ensure security through the use of passwords and usernames in the learning management system.

The latest findings reveal that the low level of digital literacy, especially about digital

information and its use, is due to the lack of training in the development and use of digital technology and information in Indonesian language skills courses. This problem causes students to be unable to use digital technology and information effectively, which contributes to their low level of digital technology literacy. Research by (Kumalasari et al., 2024) also suggests that the solution to overcome this problem is to provide guidance and training to students in utilizing digital technology and information. This analysis supports the findings of this study, which shows that these efforts can be applied in Indonesian language skills courses to improve student's skills in using digital technology and information, which will ultimately have a positive impact on improving their digital technology literacy

CONCLUSION

The main finding of this study is the formation of digital technology literacy skills in students through the understanding and use of technology and digital information. The results of the analysis show that the students' digital technology literacy profile, which includes the understanding and use of technology and digital information, is in the low category. Low understanding of functional skills, creativity, collaboration, communication, ability to find and choose information, cultural and social understanding, as well as electronic security, leads to low students' ability to utilize digital technology and information.

This research provides useful insights to improve students' digital technology literacy, especially in the aspect of understanding and using digital technology and information, and contributes to understanding the digital technology literacy profile of prospective elementary school teachers. It can be concluded that the low literacy of digital technology in prospective elementary school teachers is caused by the low understanding and use of technology and digital information. Future educational research should focus on ways to improve digital technology literacy skills through theoretical explanations and training in the use of digital and information technology, which can be presented in Indonesian language skills courses.

This research has several limitations. First, the study is based on a survey of students' digital technology literacy skills, which limits the association between these findings and other variables. Therefore, further research is expected to provide more in-depth results regarding other variables. Second, this study only relies on test results and questionnaires from students related to digital technology literacy profiles, which has the potential to produce limited and biased findings. Further research needs to consider interviews with lecturers or classroom observations to deepen understanding of students' digital technology literacy profiles and related aspects of learning activities. Third, the sample of this study is limited to students at the University of Muhammadiyah Prof. Dr. HAMKA. For further research, it is recommended that it be done with a larger sample.

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2. Bukti konfirmasi riview dan hasil reiview pertama (7 Juni 2025)

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#19875 Review

[SUMMARY](#) [REVIEW](#) [EDITING](#)

Submission

Authors Nur Latifah, Septi Fitri Meilin, Silvie Mil, Sa'odah Sa'odah

Title Analysis of Digital Literacy In Indonesia Language Learning in The Digital Era

Section Articles

Editor Ahmad Arifuddin

Peer Review

Round 1

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Ahmad Arifuddin <kampung.jurnal@gmail.com>

Jun 7, 2025,
12:58 PM

to saodah.umt, me, septi.fitri.meilana, silviesahara

Dear Sa'odah:

We have reached a decision regarding your submission to Al Ibtida: Jurnal Pendidikan Guru MI, "Analysis of Digital Literacy In Indonesia Language Learning in The Digital Era".

Our decision is to: **revision required, please revise immediately**. After that, please proofread your article by an expert translator. To strengthen the diversity of our journal authors, please help us to collaborate your articles with abroad authors .

Best regards,
Editorial team of Al Ibtida Jurnal Pendidikan Guru MI
UIN Siber Syekh Nurjati Cirebon
alibtida@syekhnurjati.ac.id

Reviewer A:

Is the title of the article interesting?: Interesting

Does the title reflect the content of the article?: Yes

At what level is the article original?: Medium

How would you rate the article based upon its novelty?: Medium

Does the abstract contain a brief description of the research objectives, methods used, research results, and conclusion?: Yes

Is the gap presented in the study?: No

How would you rate the accuracy of the research methods?: Good

Are the results of the research in accordance with the analytical methods used?:
Yes

Do the results of the study and the discussion answer the research questions posed?: Yes

Do the results of the study and the discussion link the research findings with an established knowledge structure?: No

Do the conclusions reflect the research findings?:No

Overall Assessment:: Good, minor changes needed

Overall suggestions and comments from the review results:

1. the title should be clear, digital literacy should be included in all lessons, if it is only in Indonesian language lessons it is too partial;

2. Please strengthen the state of the arts your research by referring reputable international journal articles

3. please explain the gap analysis of your research with previous studies

4. Please edit metadata in mendeley, make sure the form is filled in correctly in Mendeley

5. The perspective of digital literacy analysis must be comprehensive, not partial, only in language skills course

6. Research methods should be described in detail and operationally into 5-6 paragraphs, including research design, research procedure, data collecting technique, research instrument, data analysis techniques

7. please strengthen the discussion of your research result refer to international reputable journal articles. Are the results of your research in accordance with the results of previous research or, on the contrary, refute the results of previous research?

8. conclusions presented briefly, narrative, and conceptual that describes the research findings and their effects in one paragraph. do not re-present research results

9. Minimum number of references is 30. Please add references from various reputable international journal articles.

10. Cite the relevants articles from Al Ibtida: Jurnal Pendidikan Guru MI.

11. Writing of References must be accompanied by a DOI number.

Reviewer B:

Is the title of the article interesting?: Interesting

Does the title reflect the content of the article?:

At what level is the article original?: Medium

How would you rate the article based upon its novelty?: Medium

Does the abstract contain a brief description of the research objectives, methods used, research results, and conclusion?: No

Is the gap presented in the study?: No

How would you rate the accuracy of the research methods?: Good

Are the results of the research in accordance with the analytical methods used?: Yes

Do the results of the study and the discussion answer the research questions posed?: Yes

Do the results of the study and the discussion link the research findings with an established knowledge structure?: No

Do the conclusions reflect the research findings?: No

Overall Assessment:: Good, minor changes needed

Overall suggestions and comments from the review results: please see comment at the paper the maximum similarity is 15%

Thank you for submitting an article in the Al Ibtida: Jurnal Pendidikan Guru MI, Department of Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah and Teacher Training, UIN Siber Syekh Nurjati Cirebon In Collaboration with Perkumpulan Dosen Pendidikan Guru Madrasah Ibtidaiyah (PD PGMI) Indonesia. _____

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3. Bukti Konfirmasi submit revisi pertama dan respon kepada riviwer dan artikel submit (11 Juni 2025)

#19875 Review

SUMMARY

REVIEW

EDITING

Submission

Authors	Nur Latifah, Septi Fitri Meilin, Silvie Mil, Sa'odah Sa'odah, Windia Hadi, Windia Hadi
Title	Analysis of Digital Literacy In Indonesia Language Learning in The Digital Era
Section	Articles
Editor	Ahmad Arifuddin

Peer Review

Round 1

Review Version	19875-53518-1-RV.DOCX 2025-03-06
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Editor Decision

Decision	Accept Submission 2025-06-11
Notify Editor	Editor/Author Email Record 2025-06-11
Editor Version	None
Author Version	19875-55895-1-ED.DOCX 2025-06-11 DELETE
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Response To The Reviewers Al IBTIDA: Jurnal Pendidikan Dasar MI

Reviwer:

The title should be clear, straightforward, and informative
 Digital literacy should be included in all lessons, if it is only in Indonesian language lessons
 it is too partial
 Digital technology literacy or Literacy ditigal? You have to consistence

Response:

Digital literacy profile of prospective elementary school teachers in Indonesian language learning: a case study at Universitas Muhammadiyah Prof. DR. HAMKA.

