Digital Literacy in Virtual History Learning at SMA Negeri 1 Bandar Lampung

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Abstract – This study aims to determine the digital literacy skills of virtual learning history teachers at SMA Negeri 1 Bandar Lampung. The method used in this study is a descriptive method, the informants who are used as objects of research are history education teachers at SMA Negeri 1 Bandar Lampung. Collecting data using interview techniques, observation, documentation and questionnaires or questionnaires. The data analysis technique used is descriptive analysis techniques with reference to the theory of milles and Huber man consist of data collection, data condentition, data display, and conclusion drawing . The results of this study indicate that the digital literacy skills of one of the educational staff, namely the teacher, are indeed very important in the world of education in order to support such an education. Digital literacy is very much needed in the world of education and is very much needed by teachers to make all their work easier and can be managed and utilized as well as possible. This study looks at four digital literacy competencies items, namely internet searching, hypertext navigation, content evaluation , and knowledge assembly.

Keywords – History Teacher, Digital Literacy.

I. INTRODUCTION

In this all-digital era, the development of digital media and information technology poses challenges for users in accessing, selecting, and utilizing information and the ability to search for such information requires the accuracy and quality of the information obtained by its users. This ability is currently known as literacy which is understood more than the ability to read and write. But more than that, literacy is the ability of individuals to use all their potential and skills in life. This situation is the reason why digital media literacy programs are needed. Digital media literacy programs are needed to create users who are able to know what they need, strategies in tracing relevant sources of information, weighing, using and distributing it correctly (Sudarsono, 2007) .

The term digital literacy was first proposed by Paul Gilster (1997) as the ability to understand and use information from various digital sources. He stated 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. One theory that can explain the formation of digital literacy is the conception of Bawden (2008) which links digital literacy with computer literacy and information literacy. If described in more detail, the concept of digital literacy according to Bawden is composed of four components, namely:

1. *Basic Literacy Skills*

Basic literacy skills include the ability to read, write, understand symbols, and calculate numbers. In the context of online learning, this ability can be in the form of the ability to understand the terms and symbols (icon) used in the software, create a file containing text and images, and the ability to share the file via digital platforms.

2. *Information Knowledge Background*

Background knowledge of information is the ability to use the knowledge that you already have, to explore new information to enrich the knowledge you already have. In the context of online learning, background information can be defined as the ability to search for information online through search engines, and select search results to match the context of online learning being followed.

3. ICT Skills

ICT skills are creating/composing digital content. This skill is a key competency in the field of digital literacy, and involves the ability to assemble information or knowledge. In the context of online learning, this ability is related to the ability to compile a document or article of a scientific nature as the output of the learning being followed.

4. Information Users Attitudes and Perspectives

Information users' attitudes and perspectives are behaviors related to the procedures for using digital information, and how to communicate content that contains information from other sources. In the context of online learning, this aspect may be the ability to include an excerpt from an information source other through citations and drafting rules bibliography.

In this digital era, the world is being shaken by a new disease that is spreading very quickly, namely *Coronavius* . It is suspected that COVID-19 first appeared in Wuhan, Hubei Province, China, this virus is thought to have emerged because of a food market in Wuhan that sold various types of live and dead animals (Nuraini, 2020). This disease outbreak has also impacted education systems around the world. Therefore, UNESCO (United Nations Educational, Scientific and Cultural Organization) on March 4, 2020 recommended the use of distance learning and opened an educational platform that schools and teachers can use to reach students remotely and limit educational disruptions (UNESCO, 2020) . In Indonesia, the Minister of Education and Culture (Mendikbud) followed up on this policy through Circular Letter (SE) Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19, in this case point 2 which states that the learning process from home .

The form of information technology development that can be used as a learning medium is using *e-learning* (online learning) (Hartanto, 2016). Online learning is defined as a computer network that is interconnected with other computer networks throughout the world (Kitao, 1998 in (Riyana & Pd, nd)). *E-learning* (online learning) is one of the lessons that has been widely used in schools today since its publication as stipulated in Article 31 of Law no. 20 of 2003 concerning the National Education System, which is about distance learning. (Brito, 2003).

Teachers and students are required to understand and master the ability to review information digitally or what can be called digital literacy. The importance of digital literacy is currently felt by all ages, especially students and teachers. Currently the learning system is not only limited to teachers and students. With all technological developments, teachers can now get information about anything, including lessons that will be delivered to students via the internet. Either in the form of journals and digital books without the need for students to learn face-to-face with the teacher and hindered by distance and time. SMA Negeri 1 Bandar Lampung has also implemented virtual learning according to government policies that require students to study at home. Of course this virtual learning requires students and teachers to understand and master digital literacy.

