



Gadget-Based Digital Literacy in Learning Writing Skills for Elementary School Students

Suciati Nur Apriyanti, and Rahman✉

Universitas Pendidikan Indonesia, Bandung, Indonesia

suciati22@upi.edu; ✉ rahmanprofupi@upi.edu

Abstract: Technological developments continue to influence all aspects of life in the world including education. Realizing this, the Ministry of Education and Culture designed the digital literacy movement as a tool to increase the ability to use digital technology in education, especially for teachers and students. Digital literacy can also be used as a tool to improve students' writing skills. However, students are less interested in learning to write. The main difficulty in writing is the inability of students to put their ideas or ideas into writing, this is natural because students rarely practice their writing skills directly. Teachers can apply gadget-based digital literacy in learning writing skills. This study aims to describe gadget-based digital literacy in learning writing skills. Through the literature study method, researchers found that the importance of digital literacy competency learning programs for students has a positive impact on understanding and skills in using digital media. Gadget-based digital literacy results in creative and innovative learning. The use of gadget-based digital literacy can improve students' writing skills.

Keywords: digital literature, gadgets, writing skills

How to Cite: Apriyanti, S. N., & Rahman, R (2021). Gadget-Based Digital Literacy in Learning Writing Skills for Elementary School Students. *The 3rd International Conference on Elementary Education*, 3(1), 186-193.

INTRODUCTION

The development of science and technology which is marked by advances in information and technology at this time has been running so rapidly. Technology is increasingly developing well, such as gadgets, laptops, electronic devices, and so on. The most popular use of technology at this time is gadgets. Referring to a survey conducted by Kominfo and UNICEF (2016), which states that at least 30 million children and adolescents in Indonesia are internet users and make this digital media the main choice of communication tools they use.

The use of digital technology in students has a positive impact, including with digital technology, students can broaden their horizons, hone cognitive abilities, increase social values, look for educational games, can seek innovative educational information, facilitate communication, and expand their network of friends.

In addition to the positive impacts, there are also negative impacts of the use of digital technology, namely students can easily fall into cybercrime, the spread of hoax news, low moral values, and the risk of addiction (dependence) on digital technology. The low use of the internet causes a lack of education

regarding the use of good digital technology, which results in the misuse of digital technology. This abuse is considered a problem in today's digital society because of the low digital literacy culture.

Seeing this, the Ministry of Education and Culture designed a digital literacy movement in schools to minimize the negative impacts arising from the use of digital technology. It is known that literacy is not just reading or writing but digital literacy is the knowledge and skills to use digital media, communication tools, or networks to find, evaluate, use, create information, and make use of it appropriately, wisely, carefully, intelligently, and comply with the law to foster communication and interaction in everyday life (Kemendikbud, 2017).

A person with good digital literacy skills can access, understand the content, inform, create, and even update digital media. If someone has this ability, digital media can be used productively. Therefore, digital literacy learning is needed (Graber, 2012). In schools, digital literacy can be developed into a learning process that is integrated into the curriculum with digital media such as computers, the internet (blogs, social media, web), and gadgets. Gadgets can be used in the learning process. In general, the benefits of



gadgets in learning are to facilitate interaction between teachers and students so that they will create effective and efficient teaching and learning process. The special benefit is that the material delivery gadget will be easily accepted by students and can improve students' ability to understand the material.

Indonesian subjects in the 2013 curriculum are presented using a text-based approach. The various texts presented in the 2013 curriculum contain a realm of writing text that students must master. (Anderson & Pearson, in Indriati, 2017, p. 907). Writing is very important in any case, writing skills are productive skills and very useful for channeling ideas and regular thought patterns and putting them into writing that can provide useful information for others. However, Central Connecticut State University's research results show that writing in Indonesia is ranked 60 out of 61 countries (Rahman, et al, 2018). Based on data from the International Study of Achievement in Written Composition, it is known that "Indonesia is a country whose writing and reading culture is still below average. (Rahman, 2011). In learning to write, the main difficulties that will be experienced by students are conveying ideas or ideas as well as the lack of information about what students will write because it is known that the culture of writing has not been fully formed in Indonesia. (Cahyani, 2016, p. 5) students have difficulty in writing because students are only faced with writing theory, but lack direct experience in writing. This is natural because students rarely practice their writing skills directly. This is one of the reasons why learning Indonesian has not achieved a good goal to be used in everyday life as a means of communication.