Digital literacy is critical for Elementary School Teacher Education (PGSD) students to support the development of technology-based teaching skills as prospective teachers. Therefore, it is necessary to know the digital technology literacy profile of students as a basis for formulating learning policies. This study aims to describe the digital technology literacy profile of prospective elementary school teachers to analyze the digital literacy skills of elementary school teacher education students through quantitative approach research with a survey method. The population of this study is 1400 students, with a sample of 210 people taken using the stratified random sampling technique. The research instrument is in the form of a questionnaire with a Likert scale which includes indicators of functional and technical skills in operating digital devices, creativity in producing digital learning content, ability to collaborate using digital platforms, communication skills in digital space, information literacy in finding and choosing learning sources, critical thinking skills in evaluating digital content, socio-cultural understanding in the context of digital ethics, electronic security in protecting personal data, as well as technical problem-solving capabilities.

The results of the study revealed that students showed very good mastery of the aspect of information literacy with a score of 4.57 and digital communication with a score of 4.42. However, some areas still need improvement, particularly in electronic security (3.50) and digital socio-cultural understanding (3.65) which obtained relatively lower scores. Based on these findings, steps are needed to improve students' digital technology literacy as primary school teacher candidates, especially through language skills courses designed to improve the understanding and utilization of digital technology and information.

Reviewer:

Please strengthen the state of the arts your research by referring reputable international journal articles

please explain the gap analysis of your research with previous studies

Response:

The advent of the Fourth Industrial Revolution has precipitated profound transformations across all societal sectors, particularly in education. These changes impact almost all aspects of life, including economic, social, and educational. Recent studies demonstrate that digital literacy has become a critical competency for educators in this new paradigm (Nofarof Hasudungan et al., 2020) (Saragih et al., 2024) UNESCO's 2023 Global Education Monitoring Report emphasizes that teachers now require sophisticated digital competencies to effectively navigate technology-mediated learning environments.

Reviewer:

The perspective of digital literacy analysis must be comprehensive, not partial, only in language skills course

Response:

Therefore, prospective teachers also need to master digital technology literacy to support their professional skills and help students develop these skills. Primary school students, who are part of this process, also need to be introduced to digital technology literacy (Moylan & Code, 2023). For prospective elementary school teachers, digital technology literacy is not only important during the lecture period but also becomes the main provision when they serve as teachers in the field (Lemmi & Pérez, 2024).

The Elementary School Education program aims to equip future educators with comprehensive digital literacy skills, integrating them into various subjects including Indonesian Language Skills. This course is designed to enable students to proficiently design, implement, and assess Indonesian language learning strategies that meet contemporary educational needs. It emphasizes innovative teaching methods and interactive learning approaches essential for professional roles in education. Throughout the course, students are trained to effectively utilize digital tools for information retrieval, online discussions, and staying updated with current affairs (Nalaila & Elia, 2024). They learn to process and present information in diverse formats, enhancing their critical thinking, problem-solving, and analytical abilities (Woreta Haile et al., 2024). Digital literacy is an important element in this course, including the ability to understand and utilize digital technology to process information. This literacy not only supports the mastery of language skills, but also develops the ability to think critically, solve problems, and analyze information. Digital literacy in this context extends beyond language skills, fostering competence in leveraging digital technology to enhance educational practices and adapt to the evolving digital landscape (Rizki et al., 2024).

The Elementary School Education study program is designed to equip prospective teachers with teaching skills based on digital technology (Chandler, 2017). One of the universities that offers this Tanzania's University has an important role in encouraging the equitable distribution of digital literacy, especially among students as prospective teachers (Nalaila & Elia, 2024). The university also accommodates new students who have developed in a digital-based environment from an early age.

This integration of digital literacy within the PGSD program is crucial for preparing students to navigate professional challenges and embrace the opportunities presented by the digital era (van der Ploeg & Blankinship, 2024). It equips them not only with pedagogical skills tailored to digital environments but also with the ability to create engaging and contextually relevant learning experiences. This approach ensures that students develop a robust understanding of how digital technologies can enhance language learning, aligning with educational objectives and student needs (Nguyen et al., 2024).

In addition, this course is designed to help students master pedagogical skills that involve the use of technology so that they can deliver learning materials creatively and innovatively (Moylan & Code, 2023). This approach provides an in-depth understanding of how to design language learning that suits the needs of students and is relevant to the context of the times. Questions for Analysis of Students' Digital Literacy Profiles in Elementary Teacher Education Courses. What is the level of digital technology literacy of students in the Elementary School Education (PGSD) program in understanding digital technology and information after taking various relevant courses in the program? What is the ability of PGSD students to use digital technology and information to support learning and teaching practices in primary education?

Based on these questions, this study aims to measure the level of digital literacy among pre-service teachers who have participated in several key PGSD courses, particularly in terms of their ability to understand and utilize digital technology within the context of elementary education. Therefore, it is important to analyze the digital literacy profile of PGSD students comprehensively—not limited to language skills courses—in order to provide a broader basis for policy-making and decisions related to improving the quality of teacher education. The results of this study are expected to contribute to the formulation and enhancement of PGSD curriculum strategies that integrate and optimize digital literacy across subjects, ultimately preparing future elementary school teachers to be competent and adaptive users of digital technology in the educational field.

Reviewer:

Research methods should be described in detail and operationally into 5-6 paragraphs, including research design, research procedure, data collecting technique, research instrument, data analysis techniques

Response:

This study employs a quantitative approach with a descriptive research design. The purpose of this design is to describe the digital literacy profiles of students in the Elementary School Teacher Education (PGSD) program after completing several relevant courses, including Language Skills. A descriptive design is appropriate for explaining phenomena factually and systematically, especially in identifying students' understanding and abilities in utilizing digital technology within the context of primary education. Research procedure, the sample in this study was selected using purposive random sampling, a technique that combines random selection with specific inclusion criteria. The research subjects consisted of 210 third-semester PGSD students who had completed the Language Skills course along with other pedagogical subjects related to digital learning.

This selection ensured that the participants had sufficient exposure to technology-integrated learning experiences, making the data collected relevant to the research objectives (Abdul Mukhyi, 2023). The research instruments consisted of multiple-choice questions to measure the ability to understand digital technology and information, as well as a questionnaire to identify aspects of electronic security.

Data were collected using two main instruments: objective tests and questionnaires. The objective test, composed of multiple-choice questions, aimed to measure the students' cognitive abilities in understanding basic concepts of digital technology and information. Meanwhile, the questionnaire was designed to explore students' attitudes, practices, and understanding of other digital literacy aspects such as electronic safety, digital ethics, and the use of digital media in the teaching-learning process.