Based on the explanation above background, the development of technology requires a teacher to understand a digital literacy in learning in school that consists of four competencies literai digital is among others internet searching, hypertextual navigation, content evaluation, and knowledge assembly, so in this case the researcher wants to conduct a study entitled "Digital Literacy in Virtual History Learning at SMA Negeri 1 Bandar Lampung".

II. RESEARCH METHOD

The method used is the Qualitative Method. This research is a qualitative research with descriptive case study research method. Descriptive method can be interpreted as a problem solving procedure that is investigated by describing / describing the state of the subject / object of research (a person, institution, community, etc.) at the present time based on the facts that appear or as they are (Nawawi, 1993). A case study is an approach to understanding individuals that is carried out in an integrative and comprehensive manner in order to obtain a deep understanding of the individual and the problems he faces with the aim of solving the problem and obtaining good development (Susilo Raharjo & Gudnanto (2011).

Data collection techniques used include:

1. *Observation*

The observation technique in this study was carried out in a digital literacy settingin virtual history learning at SMA Negeri 1 Bandar Lampung. Observations were made to obtain data on facilities and supporting documents regarding teachers' digital literacy skills in history learning, which currently all schools use virtual learning due to the COVID-19 outbreak. In the use of this observation technique, the instrument is in the form of an observation sheet developed from the instrument grid.

2. *Interview*

This research is using structured interview techniques because researchers must develop the questions that had been prepared for study materials and will get data directly from sources namely the principal of SMA Negeri 1 Bandar Lampung and the history teachers of SMA Negeri 1 Bandar Lampung.

3. *Documentation*

This documentation technique is in the form of recording data in the form of object images or events, as well as archival documents. For data in the form of images, it can be obtained by taking image objects in various research situations according to the data collected. Likewise, recording data in the form of school documents at SMA Negeri 1 Bandar Lampung to complement and strengthen the data that has been obtained from observation techniques and interview techniques.

4. *Questionnaire*

In this study, the authors used a closed questionnaire with the *Guttman Scale*. Researchers using the method of purposive sampling. In this case, the authors take samples, namely students of class X MIPA 5 and XI IPS 1. Questionnaires use *Google Forms* and are distributed to students online due to the COVID-19 pandemic which requires schools to do virtual learning. According to Feliska (2019), the data obtained from the questionnaire or questionnaire on each question indicator is converted into percentage form and tabulated into 5 categories or classification assessment sections, namely :

Table. 1 Classification of Digital Literacy Question Indicators

Percentage	Classification
81 to 100	Very good
61 to 80	Well
41 to 60	Enough
21 to 40	Not enough
0 to 20	Very less

III. RESULT AND DISCUSSION

This study uses a descriptive qualitative research approach. The object of research in this study is the history teacher of SMA Negeri 1 Bandar Lampung. The researcher took informants, namely Mr. Drs. Hi. Ngimron Rosadi, M.Pd. as principal and teacher of history subject at SMA Negeri 1 Bandar Lampung to be interviewed . The researcher distributed a questionnaire (questionnaire) to the students of class X MIPA 5 which were taught by Mrs. Endri Yunita, M.Pd. and to class XI IPS 1 which were taught by Mrs. Dra. Nurul Munawarokh to find out the digital literacy competence of history subject teachers virtually at SMA Negeri 1 Bandar Lampung.

SMA Negeri 1 Bandar Lampung applies virtual learning due to the constraints of the COVID-19 pandemic. The school also innovated in learning by creating an e-learning web specifically for SMA Negeri 1 Bandar Lampung. Therefore, teachers' understanding of digital literacy is very important because it aims to help education personnel to achieve things such as acquiring the technical knowledge and skills needed to use digital media to solve everyday life problems, understanding the social dimensions and impact of digital media in modern society, and can foster a positive attitude about digital media in facing the current digital era. So that digital literacy is a thinking ability that must be mastered by teachers by requiring an in-depth analysis of learning

resources and inviting teachers to experience the process from simple things to complex things so that teachers can provide learning to students well and efficiently.

This research was conducted to describe the level of digital literacy competence of history subject teachers based on 4 aspects, namely internet searching, hypertextual navigation, content evaluation and knowledge assembly. Basically, digital literacy for teachers is a basic ability that teachers must understand to improve education that develops in this digital era. The data obtained will be analyzed using the digital literacy competence proposed by Gilster.