Seeing this problem, gadget-based digital literacy deserves to be considered as a solution to improve the quality of learning to write. Gadget-based digital literacy must be present in the learning process that involves the use of digital technology as a learning tool in the classroom. Many applications in the gadget can be used for learning to write, including Facebook, WhatsApp, Instagram, the Quizizz application, Kahoot, Edmodo, and

so on. From these various applications, the teacher can innovate in their use in the learning process. Besides, students can also inspire their written work through social media on gadgets.

Some of the results of previous research that can be used as a reference, namely research according to Muhammad Ragil & Dholina Inang (2018) based on his research on digital literacy in learning in elementary schools, almost 99% of students in the industrial revolution era had gadgets that were used before the age of 9 years. Activities that are often done are playing games and watching YouTube. From the results of this study, it can be concluded that digital media has entered the world of the younger generation, including students in elementary schools. Digital Literacy in Schools needs to be encouraged from all aspects, both in terms of students and teachers as educators. Meanwhile, according to Mauludin (2018), digital literacy in learning to write provides several benefits for students. Among them, insights will develop because students access a lot of information, students can write wherever they are without boundaries of place and time, can train students' abilities in using digital media. By paying attention to the advantages of using digital technology in learning to write, both teachers and students are advised to take advantage of the use of digital technology in writing learning activities.

Based on the problems that have been stated above, the author aims to describe gadget-based digital literacy in learning writing skills. The urgency of this research is to optimize Indonesian language learning by utilizing technological assistance in the form of gadgets, as well as training students to improve their digital literacy as a form of self-preparation in facing the challenges of the development of era 4.0.

METHOD

The method used in this research is the literature study method. According to Nazir (2013) literature study is a data collection technique by conducting research studies of books, literature, reports, and notes related



to problem-solving. This method is used to obtain a frame of mind and written opinion by studying various literature related to the problem under study. Apart from that, secondary data was also collected which is used as a basis for comparison between theory and its application in the field. This secondary data was collected through browsing on the internet, reading some literature, college notes, previous research results, and various relevant sources

RESULTS AND DISCUSSION

According to Rahman (2018a), 21st-century learning is education that focuses on efforts to produce young people who have 4 main competencies, namely Communication, Collaboration, Critical Thinking and problem solving, and Creative and Innovative. One of the components that students must have is Communication, which is interacting with others to convey, obtain, and direct information, ideas, and ideas. One of these things can be obtained by students from learning, especially learning Indonesian.

Learning Indonesian is very appropriate because it can develop students' communication skills. When students' communication skills are good, students will be able to convey the contents of their thoughts and be able to convey the information obtained from all media, both oral and written. Heryanto, (2019) There are four language skills, namely listening, speaking, reading, and writing. The four skills can be integrated using technology. Four skills can be learned from learning Indonesian, one of which is writing. According to Ngurah (2014), Writing is a form of skill obtained from the language learning process. Zulela, et al (2017) said that writing skills are the final stage of skills that will be mastered by students after listening, speaking, and reading when they are well mastered. Writing skills are productive skills and are very useful for channeling ideas and an orderly mindset and putting them into writing that can provide useful information for others.

Writing competence as contained in the new general core standard (Haven, in Sulasti

2019) emphasizes that learning to write must make students have writing skills that are not only concerned with the spelling concepts of other writing techniques but more on translating the meaning of ideas and emotions into writing. Therefore, the teacher must know that these skills are related to the technicalities of writing spelling, grammar, sentence structure, punctuation, and vocabulary use. This means that learning to write must be fun so that students have effective writing knowledge to communicate something they want to write.

So that students are interested in writing, and innovation is needed so that learning is not monotonous. teachers can apply models, strategies, methods, or learning approaches that present a literacy culture in the implementation of Indonesian language learning. One of the many varieties of existing innovations is literacy. (Rahman, Wibawa, Nirmala, & Sakti, 2018) defines literacy as the process of receiving and interpreting information, the ability to define, identify, interpret, communicate, and create text, images, and sounds, and one's ability to be stronger, creative, and critical. In Rahman (2018b), six types of literacy can be developed, namely basic literacy, numerical literacy, scientific literacy, financial literacy, cultural literacy, and digital literacy. digital literacy deserves to be considered as one of the solutions to improve the quality of learning to write. The term digital literacy was first put forward by Gilster (in Riel, 2012) as the ability to understand and use information from various digital sources. He argues that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts, such as academics, careers, and everyday life.