The instruments were developed based on digital literacy indicators adapted to the context of primary education. Content validity was assessed through expert judgment involving specialists in digital literacy and elementary education (Pasaribu & Dkk, 2022). These experts reviewed the alignment of the test and questionnaire items with the intended indicators. Instrument reliability was evaluated using Cronbach's Alpha to determine internal consistency. A high Cronbach's Alpha score indicated that the instrument had strong reliability in consistently measuring the intended variables.

These experts reviewed the alignment of the test and questionnaire items with the intended indicators. Instrument reliability was evaluated using Cronbach's Alpha to determine internal consistency. A high Cronbach's Alpha score indicated that the instrument had strong reliability in consistently measuring the intended variables.

Reviewer:

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Response:

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Reviewer:

Conclusions presented briefly, narrative, and conceptual that describes the research findings and their effects in one paragraph. do not re-present research results

Response:

This study reveals that prospective elementary school teachers have low digital technology literacy, particularly in their understanding and use of digital information and tools. The findings show weaknesses across key components such as functional skills, creativity, collaboration, communication, information evaluation, cultural awareness, and electronic security. These limitations hinder students' ability to integrate technology effectively in educational settings. The study underscores the urgent need for targeted instructional strategies, such as integrating digital literacy training into teacher education courses, especially language-related subjects. Although limited in scope and method, this research contributes to a conceptual understanding of digital literacy gaps in teacher education and calls for broader, more in-depth studies involving diverse data sources and larger samples.

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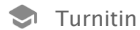
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Digital literacy profile of prospective elementary school teachers in Indonesian language learning: a case study at Universitas Muhammadiyah Prof. DR. HAMKA

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Abstract

Digital literacy is essential for students in the Elementary School Teacher Education (PGSD) program to foster the development of technology-based teaching skills as future educators. Therefore, understanding the digital technology literacy profile of students is essential as a foundation for developing informed learning policies. This study aims to describe the digital technology literacy profiles of prospective elementary school teachers by analyzing their digital literacy skills through a quantitative survey-based research approach. The study population consisted of 1,400 students, from which a sample of 210 was selected using stratified random sampling. The research instrument consisted of a Likert-scale questionnaire encompassing indicators such as functional and technical skills in operating digital devices, creativity in producing digital learning content, collaboration abilities using digital platforms, communication skills within digital spaces, information literacy in locating and selecting learning resources, critical thinking in evaluating digital content, socio-cultural awareness related to digital ethics, electronic security in safeguarding personal data, and technical problem-solving competencies. The study's findings indicated that students demonstrated strong proficiency in information literacy, with an average score of 4.57, and digital communication, scoring 4.42. However, certain areas require further development, particularly electronic security (3.50) and digital socio-cultural understanding (3.65), which received comparatively lower scores. In light of these findings, measures should be taken to enhance the digital technology literacy of

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prospective primary school teachers, particularly through language skills courses aimed at strengthening their understanding and effective use of digital technology and information.

Keywords: *literacy, digital technology, students, prospective teacher.*

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Abstrak

Pemahaman literasi teknologi digital sangat penting bagi mahasiswa Pendidikan Guru Sekolah Dasar (PGSD) guna mendukung pengembangan keterampilan mengajar berbasis teknologi sebagai calon guru. Oleh karena itu, perlu diketahui profil literasi teknologi digital peserta didik sebagai dasar dalam merumuskan kebijakan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan profil literasi teknologi digital calon guru sekolah dasar untuk menganalisis keterampilan literasi digital mahasiswa pendidikan guru sekolah dasar melalui penelitian pendekatan kuantitatif dengan metode survei. Populasi penelitian ini berjumlah 1400 mahasiswa, dengan sampel sebanyak 210 orang yang diambil menggunakan teknik stratified random sampling. Instrumen penelitian berupa kuesioner dengan skala likert yang mencakup Indikator keterampilan fungsional dan teknis dalam mengoperasikan perangkat digital, kreativitas dalam menghasilkan konten pembelajaran digital, kemampuan berkolaborasi menggunakan platform digital, kecakapan berkomunikasi di ruang digital, literasi informasi dalam mencari dan memilih sumber pembelajaran, kemampuan berpikir kritis dalam mengevaluasi konten digital, pemahaman sosial-budaya dalam konteks etika digital, keamanan elektronik dalam melindungi data pribadi, serta kemampuan pemecahan masalah teknis. Hasil penelitian mengungkapkan bahwa mahasiswa menunjukkan penguasaan sangat baik pada aspek literasi informasi dengan skor 4.57 dan komunikasi digital dengan skor 4.42. Namun, beberapa area masih memerlukan peningkatan, khususnya dalam keamanan elektronik (3.50) dan pemahaman sosial-budaya digital (3.65) yang memperoleh skor relatif lebih rendah. Berdasarkan temuan tersebut, diperlukan langkah-langkah untuk meningkatkan literasi teknologi digital siswa sebagai calon guru sekolah dasar khususnya melalui mata kuliah keterampilan berbahasa yang dirancang untuk meningkatkan pemahaman dan pemanfaatan teknologi dan informasi digital.

Kata kunci: literasi, teknologi digital, mahasiswa, calon guru.

INTRODUCTION

The onset of the Fourth Industrial Revolution has brought significant transformations across various sectors of society, with education being notably affected. These changes influence nearly every facet of life, encompassing economic, social, and educational domains. Recent studies demonstrate that digital literacy has become a critical competency for educators in this new paradigm (Nofarof Hasudungan et al., 2020) (Saragih et al., 2024) UNESCO's 2023 Global The Education Monitoring Report highlights that teachers now need advanced digital competencies to successfully operate within technology-mediated learning environments.

In the digital transformation era, elementary school (SD) students utilize digital technology to learn and acquire knowledge under the guidance of their teachers (Moylan & Code, 2023). Therefore, proficiency in using digital technology is among the essential competencies that elementary school teachers must possess (Haryanti, 2024), alongside other skills such as creativity, critical thinking, communication, problem-solving, mathematical abilities, and collaboration (Woreta Haile et al., 2024).

In response to the growing demands of the digital age, elementary educators are now called upon to blend time-honored instructional practices with technology-driven strategies. Such a hybrid approach is fast becoming essential if teachers are to nurture the wide range of competencies that modern learners require (Saragih et al., 2024). Elementary school students also need to recognize the rapid advancement of technology and leverage it as a resource for acquiring knowledge (Zeng et al., 2023).

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Cardona and Rodríguez (2022) highlighted the importance of teachers guiding students to comprehend digital technologies and utilize them to access diverse learning resources. Consequently, digital technology literacy is a crucial skill for teachers to effectively support the learning process (Getenet et al., 2024). Digital-based learning equips students to meet the demands of the workforce, particularly in effectively utilizing technology. Conversely, without teachers' digital technology literacy, students are likely to struggle in developing these essential skills (Naimi-Akbar et al., 2023).