A. Digital Literacy Competency Level of History Teachers based on Internet Searching

Internet Searching is a person's ability to use the internet and perform various activities in it (Paul Gilster, 1997). Internet at this time has become a major need for every community. one of which is learning in school. Virtual learning through the internet today is no longer a special and special thing, but has become a major part and needs of teachers and students in schools. Teachers of history subjects at SMA Ngeri 1 Bandar Lampung have been required to be able to do virtual learning using the internet (Interview with Mr. Ngimron Rosadi, July 13, 2021).

History learning at SMA Negeri 1 Bandar Lampung adapts to the 4.0 revolution. Technological advances are very helpful for teachers in finding learning resources, especially historical learning that studies the past. With the presence browsing youtube and very helpful in the learning process by looking at the video archives, photographs, letters newspaper and others in the past associated with the basic competencies learned in class (Interview with Mrs. Endri Yunita, April 19, 2021).

Questionnaires or questionnaires distributed to students of class X MIPA 5 which were taught by Mrs. Endri Yunita, M.Pd. and to the students of class XI IPS 1 who were taught by Dra. Nurul Munawarokh there are 4 out of 16 question indicators. Indicators question addresses one digital literacy competencies that Internet Searching consists of question number one to number four. The data collected is calculated using the *Guttman* scale which produces the percentage of achievement and category for each question indicator.

Table 2. Questionnaire Results about Internet Searching

No	Question Indicator	Class X MIPA 5		Class XI IPS 1	
		Percentage	Category	Percentage	Category
1.	Teachers use the internet as a learning resource	86%	Very good	92%	Very good
2.	Teachers use the internet as a medium for learning history in class	100%	Very good	89%	Very good
3.	Teachers use the internet as a learning resource more often than textbooks	86%	Very good	64%	Well
4.	Teachers are accustomed to using the internet as a learning resource	86%	Very good	78%	Well
	Amount	89%	Very good	81%	Very good

Source: Researcher Data Processing in 2021

The level of digital literacy competence for teachers of history subjects at SMA Negeri 1 Bandar Lampung based on one of the digital literacy competitions, namely internet searching, as a whole is classified as very good with a percentage value of 85%. The percentage obtained on the questionnaire distributed to students of class X MIPA 5 related to one of the digital literacy competencies, namely searching on the internet reached 89% which entered the very good category and the percentage obtained on the questionnaire distributed to class XI IPS 1 students related to one of the digital literacy competence, namely searching on the internet reached 81% which entered the very good category.

Based on the analysis of the results of interviews by researchers with school principals and teachers of history subjects at SMA Negeri 1 Bandar Lampung and questionnaires distributed to students, this shows that teachers already understand how to find

resources on the internet and manage them very well. In accordance with the opinion of the principal that the internet has become a major requirement in learning at school. Virtual learning through the internet today is no longer a special and special thing so that teachers are required to be able to use the internet as a learning medium.

B. Digital Literacy Competency Level of History Teachers based on Hypertextual Navigation.

Hypertextual Navigation is a skill to read and dynamically understand the hypertext environment. So someone is required to understand the navigation (guidance) of a hypertext in a web browser which is certainly very different from the text found in textbooks (Paul Gilster, 1997) . The ability of history subject teachers to use the internet is closely related to the teacher's skills in how to work using the internet. SMA Negeri 1 Bandar Lampung has developed an interactive way of learning by not only sharing video links on virtual learning but teachers have also arrived at virtual conferences such as using the zoom application and google meet. Therefore, teachers are required to be able and skilled in using all things related to the internet in virtual learning (Interview with Mr. Ngimron Rosadi, July 13, 2021).

Of course the history subject teachers at SMA Negeri 1 Bandar Lampung already understand about hypertext directions, namely about how the web works, starting from knowledge of bandwidth, http, html, and urls, as well as the ability to understand the characteristics of web pages. Teacher eye history lesson using the internet as a source of learning that make learning more practical to adequately convey the link material sourced from the internet to students (Interview Mother Endri Yunita, 19 April 2021).

Questionnaires or questionnaires distributed to students of class X MIPA 5 which were led by Mrs. Endri Yunita, M.Pd. and to the students of class XI IPS 1 who were taught by Dra. Nurul Munawarokh there are 4 out of 16 question indicators. The question indicator that discusses one of the digital literacy competencies, namely Hypertextual Navigation consists of questions numbered five to number eight . The data collected is calculated using the *Guttman Scale* which produces the percentage of achievement and category for each question indicator.