Bawden (Alparis, Padang, Duwi, 2019) expands a new understanding of digital literacy which is rooted in computer literacy and information literacy. According to Bawden, digital literacy is more related to technical skills in accessing, compiling, understanding, and disseminating information. A different opinion was conveyed by Buckingham (in Alparis, Padang, Duwi, 2019) who followed the



pattern of media literacy components that had previously been widely developed. He stated that digital literacy is also related to four important components, namely: representation, language, production, and audiences. Digital literacy topics emphasize understanding digital content and the ability of audiences to check the security and privacy of digital media use. Another view is put forward by Martin (in Alparis, Padang, Duwi, 2019) which states that digital literacy is a combination of several forms of literacy, namely: computers, information, technology, visuals, media, and communication. Digital literacy is a multi-dimensional skill. One can master digital literacy gradually because one level is more complicated than the previous level. Digital competence requires computer and technology literacy. However, to be said to have digital literacy competence, one must master information, visual, media, and communication literacy.

Riel et al (2012) agree with previous experts who state that digital literacy is multi-dimensional. However, unlike Martin, he explained that digital literacy is a horizontal classification, not a vertical one. The media literacy component presented by Riel et al (2012) seeks to accommodate aspects of digital media that are not only technically new but also present a very interactive communication logic which is quite different from conventional media such as print and broadcast media. Interaction in digital media not only requires technical skills in accessing technology but also understanding content, active and interactive functions in producing messages. More than that, interactions in digital media have consequences for personal safety, privacy, excessive consumption, and attitude towards differences. The concepts and dimensions of digital literacy put forward by Riel et al (2012) have technological, psychological, and social implications. So, it can be understood that digital literacy is a complex form of skill and involves new skills that humans must have in dealing with today's digital environment.

Digital literacy must be present in the learning process that involves the use of digital technology as a learning tool in the

classroom. Through understanding digital literacy, it is hoped that one's reading and writing skills will be better because digital literacy is obtained by utilizing technology that develops in society. One of the technologies used by students is gadgets. Gadgets are multi-functional communication tools. Can be used to make calls, write messages, write notes, play games, send e-mails, and so on. The more multi-functional, the better the gadget. Gadgets become a student's need because of the functions and features they provide. This need is used primarily in terms of socialization and the latest news updates.

Wulandari (2016) Gadgets among students are also inseparable from the existence of social media and other internet developments. The dominance of Facebook, Twitter, email, blog, and YouTube is an equally important part of their lives. This gadget can be a capital for teachers in developing their creativity in teaching. The most appropriate teaching pattern for students in this digital era is to invite them to study in their world, namely the digital world. For that, gadgets are easy to use in learning.

There is so much that teachers can do in utilizing this gadget technology, namely, teachers can use gadgets for learning facilities and infrastructure such as looking for additional teaching materials including videos, pictures, articles, and simple science activities that can be practiced in supporting learning materials. Teachers can also use gadgets as a means of giving assignments and collecting student assignments. For example, using social networks that are already popular among students such as Facebook, Twitter, blogs, and so on (Anugrah, C. 2017)

Digital literacy in learning Indonesian in the 4.0 era has many benefits. For example, students can easily find information on one of them at www.google.com. Various kinds of materials can be obtained by searching for the desired material on this gadget. Information or material used in learning Indonesian can easily be obtained digitally. After students work on assignments from the



teacher, students can upload their work on social media such as Instagram and blogs. Working on questions can also be done digitally. Various types of applications that teachers and students can use have emerged, such as Edmodo, WebEx, google classroom, google forms, and so on. Learning online or online can be done anywhere and anytime. From this illustration, it can be seen that there are 4.0 era skills that students will accept.

The use of gadget-based digital literacy in Indonesian language learning, especially in writing skills, is expected to help teachers and students achieve maximum results. For example, in learning to write poetry. Conventional learning to write poetry is only done in writing poetry in notebooks. The student's work can only be enjoyed by the teacher and student concerned. The use of gadgets in learning will provide another learning experience for students, namely when the poetry that has been created is published on social media such as Instagram or even recorded with classmates in the form of an anthology. From this illustration, it can be seen that there are 4.0 era skills that students will accept. Students will have pride when their work is seen by everyone or when they analyze their friends' poetry on social media. In this case, at least the teacher has also taught students to be ethical in digital literacy. In addition to seeking information and inspiring student work, the implementation of gadget-based digital literacy can use hoax news as a medium of learning. As an Indonesian language teacher, which in this case can be applied by all language teachers or other text-based learning, the teacher can use news quotes or hoax images as a medium in learning various types of text. For example, in the explanation text, the teacher presents a hoax quote which then the students are tasked with finding the truth of the news by explaining it again (to explain) based on theory or other news sources. Some examples of hoax news originating from social media, messaging applications, and other sources that can be used as learning media are as follows. In learning narrative text, for example, our students give a quote from hoax news. For example, in the hoax news about the owner