In response to the demands of the digital transformation era, the Indonesian government, through Law Number 14 of 2005 concerning Teachers and Lecturers, mandates that teachers possess four fundamental competencies: (1) professional competence, (2) pedagogical competence, (3) personality competence, and (4) social competence. However, these four competencies alone are insufficient to fully address the challenges of the digital era. Teachers must also acquire additional knowledge and skills, particularly in integrating digital technology into teaching practices, a proficiency commonly referred to as digital technology literacy (Istiani et al., 2023).

To address teachers' digital literacy requirements, UNESCO has developed a technology-based framework. The research of (Bayne, 2024) examines digital technology literacy in teachers, but the focus is still on the general picture, the factors that affect it, and efforts to improve this literacy. Bayne (2024) conducted a study focused on developing digital technology literacy among prospective teachers, aiming to prepare them to incorporate digital tools in their teaching. However, this research remains in the preliminary phase of identifying the specific competencies required by teachers in the technological domain.

Recent research by (Moylan & Code, 2023) developed an instrument to measure teachers' pedagogical competence in the use of digital technology. Meanwhile, (Suwandi et al., 2024) emphasize the connection between the professional identity of elementary school teachers and their use of digital technology in the learning process. Furthermore, (Getenet et al., 2024) argue that teachers must possess digital technology literacy skills to effectively integrate these tools into their instructional activities. The concept of digital technology literacy was initially defined by (Sakti Lumban Gaol et al., 2024) as the capacity to comprehend and utilize information from diverse digital sources across various contexts, including academic, professional, and everyday settings. Similarly, (Sebele-Mpofu, 2024) describes digital technology literacy as an individual's ability to employ information and communication technology (ICT) to search for, evaluate, use, create, and communicate information, a process that demands both cognitive and technical skills.

Digital literacy reaches beyond mere technical know-how; it intertwines with everyday competencies such as organizing files, evaluating sources, and behaving ethically online. Mastery of these skills depends on the ability to think critically about the information one encounters and to manage that material in ways that are both efficient and responsible (Lau et al., 2024). Within contemporary pedagogy, a sturdy grasp of digital technology empowers learners to unearth credible texts, sift through misdirection, and shield personal information from intrusive eyes. The same skill set flags hostile software and misleading claims before they take hold in a young researchers mind (McDougall et al., 2018). Digital literacy also allows students to communicate and collaborate with friends or teachers through digital media (Santiago-Garabieta et al., 2023).

Students possessing digital literacy are more likely to avoid plagiarism, achieve strong academic results, and have better prospects for success in the workforce. Given the importance

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of digital literacy in education, especially in today's digital era (Jariah, 2024), students especially prospective teachers are expected to have digital literacy as one of the main skills that must be mastered (Gilster, 1999).

Digital technology literacy enhances teachers' professionalism in facilitating the teaching and learning process with their students (Naimi-Akbar et al., 2023). This professionalism is cultivated through the development of critical thinking, creativity, communication, collaboration, and multiple forms of literacy, including digital technology literacy (Rothe et al., 2024). This is crucial because contemporary learning demands that students develop critical and creative thinking abilities, proficiency in information technology, as well as strong communication and collaboration skills (Nalaila & Elia, 2024).

Therefore, prospective teachers must master digital technology literacy to enhance their professional competencies and effectively support students in developing these skills. Additionally, primary school students, as participants in this learning process, require early introduction to digital technology literacy (Moylan & Code, 2023). For prospective elementary school teachers, digital technology literacy is essential not only throughout their academic studies but also serves as a fundamental skill when they begin their professional teaching careers (Lemmi & Pérez, 2024).

The Elementary School Education program seeks to prepare future educators with well-rounded digital literacy skills, embedding these competencies across subjects such as Indonesian Language Skills. The curriculum invites participants to craft, test, and measure Indonesian-language pedagogies that respond to contemporary classroom realities. Because many future hires cite flexibility as critical, readings and workshops spotlight experimental routines and learner-centered exchanges without privileging any single platform. The agenda also steers enrollees toward digital scaffolding-apps, forums, even social media-where they can scout fresh resources, debate in real time, and track the field as it shifts (Nalaila & Elia, 2024). They learn to process and present information in diverse formats, enhancing their critical thinking, problem-solving, and analytical abilities (Woreta Haile et al., 2024). The syllabus assigns considerable weight to digital literacy; students are expected to navigate devices, applications, and the wider internet confidently. Mastery of these tools usually sharpens command of standard language skills and, crucially, prompts growth in critical analysis, problem solving, and evaluative reasoning. In the course design, fluency with technology is treated as a core competency, one that permits educators to pivot swiftly as platforms and practices change (Rizki et al., 2024).

The Elementary School Education curriculum is deliberately crafted to immerse future instructors in classroom techniques anchored in contemporary digital tools. Faculty members routinely incorporate tablets, interactive whiteboards, and learning-management platforms so that education majors graduate fluent in the technology students already expect (Chandler, 2017). Tanzania's University plays a significant role in promoting equitable access to digital literacy, particularly among students preparing to become future educators (Nalaila & Elia, 2024). The institution invites incoming learners who matured in networked spaces long before they enrolled.

Blending digital literacy into the PGSD curriculum empowers future educators to manage online obstacles and capitalize on emerging opportunities. Such training is no longer supplementary; it has become a core requirement of teaching in a technology-drenched landscape (van der Ploeg & Blankinship, 2024). The program prepares future instructors to navigate the digital classroom and pairs that technical fluency with a sustained emphasis on

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clear, communicative teaching methods. Participants leave with the confidence to shape activities that feel timely and locally resonant, yet still rooted in sound pedagogical theory. A deliberate focus on practice lets enrollees witness firsthand how apps, platforms, and one-off tools can break through the usual plateaus in language acquisition. By course end their portfolios already include prototypes stout enough for use in a network of partner schools (Nguyen et al., 2024).

The syllabus deliberately emphasizes practical pedagogy infused with digital tools. Participants learn to present academic content in fresh, inventive formats that resonate with twenty-first-century learners (Moylan & Code, 2023). Such a framework provides educators with concrete strategies for tailoring language instruction to learner priorities while grounding those strategies in the realities of twenty-first-century communication.

Questions for Analysis of Students' Digital Literacy Profiles in Elementary Teacher Education Courses. What is the level of digital technology literacy of students in the Elementary School Education (PGSD) program in understanding digital technology and information after taking various relevant courses in the program? What is the ability of PGSD students to use digital technology and information to support learning and teaching practices in primary education?

Guided by these questions, this study seeks to assess the digital literacy levels of pre-service teachers who have completed several core PGSD courses, focusing specifically on their capacity to comprehend and apply digital technology within the context of elementary education. Therefore, a comprehensive analysis of the digital literacy profiles of PGSD students—beyond just language skills courses—is essential to provide a broader foundation for policy-making and decision-making aimed at enhancing the quality of teacher education. The findings of this study are expected to inform development refinement of PGSD curriculum strategies that effectively integrate and maximize digital literacy across various subjects, ultimately equipping future elementary school teachers to become competent and adaptable users of digital technology in educational settings.