Table 3. Questionnaire Results on Hypertextual Navigation

N o	Question Indicator	Class X MIPA 5		Class XI IPS 1	
		Percentage	Category	Percentage	Category
1.	The teacher distributes internet links as learning media to students	91%	Very good	80%	Well
2.	The teacher distributes internet links from various domains (.com, .ac.id, .sch, .edu, .go, .org) on web addresses as learning media	78%	Well	58%	Enough
3.	The teacher searches for information through various web browsers (mozilla, google, opera)	78%	Well	80%	Well
4.	The teacher provides learning resources from e-books (electronic books)	61%	Well	36%	Not enough
	Amount	77%	Well	64%	Well

Source: Researcher Data Processing in 2021

The level of digital literacy competency in the subject teachers in the history of SMA Negeri 1 Bandar Lampung by one of the digital literacy competencies are hypertextual navigation overall is quite good with a percentage value of 70 , 5 %. The percentage obtained in the questionnaire distributed to students of class X MIPA 5 related to one of the digital literacy competencies, namely hypertext guidance, reached 77% which entered the good category and the percentage obtained in the questionnaire distributed to students in class XI IPS 1 related to one of the competencies digital literacy, namely hypertext directions, reached 64 % which entered the good category.

Based on the analysis of the results of interviews by researchers with principals and teachers of history subjects at SMA Negeri 1 Bandar Lampung and questionnaires distributed to students, this shows that teachers already understand the skills to read and dynamically understand the hypertext environment in finding information on the internet. In accordance with the principal's opinion

that teachers already understand how the use of the internet as a learning resource works. Teachers can not only share links to students in the learning process, but teachers have also arrived at virtual conferences such as using the *zoom* application and *google meet* .

C. Digital Literacy Competency Level of History Teachers based on Content Evaluation

Content Evaluation is a person's ability to think critically and provide an assessment of what is found online accompanied by the ability to identify the validity and completeness of information referenced by hypertext links (Paul Gilster, 1997). Teacher of history to evaluate the information content obtained through a digital source with a way to check and carefully compiled the source and content of which will be given to students as a learning task. Learning evaluation is also carried out by correcting the assignments that have been given (Interview with Mrs. Nurul Munawarokh, April 19, 2021).

SMA Negeri 1 Bandar Lampung already requires evaluating the content of the information obtained with guaranteed accuracy. The accuracy of learning resources for SMA Negeri 1 Bandar Lampung teachers has been given clear limits, including history subject teachers. SMA Negeri 1 Bandar Lampung limits that the information provided to students in learning must be accurate and in accordance with the facts so that it can be used as material and media for the ongoing virtual learning process. The school encourages teachers to use journals and articles that have a license and can be accounted for for information (Interview with Mr. Ngimron Rosadi, July 13, 2021).

Questionnaires or questionnaires distributed to students of class X MIPA 5 which were taught by Mrs. Endri Yunita, M.Pd. and to the students of class XI IPS 1 who were taught by Dra. Nurul Munawarokh there are 4 out of 16 question indicators. Question indicators that discuss one of the digital literacy competencies, namely Content Evaluation, consist of questions numbered nine to number twelve . The data collected is calculated using the *Guttman Scale* which produces the percentage of achievement and category for each question indicator.

Table 4. Results of the Questionnaire on Content Evaluation

No	Question Indicator	Class X MIPA 5		Class XI IPS 1	
		Percentage	Category	Percentage	Category
1.	The teacher provides learning resources from the internet accurately about learning history	89%	Very good	83%	Very good
2.	The teacher provides internet information from various backgrounds (source of creator)	83%	Very good	80%	Well
3.	Teachers look for information from other sources if they find incomplete information	80%	Well	80%	Well
4.	The teacher evaluates an information from the internet	64%	Well	64%	Well
	Amount	79%	Well	75%	Well

Source: Researcher Data Processing in 2021

The level of digital literacy competence for history subject teachers at SMA Negeri 1 Bandar Lampung is based on one of the digital literacy competitions, namely *content evaluation* as a whole is classified as good with a percentage value of 77%. The percentage obtained in the questionnaire distributed to students of class X MIPA 5 related to one of the digital literacy competencies, namely one of the digital literacy competencies, namely the evaluation of information content reaching 79% which is in the good category and the percentage obtained in the questionnaire distributed to class XI students. IPS 1 is related to one of the digital literacy competencies, namely the evaluation of information content reaching 75% which is in the good category.