of a Bank Rakyat Indonesia (BRI) account receiving social assistance of Rp. 600,000, - As a facilitator, the teacher explained and provoked student interest first by telling that due to hoaxes many account holders misunderstood and thought they would get this assistance. Even though Bank Rakyat Indonesia (BRI) provided cash social assistance to 528,320 beneficiary families (PKM) affected by the corona pandemic. Not all Bank Rakyat Indonesia (BRI) account holders receive social assistance. Then the teacher directs students to investigate or seek information related to the news. Based on the results of the search for information obtained by students, students are invited to create narrative text by re-creating it based on that information. Apart from functioning as a means of providing students with an understanding of hoax news, the integration of gadget-based digital literacy is also useful for improving writing skills and increasing critical thinking and higher-order thinking skills (HOTS).

The implementation of gadget-based digital literacy in addition to utilizing hoax news can also take advantage of blog technology to train students' skills in writing. Mauludin (2018) Blog (a simple form of weblog) is a page (site) of someone who is frequently updated which is often referred to as an online journal (diary). In this day and age, blogs can become a medium for learning to write in schools, because blogs can be used as a means for students to pour ideas, ideas, and information they know into writing very easily. Besides, blogs can also be a medium for expressing everything through writing and spreading it over the internet. All of these can make students confident in improving their writing skills. Blogs can be categorized as web-based learning media because they use the internet to convey information and communication.

The implementation of gadget-based digital literacy that is used in learning to write can also use the Edmodo virtual classroom application. Edmodo is a social media application that is often described as Facebook for schools that are used by teachers, students, and even parents, which can function more according to their needs



(Rismayanti, 2012). Edmodo was designed by Nic Borg and Jeff Ohara in 2008 which is an E-learning program for educational applications that are safe and efficient and make students more enthusiastic about learning in a more familiar environment. This application helps teachers to design lesson plans by integrating Edmodo which provides all digital content in one place. According to him, learning to write through Edmodo will provide an environment where teaching and learning are more effective and fun, students become more independent, students can share with friends about the essays they write without forgetting the standard of measuring student success. Besides, with Edmodo teachers can share reading material with students so that the information or knowledge that students have is increased when writing later. It is undeniable that students like learning through digital platforms, especially Edmodo can be accessed through gadgets owned by students.

Language education and learning in the digital era must now prepare the younger generation to be able to master and use it creatively, intelligently, and wisely. Through digital literacy, students can be taught to be able to take advantage of social media networks to share knowledge and learn to use it wisely and productively. Three basic things of digital literacy in learning 4.0 such as easy access to information, easier communication, increasing creativity, and facilitating the learning process need to be taken into account by teachers. The positive side shows that the use of gadget-based digital literacy in Indonesian language learning, especially writing skills, will greatly help teachers. The skills mastered by students will be more complex than conventional language learning.

CONCLUSION

Education and learning Indonesian in the digital era must now prepare the younger generation to be able to master and use technology creatively, intelligently, and wisely. Digital literacy is one of the innovations to develop reading and writing skills through the use of technology. Through

gadget-based digital literacy, students can be taught to be able to take advantage of social media networks to share knowledge and learn to use them wisely and productively in using technology. The implementation of digital literacy can also provide opportunities for students to get to know various useful information so that students can be more critical, creative, and innovative in thinking. Gadget-based digital literacy in learning to write is a learning strategy that has a big impact. Students can improve their writing skills by utilizing the gadgets they have. Teachers and students can use technology as a tool in the learning process and improve digital literacy culture in the world of education.

REFERENCES

- Abidin, Y. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Refika Aditama.
- Anugrah, C. (2017). Pemanfaatan Teknologi Gadget Sebagai Media Pembelajaran. *Jurnal Pendidikan Teknologi Informasi*, 2(2), 1-10.
- Alparis, Padang, Duwi. (2019). Konsepsi Literasi Digital dalam Pembelajaran Sejarah Di Era Disruptif. *Seminar Nasional Sejarah ke 4 Jurusan Pendidikan Sejarah*. Universitas Graha Nusantara Padangsidimpuan
- Cahyani, Isah. (2016). *Pembelajaran Menulis*. Bandung: UPI Press.
- Graber, D. (2012). Pendidikan Literasi Media Baru (NMLE): Sebuah Pendekatan Perkembangan. *Jurnal Pendidikan Literasi Media*, 4(1). 82 - 92
- Heryanto, G. (2019). Implementasi Model Pembelajaran Multiliterasi Pada Perkuliahan Pembelajaran berbicara. *Jurnal Metabasa*, 1(1), 41-52.
- Indriati, Fitria. (2017). Model Advance Organizer Berbasis Lingkungan dalam Pembelajaran Menulis. *Prosiding Riksa Bahasa XI*, 907-911.