METHODS

The present investigation employs a quantitative framework grounded in a descriptive research design, specifically calibrated to map the digital literacy profiles of students enrolled in the Primary School Teacher Education-PGSD-track. Subsequent to courses such as Language Skills, the student cohort serves as the principal unit of analysis. Such a descriptive design reliably catalogues behavioral and cognitive phenomena, thereby illuminating prospective teachers mastery and application of digital technologies in a primary-school context. The sampling protocol drew on a purposive random design, blending chance selection with explicit, criterion-driven filters. A total of 210 third-semester PGSD undergraduates who had already passed both the Language Skills module and several pedagogy courses aimed at digital instruction formed the final cohort. This deliberate vetting process was intended to secure respondents who were already comfortable with tech-rich pedagogy, thus aligning the ensuing data set closely with the studys core questions (Abdul Mukhyi, 2023). The authors constructed a compact battery of multiple-choice items, each one calibrated to probe respondents comprehension of everyday digital tools and the flow of online information. A second survey sheet, distinct in form yet included in the same field deployment, turned its attention to the practical dimensions of electronic security perceived by the subjects.

The study gathered information through a dual-instrument design, deploying both an

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objective test and a student-administered questionnaire. The test itself comprised multiple-choice items crafted to gauge respondents cognitive grasp of core ideas in digital technology and information science. The separate questionnaire, by contrast, set out to map learners attitudes and habits while also probing their awareness of electronic safety, digital ethics, and the everyday use of online media in classroom context.

The survey instruments were built around indicators of digital literacy coded for a primary-school audience. Content validity, widely viewed as the blueprint stage of test development, was confirmed in a round of expert reviews by scholars in both online pedagogy and early-childhood teaching (Pasaribu & Dkk, 2022). In a preliminary review the panel of specialists aligned each survey question and performance task with its proposed indicator to check for direct correspondence. To gauge the devices overall reliability, researchers computed Cronbachs Alpha and thereby quantified internal consistency. The resulting index, well above conventional thresholds, confirmed that the instrument persistently reflected the target constructs.

A panel of scholars meticulously examined each test question and survey prompt to confirm that all items corresponded with the predetermined performance indicators. Internal consistency was subsequently gauged through Cronbachs Alpha; the derived score, which exceeded the conventional threshold, signalled that the instrument produced stable measurements for the constructs of interest.

The analysis drew on 1,400 undergraduates enrolled in the Elementary School Teacher Education PGSD track at the study site. Out of this larger cohort, 210 third-semester candidates were singled out through purposive sampling. The choice reflected an effort to reach learners who had already passed the core modules where digital literacy first appears. That prior engagement with technology-infused pedagogy means these students are well-positioned to demonstrate the practical digital skills future primary teachers will need in the classroom. Their shared course history thus provides a solid baseline for evaluating readiness to deploy tech-driven instructional approaches.

Table 1. Digital Technology Literacy Criteria

No	Score	Category
1	4.2-5.0	Very high
2	3.4-4.2	High
3	2.6-3.4	Currently
4	1.8-2.6	Low
5		

Data analysis was carried out with descriptive statistics through the distribution of questions and tests (Anwar, 2009). Descriptive statistics provided the initial lens through which the inquiry examined student proficiency with digital tools in Indonesian-language modules. Attention centred specifically on learners abilities both to grasp the underlying concepts of each platform and to put those concepts to practical use. Questionnaire responses and performance metrics from in-class exercises thus yielded the raw evidence that descriptive computations subsequently summarized and organized (Gilster, 1999). The analytic procedure presented here applies the standard mean calculation alongside the grand mean formulation in order to retrieve per-variable averages and a single collectively weighted average. Data rows have been compiled into tabular form before undergoing interpretive scrutiny to bolster comprehension of the findings. Table 1 stipulates the competency benchmarks governing proficiency in digital

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technology.

RESULTS AND DISCUSSION

Research result

The results of the digital technology literacy assessment were analyzed to evaluate students' understanding of technology and digital information within the context of learning. The average scores for each sub-variable were calculated based on responses from 210 students, using the formula presented in Table 2. Overall, the results indicate that students possess strong competencies in several key areas of digital technology literacy, particularly in information retrieval, communication, and critical thinking. However, electronic security remains a significant challenge, highlighting the need for targeted interventions to ensure a more comprehensive and balanced development of digital literacy skills.

Table 2. Digital technology literacy test results to understand aspects of understanding

No	Question Aspect	Average	Category
Functional Skills and others			
1.	Understand how basic hardware such as computers, tablets, and smartphones work.	4,19	High
2.	Understand the basic functions of common software such as word processors, spreadsheets, and emails.	4,62	Very high
Creativeness			
3.	Understand how to use digital tools to create creative work, such as graphic design.	4,33	Very high
4.	Understand how to use multimedia applications to create creative content such as videos and animations.	4,29	Very high
Collaboration			
5.	Understand how to work in a team online using collaboration platforms like Google Workspace	4,95	Very high
6.	Understand how to share documents or files online and manage shared access.	4,00	High
Comunucation			
7.	Understand the principles of effective communication through digital media such as email or chat.	3,62	High
8.	Understand communication etiquette in the digital space, such as how to respond and comment.	3,81	High
Ability to find and select information			
9.	Understand how to search for the information you need on the internet quickly and accurately.	3,95	High
10.	Understand how to evaluate the credibility of sources of information I find on the internet.	4,67	Very high
Critical thinking and evaluation			
11.	Understand the importance of evaluating information before sharing it on social media.	3,81	High
12.	Understand how to assess the accuracy of information circulating on digital platforms.	4,76	Very high
Cultural and social understanding			
13.	Understand the social impact of digital media use on local culture and norms.	3,71	High
14.	Considering the social impact of the information I share on digital media.	3,81	High
Electronic security			
15.	Understand the importance of keeping personal data safe while doing activities on the internet.	3,33	Currently

The graph presents the average scores across different dimensions of digital technology literacy. The highest score, 4.47, was achieved in the area of finding and selecting information, suggesting that students are proficient in locating and organizing relevant content. This is followed

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by strong performance in communication (4.42), creativity (4.40), and critical thinking (4.34). Functional skills and related domains recorded an average score of 4.21. Meanwhile, cultural and social understanding, along with collaboration, received lower scores of 4.02, indicating areas where further development is needed. Electronic security (e-safety) received the lowest score of 3.67, underscoring the need for increased emphasis on understanding digital security and privacy. While students exhibit strong competencies in information retrieval, communication, and critical thinking, enhancing their awareness and knowledge of electronic security is crucial for achieving a more comprehensive and balanced digital literacy profile.