Based on the analysis of the results of interviews by researchers with school principals and teachers of history subjects at SMA Negeri 1 Bandar Lampung as well as questionnaires distributed to students, this shows that teachers have thought critically and provided an assessment of what was found online along with the ability to identify the validity and completeness. information referenced by hypertext links. In accordance with the opinion of the principal that the accuracy of the learning resources for history

subject teachers has been given clear limits. The school limits that the information provided to students in learning must use journals and articles that have licenses and can be accounted for for information.

D. Digital Literacy Competency Level of History Teachers based on Knowledge Assembly

Knowledge Assembly is an ability to organize knowledge, build a collection of information obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice. This is done for certain purposes both education and work (Paul Gilster, 1997) . Information obtained from digital sources makes it easier for teachers to get learning resources. The teacher organizes the knowledge obtained from various sources to collect and evaluate facts and opinions properly for the purpose of education in schools. History or historical thinking skills thingking, namely the ability for teachers to differentiate the past, present and future will come, see, evaluate, compare and analyze the source. The teacher looks for information through various media, if everything has been collected the teacher can evaluate and then present the final results of all the activities carried out as material or assignments to be distributed to students (Interview with Mrs. Endri Yunita, April 19, 2021).

The teacher's ability to organize knowledge depends on the teacher's way of thinking and his ability to absorb information. School management has demanded that teachers be able to adapt, especially to digital information. Teachers are able to choose learning sources well so that what can be conveyed to students is truth and fact, not just discourse. This includes history subject teachers who must convey information in accordance with facts that have occurred (Interview with Mr. Ngimron Rosadi, July 13, 2021).

Questionnaires or questionnaires distributed to students of class X MIPA 5 which were led by Mrs. Endri Yunita, M.Pd. and to the students of class XI IPS 1 who were taught by Dra. Nurul Munawarokh there are 4 out of 16 question indicators. Indicators question addresses one digital literacy competencies, namely Knowledge Assembly consists of question number thirteen to number six twelve. The data collected is calculated using the *Guttman Scale* which produces the percentage of achievement and category for each question indicator.

Table 5. Results of Questionnaire on Knowledge Assembly

No	Question Indicator	Class X MIPA 5		Class XI IPS 1	
		Percentage	Category	Percentage	Category
1.	The teacher provides a collection of internet information obtained from various sources	72%	Well	78%	Well
2.	The teacher provides information from various learning sources other than information from the internet	80%	Well	80%	Well
3.	The teacher gives the task of analyzing information sourced from the internet	80%	Well	97%	Very good
4.	The teacher discusses or discusses a topic of information from the internet	53%	Enough	69%	Well
Amount		72%	Well	78%	Well

Source: Researcher Data Processing in 2021

The level of digital literacy competence for history subject teachers at SMA Negeri 1 Bandar Lampung is based on one of the digital literacy competencies, namely *knowledge assembly* as a whole, which is classified as good with a percentage value of 75%. The percentage obtained on the questionnaire distributed to students of class X MIPA 5 related to one of the digital literacy competencies, namely the preparation of knowledge reached 72% which was in the good category and the percentage obtained on the questionnaire distributed to students of class XI IPS 1 related to one of the literacy competencies digital, namely the preparation of knowledge reaches 78% which is in the good category.

Based on the analysis of the results of interviews by researchers with principals and teachers of history subjects at SMA Negeri 1 Bandar Lampung and questionnaires distributed to students, this shows that teachers are able to organize knowledge, build a

collection of information obtained from various sources by collecting and evaluating facts and opinions properly. In accordance with the opinion of the principal that the teacher's ability to organize knowledge depends on the teacher's way of thinking. Schools already require teachers to be able to adapt, especially to digital information. Teachers are able to choose learning sources well so that what can be conveyed to students is truth and facts, including history subject teachers who must convey information in accordance with facts that have happened.

IV. CONCLUSION

The conclusion from the results of research data that has been carried out, the level of digital literacy competence is internet searching, hypertextual navigation, content evaluation, and knowledge assembly for teachers of history subjects in SMA Negeri 1 Bandar Lampung, it is measured by four overall competencies from the questionnaire distributed to class X MIPA 5 and XI IPS 1 belonging to the good category with a percentage of 76.5%. The existence of an understanding of history subject teachers about the importance of virtual learning can also help develop thinking skills in finding information related to history learning materials managed by teachers to be given to students and can make it easier for teachers to evaluate assignments given to students.

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