- Kominfo. (2016). *Riset Kominfo dan UNICEF Mengenai Perilaku Anak SD an Remaja Dalam Menggunakan Internet*. https://kominfo.go.id/index.php/content/detail/3834/-Siaran+Pers+No.+17-PIH-KOMINFO-2-2014+tentang+Riset+Kominfo+dan+UNICEF+Mengenai+Perilaku+Anak+dan+Remaja+Dalam+Menggunakan+Internet+/0/siaran_pers. Diakses 13 October 2020.
- Mauludin, S. Cahyani, I. (2018). Literasi Digital dalam Pembelajaran Menulis. *Seminar Internasional Riksa Bahasa XII*. Universitas Pendidikan Indonesia. 1273-1281.
- Nazir, M. (2013). *Metode Penelitian*. Bogor: Ghalia Indonesia.
- Ngurah, A. P. (2014). Pengetahuan Media Gambar Seri Untuk Meningkatkan Keterampilan Menulis Narasi Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas IV SDN Moahino Kabupaten Morowali. *Jurnal Kreatif Tadulako Online*, 2(4), 231-242. Diambil dari <https://media.neliti.com/media/publications/122381-ID-penggunaan-media-gambar-seri-untuk-menin.pdf>
- Ragil, M., dan Dholina Inang. (2018). Literasi Digital dalam Pembelajaran di Sekolah Dasar. *Seminar Nasional Pendidikan Dasar*. Universitas Ahmad Dahlan Yogyakarta. 384-393. Diakses dari https://repository.bbg.ac.id/bitstream/715/1/044_MUHAMMAD_RAGIL.pdf
- Rahman. (2011). *Pidato Pengangkatan Guru Besar: Revitalisasi Metodik Pengajaran Menulis*. Bandung: (tidak diterbitkan).
- Rahman, Wibawa, S., Nirmala, S. D., & Sakti, A. W. (2018). *Artikel Kemampuan Literasi Siswa Dalam Pembelajaran Membaca Pemahaman Melalui Model Guided Reading*. Bandung: Sekolah Pascasarjana Universitas Pendidikan Indonesia.
- Rahman, dkk. (2018). *Writing Prose Through Think Talk Write Model Based on Video in Elementary School*. Universitas Pendidikan Indonesia. Bandung: Sekolah Pascasarjana Universitas Pendidikan Indonesia.
- Rahman. (2018a). *Masalah Rendahnya Kemampuan Literasi Siswa Sekolah Dasar. Kapita Selekta dalam Konteks Pedagogi Abad Revolusi Industri 4.0*. Bandung: Sekolah Pascasarjana, Universitas Pendidikan Indonesia.
- Rahman. (2018b). *Artikel Keterampilan Guru Abad 21 dalam Variabel Keprofesionalan Guru*. Bandung: Sekolah Pascasarjana Universitas Pendidikan Indonesia.
- Riel, J., Christian, S., & Hinson, B. (2012). Charting digital literacy: A framework for information technology and digital skills education in the community college Presented en Innovations.
- Rismayanti, A. (2012). *Mengenal Lebih Dekat Edmodo*. Diakses dari <http://download.smkn1-majalengka.sch.id/pada> 13 Oktober 2020.
- Sulastri, Tatat, Anggi. I (2019). Implementation of Techno Pedagogy Approach-Based Multiliteration Models in Improving the Skills of Writing the Narration of Elementary School Students. *International Conference on Elementary Education*, 2(1). 1318-1326.
- Tim Kemendikbud. (2017). *Materi Pendukung Literasi Digital*. Jakarta: Kemendikbud.
- Wulandari, P. "Anak Asuhan Gadget," (2016). <http://health.liputan6.com/read/2460330/anak-asuhan-gadget>. diakses 13 October 2020.
- Zulela MS., Yulia E.Y.S, Reza, R. & Prayuningtyas A.W, (2017). Keterampilan Menulis Narasi Melalui Pendekatan Konstruktivisme Di Sekolah Dasar. *JPD: Jurnal Pendidikan Dasar*, 8(2), 112-123.



<http://journal.unj.ac.id/unj/index.php/jpd/article/view/5359>