Based on the assessment results presented above, the performance of each aspect is illustrated in the diagram below. The overall level of digital literacy understanding can be determined using the grand mean formula, as shown below.

$$\text{Grand Mean} = \frac{\text{Total Average}}{\text{Amount of Indicator}} = \frac{33,05}{8} = 4.13$$

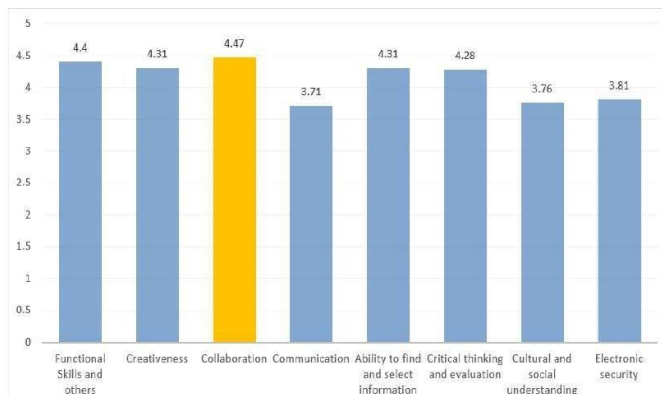


Figure 1. Results of the digital technology literacy test on the comprehension aspect

Based on calculations using the Grand Mean formula proposed by (Anwar, 2009), the overall score of the quantity indicator of the aspect of digital technology literacy use is calculated by dividing the total average 33.05 by the number of indicators (8). The results of the calculation indicate that the overall average, or Grand Mean, is 4.13. This score reflects the digital technology literacy level of PGSD students at the University of Muhammadiyah Prof. Dr. HAMKA—particularly in terms of usage—is categorized as good.

A comparison of each indicator in the preceding chart reveals that most digital literacy components scored above the overall average of 4.13. Notably, the ability to find and select information (4.47), communication (4.42), and creativity (4.40) stood out as the highest-performing areas. A different picture emerges when the sub-scores are examined individually. Electronic security charts at 3.67 and socio-cultural insight lands at 4.02, both resting below the overall mean. Such a dip points to a socio-cultural command of digital literacy; the PGSD cohort at Muhammadiyah Prof. Dr. HAMKA sails confidently in some waters but stalls in others.

The data collected indicate that postgraduate-program students at Universitas Muhammadiyah Prof. Dr. HAMKA possess a respectable command of general digital technology. Nevertheless, pockets of relative weakness remain and invite deliberate pedagogical intervention. Electronic security surfaced as the single lowest competence, and that finding calls for an immediate infusion of focused training in password management, phishing discernment, and similar skills. Raising future teachers awareness of why such precautions matter is integral to nurturing responsible day-to-day use of technology. For those curious about the mathematics behind the summary number, its grand mean. The formula-means total scores

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divided by the number of items-appears below.

$$\text{Grand Mean} = \frac{\text{Total Average}}{\text{Amount of Indicator}} = \frac{33,59}{8} = 4.19$$

In the second chart collaboration receives the top mark of 4.47, a figure echoed in the first visual by students capacity to locate and curate digital material. Such a coincidence suggests that the cohort is equally comfortable working alongside others and navigating the online information landscape. Functional skills, creativity, and critical appraisal keep registering at generous levels throughout both displays, reinforcing the impression that this group routinely employs technology in purposeful, reflective ways.

Students enrolled in the Postgraduate Program of Educational Sciences at Universitas Muhammadiyah Prof. Dr. HAMKA display impressive command over collaborative software, judicious information sourcing, and applied technical skills. Their proficiency, however, exposes distinct gaps in clear communication, robust electronic security practices, and nuanced appreciation of diverse cultures. Bridging these gaps will yield the balanced digital literacy profile necessary for tomorrow's educators operating in increasingly networked classrooms.

Table 3. Results of a questionnaire on digital technology literacy skills in the aspect of use.

No	Question Aspect	Average	Categories
Functional Skills and others			
1.	Using basic software such as Microsoft Word and Excel for daily tasks.	4,38	Very Tall
2.	Using internet-based applications for data management purposes, such as <i>Google Drive</i> .	4,05	High
Creativeness			
3.	Using design or multimedia software to create creative digital content	4,38	Very Tall
4.	Utilizing digital applications to express creative ideas in work or projects.	4,43	Very Tall
Collaboration			
5.	Using online collaboration tools, such as Google Docs, to work with others in real-time	4,00	High
6.	Get used to sharing files and tasks with colleagues or friends online for joint projects.	4,05	High
Communication			
7.	Able to communicate effectively via email and instant messaging apps for professional purposes.	4,48	Very Tall
8.	Using various social media platforms to share information and ideas with a wide audience.	4,24	High
Ability to find and select information			
9.	Get used to using search engines to find relevant and valid information quickly.	4,33	Very Tall
10.	Being able to filter out inaccurate or irrelevant information when conducting <i>online research</i> .	4,62	Very Tall
Critical thinking and evaluation			
11.	Use critical thinking to assess the credibility of information before sharing it on social media.	4,41	Very Tall
12.	Evaluate information critically before making informed decisions.	4,19	High
Cultural and social understanding			
13.	Using digital technology to understand and respect other cultures in online communication.	3,90	High
14.	Considering the social impact of the information I share on	4,14	High

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digital media.

Electronic security

15. Get used to enabling security features like strong passwords and two-factor authentication. 3,67 Currently

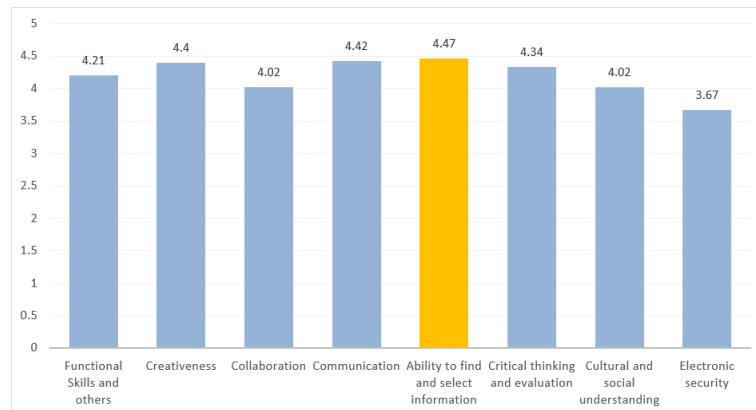


Figure 2. Results of the Digital Technology Literacy Questionnaire on the Usage Aspect

The bar chart presents the average digital literacy competency scores of students in the Elementary School Teacher Education (PGSD) program, assessed across eight key components on a 0 to 5 scale. The highest score was observed in the ability to find and select information, with a mean of 4.47, demonstrating that students possess strong skills in locating, evaluating, and choosing relevant digital information to support learning and teaching activities.

Other components that achieved high scores include communication (4.42), creativity (4.4), and critical thinking and evaluation (4.34), reflecting students' strong capabilities in employing digital tools imaginatively, communicating effectively in online settings, and critically analyzing digital content. Additionally, the functional skills component scored 4.21, indicating a solid proficiency in the fundamental technical operation of digital devices and platforms.

Nonetheless, the components of collaboration and cultural and social understanding scored comparatively lower, each with an average of 4.02. Although these scores fall within the proficient range, they indicate that students' skills in digital collaboration and in navigating socio-cultural dynamics online could be further enhanced through targeted development.

Electronic security received the lowest average score of 3.67, suggesting that students may have limited knowledge or awareness of online safety, digital identity protection, and ethical conduct in digital environments. Consequently, this domain demands focused attention to bolster students' comprehensive digital literacy.

In short, PGSD undergraduates demonstrate robust digital literacy in most domains—particularly in locating, managing, and sharing information. Yet their abilities in electronic security and in navigating the socio-cultural dimensions of online environments lag behind. These gaps should guide future curriculum design and targeted teaching interventions so that the program fully equips students for the realities of a digitally driven era.

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Digital technology literacy profile understanding aspects

An indicator-by-indicator analysis of the digital-technology literacy test shows that students' competence in technology and information security falls within the "average" range, as reflected by a mean score of 3.5. Students' grasp of technology and information security remains weak. This deficit appears across multiple indicators, including appreciation of personal-data protection during online activities, creative use of digital tools, collaborative and communicative abilities, effective information search and selection, cultural and social awareness, and general e-safety. Although their critical-thinking and evaluation skills reach a moderate level, these strengths are insufficient to compensate for shortcomings in the other areas.

The study shows that students habitually turn to the internet—both to exchange ideas with classmates and lecturers and to look up extra information when course concepts feel vague. Yet, instructors seldom offer clear, hands-on guidance on weaving internet-based ICT tools into their learning activities. Consequently, students' understanding and critical use of ICT for academic purposes remain limited. This finding is consistent with the study by (Veum et al., 2020) reached comparable conclusions, underscoring the importance of first strengthening students' functional ICT abilities—particularly basic computer and internet operations that underpin effective learning. They likewise argue that lecturers should prioritize engaging pedagogical approaches and instructional models to heighten students' motivation and sustain their interest in the material.

Furthermore, the evidence suggests that students have not yet developed strong creative abilities in applying digital technologies to education. Most find it difficult to craft learning resources in multiple digital formats or to participate in genuinely inventive technology-mediated tasks. The shortfall is intensified by how little guidance lecturers—especially in core PGSD courses—provide on designing digital instructional materials. These findings are in line with research by (Alrajhi, 2024) who stresses the importance of integrating creativity with digital tools in teacher education, enabling students to produce multimedia learning resources. Additionally, (Widiana et al., 2023) supports these findings, stating that creative thinking skills should go hand in hand with imaginative thinking skills. Innovative thought is indispensable for producing genuinely original work. Even so, our results mirror earlier scholarship, emphasizing that pre-service teacher programs must purposefully nurture both practical digital skills and imaginative digital competencies. However, these findings challenge the common assumption of students' inherent digital fluency, reinforcing the view that digital literacy should be approached as a structured learning objective rather than a presumed pre-existing competency. To bridge these gaps, lecturers—especially within Primary Teacher Education (PGSD) programs—should integrate explicit instruction and practical activities that promote critical, creative, and pedagogically effective uses of digital technology.

This study also highlights the role of collaboration as a key indicator of digital literacy, defined as the collective engagement of individuals or groups in working toward shared objectives. Findings indicate that students possess a relatively low level of understanding when it comes to articulating ideas collaboratively in digital learning environments. Specifically, during Indonesian language skills courses, students have not received instruction on how to engage in discussions or collaborative activities through digital platforms. This finding is in line with the opinion of (Giray et al., 2024), who stated that many platforms can be used for

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collaborative activities, such as PhET Interactive Simulations, Moodle, Google Classroom, Zenius Education, and others. However, in this study, students only use WhatsApp groups for collaboration activities.

Students also demonstrate a limited understanding of how to negotiate ideas with peers in digital learning environments. This is due to the absence of explanation or guidance from lecturers on how to conduct collaborative discussions effectively. These findings are consistent with the views of (Bodén et al., 2023), argue collaborative skills can be enhanced through the explicit instruction and implementation of collaborative learning models supported by various applications functioning as Learning Management Systems (LMS).

Students' ability to understand their audience in digital environments—particularly in relation to learning interests—remains relatively low. This is in line with the analysis of (Faisal et al., 2024), which emphasized that communication is an important tool for students as prospective teachers in carrying out learning activities. The limited level of student communication in digital environments can be attributed to their insufficient understanding of digital technologies. The lecturer has not provided sufficient guidance or instruction on the use of digital forms of communication. As a result, student participation in utilizing digital communication tools during the learning process remains minimal. In practice, students primarily rely on face-to-face interactions in the classroom, which are further constrained by limited instructional time. This face-to-face communication also does not always guarantee optimal understanding for students. These findings are supported by (Hancock & Hancock, 2024), who state that improving communication skills can be done by providing explanations and directions to utilize digital communication.

Undergraduate readers often treat the first webpage encountered as definitive and rarely check that claim against a printed monograph, a university press article, or another reliable repository. (Rothe et al., 2024) observe precisely this tendency when they underline the verification skill as a core component of information literacy. A deliberate cross-examination of sources spares researchers repeated encounters with clickbait, falsehoods, and the fungible scams that multiply online. The research of (Jyothy et al., 2024) also supports the importance of efforts to improve students' ability to search and sort information.

The application of aspects in digital technology literacy profiles

Statistical review of the dataset disclosed a troubling shortfall in digital-literacy, participants settling at a mean of only 3.14. This modest figure stems principally from lacklustre showings in creativity, teamwork, intercultural sensitivity, effective messaging, and basic electronic security. Even though the cohort exhibited solid command of functional skills plus decent ability in sourcing and assessing information, those pockets of strength proved too slender to mask short-comings elsewhere.

The data collected here reveal that learners command only rudimentary functional digital skills, a shortfall that persists even in 2023. In contrast, the same cohort reaches a middling benchmark when asked to locate and employ online resources for course work. That inconsistency hints that daily smartphone traffic has yet to translate into real fluency for drafting, designing, or otherwise producing educational artifacts. Such an outcome echoes earlier surveys; those studies concluded that future teachers will not outgrow this plateau without sturdy networks and continuous, practice-based training.

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Furthermore, the study revealed that students' creativity remains underdeveloped, as reflected in their limited ability to generate original ideas, produce creative outputs, and engage in imaginative thinking. Many students face challenges in presenting material in a coherent and engaging way and demonstrate minimal proficiency in utilizing digital tools to design innovative instructional content. This deficiency in creativity is attributed to the lack of structured guidance and encouragement provided by lecturers throughout the learning process. The findings align with research conducted by (Astuty et al., 2024) who highlight that creativity in educational contexts must be intentionally nurtured, especially through project-based learning and digital storytelling tasks that require students to use technology creatively.

The research uncovered troubling gaps in the students digital collaboration skill set, most pointedly in their capacity to communicate, negotiate, and express concepts under the pressures of a web-based classroom. Such evidence indicates that many learners remain unpracticed in- or simply wary of- the give-and-take that interactive online forums demand. Heavy dependence on tools like Google Meet and Zoom for real-time instruction has, perhaps inevitably, fostered a culture of passive attendance; cameras and microphones are routinely switched off, leaving muted avatars to fill the screen. That pattern all but strangles the possibilities for genuine dialogue and the kind of idea-bargaining that elevates collective understanding. These findings support the work of (Deressa et al. 2023) who propose the use of Learning Management Systems (LMS) such as Moodle, Edmodo, Flipped Classroom approaches, and Google Classroom to promote more active and participatory learning environments. Similarly, (Castañeda & Williamson, 2021) contend that fostering digital collaboration skills necessitates pedagogical strategies that promote knowledge co-construction and engagement in digital dialogue. The narrow bandwidth of collaboration detected in the present investigation might be broadened if instructors adopted learning management systems outfitted with live discussion forums, peer-review modules, and shared-content repositories.

Recent data suggest that communication metrics-land halfway between strong and weak- yet many dimensions still lag behind. For instance, survey-takers struggled to read a digital audience, show willingness for online learning, and tune in to students interests in web spaces; each of these scored in the low range. Taken together, the picture is one of chronic shortfall: the group uses, shares, and decodes ideas on screens only with modest confidence. Strengthening those core habits is not optional if the next phase of training is to succeed. Research by (Mbandje & Loureiro, 2023) revealed that the low communication skills of respondents are related to their habit of only using smartphones for direct communication, not for discussion in the context of lectures. Students are not yet accustomed to actively expressing their own ideas or attentively engaging with others' perspectives through digital platforms. This is also supported by the research of (Naimi-Akbar et al., 2023), which suggests improving digital communication skills through the use of a Learning Management System (LMS). The LMS provides a forum that enables students to engage in structured discussions, allowing them to exchange ideas and gain insights from others. This interaction contributes to the development of their communication skills, particularly in the context of using digital technology.

Education researchers regularly cite a noticeable gap in beginning teachers mastery of socio-cultural content knowledge, especially when the focus shifts to Indonesian-language pedagogy. Many observation visits reveal that trainee instructors lean heavily on standard-textbook sequences, glossing over local customs and everyday vernacular that could truly

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anchor the lesson in learners lived experience.

The research of (Nguyen et al., 2024) supports these findings, stating that today's evolving sociocultural understanding requires that the design and learning activities are based on certain criteria, such as critical thinking, collaboration, communication, and creativity (Martínez et al., 2024). Contemporary scholarship increasingly contends that student progress hinges on the provision of explicit guidance, sustained hands-on engagement, and immediate facilitation as learners adapt evaluative criteria to shifting socio-cultural contexts. Realizing this vision demands a purposeful choreography of instructional activities, each tightly calibrated to recognized pedagogical standards.

Further examination of the responses indicated that the e-safety indicator-an aggregate measure of secure web navigation, prudent content generation, and responsible collaboration-was assigned a disappointingly low rating. An identical pattern emerged with respect to basic protective practices; many participants reported infrequent use of simple defenses like unique passwords and personalized usernames across the educational applications they accessed. Collectively, these observations signal an urgent instructional gap and suggest that efforts to fortify digital handling skills must focus on safe browsing, prudent content creation, active teamwork, and the consistent application of account-security protocols. This finding is in line with the research of (Istiani et al., 2023) corroborates the observation, labeling students digital safety literacy as low; many learners encounter programs that bundle multiple instructional utilities for the first time. In the same department, the instructors have yet to routinize platforms that support discussion boards, host background readings, display slide sets, or streamline the collection of course assignments. The recent evidence converges with (Porcu et al., 2024) argument that a well-configured learning management system can organize course material in a way that invites students to engage more deliberately while also giving preservice teachers a sandbox for mastering platform administration. Faculty members, therefore, are advised to deliver on-the-spot demonstrations that not only build digital fluency but also reinforce basic security habits-for instance, choosing robust usernames and passwords-that protect the integrity of the virtual classroom.

Scholars who have surveyed pedagogical practice in Indonesia now caution that meager digital literacy arises not from outmoded hardware but from the very curriculum itself. Courses billed as strengthening Indonesian language skills give inadequate hands-on training with websites, databases, and adaptive software. Students therefore encounter those resources for the first time in exams and feel lost, a gap that drags national digital-competence scores downward. Research by (Kumalasari et al., 2024) also suggests that a feasible remedy is to deliver targeted training sessions that instruct students on how to navigate digital tools and sift through online information. the observation corroborates earlier conclusions, indicating that localized workshops could be smoothly integrated into courses on Bahasa Indonesia. such an approach would, in all likelihood, bolster the participants digital literacy across the curriculum.

CONCLUSION

The research reveals that would-be elementary educators have only a modest grasp of digital literacy, falling short when asked to read, arrange, and maneuver online resources and software. Shortcomings surfaced in areas as varied as basic technical operation, inventive application, group-centered projects, clear messaging, source evaluation, awareness of cultural

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context, and safe browsing habits. Such weaknesses obstruct meaningful technology use in everyday classroom practice. Effective teacher training now demands more than the traditional syllabus; courses, especially those focused on language study, must weave in hands-on digital literacy practice if future educators are to bridge the persistent technology gap in classrooms. Admittedly, the present inquiry operates within a limited geographic footprint and rests on self-reported measures, yet even that narrow lens reveals sharp divides in how preservice teachers define essential digital skills. Broader comparative studies-fueled by survey, logfile, and ethnographic evidence drawn from schools nationwide-will be essential to confirm these initial impressions and to chart a truly inclusive course forward.

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4. Bukti artikel accepted (13 -17 Juni 2025)

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We have reached a decision regarding your submission to Al Ibtida: Jurnal Pendidikan Guru MI, "Digital literacy profile of prospective elementary school teachers in Indonesian language learning: a case study at Universitas Muhammadiyah Prof. DR. HAMKA".

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Thank you for submitting an article in the Al Ibtida: Jurnal Pendidikan Guru MI, Department of Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah and Teacher Training, UIN Siber Syekh Nurjati Cirebon In Collaboration with Perkumpulan Dosen Pendidikan Guru Madrasah Ibtidaiyah (PD PGMI) Indonesia.

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Dear,

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Cirebon, June 17th, 2025 Editor in

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Digital Literacy Profile of Prospective Elementary School Teachers in Indonesian Language Learning: a Case Study at Universitas Muhammadiyah Prof. DR. HAMKA

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Abstract

Abstract

Digital literacy is essential for Prospective Elementary School Teachers to foster the development of technology-based teaching skills. Therefore, understanding the digital literacy profile of prospective is essential as a foundation for developing informed learning policies. This study aims to describe the digital literacy profiles of prospective elementary school teachers by analyzing their digital literacy skills through a quantitative survey-based research approach. The study population consisted of 1,400 students, from which a sample of 210 was selected using stratified random sampling. The research instrument consisted of a Likert-scale questionnaire encompassing indicators such as functional and technical skills in operating digital devices, creativity in producing digital learning content, collaboration abilities using digital platforms, communication skills within digital spaces, information literacy in locating and selecting learning resources, critical thinking in evaluating digital content, socio-cultural awareness related to digital ethics, electronic security in safeguarding personal data, and technical problem-solving competencies. The study's findings indicated that prospective of elementary school strong proficiency in information literacy, with an average

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