

PROMOTING DIGITAL LEARNING TO ENHANCE STUDENT COMPETENCIES AS GLOBAL CITIZENS

By Hermi Yanzi



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Preface

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL) in the heart of the city of Bandar Lampung from 30 November – 1 December 2018. The conference chair, Dr Ari Nurweni, delivered her welcome address, followed by the conference official opening by the Dean of the Faculty of Teacher Training and Education on Friday morning 30 November 2018.

The conference theme “EFL Teaching and Learning in Digital Era and New Orientation of Language Assessment” was an invitation to discuss English language teaching and learning-related issues (including blended learning, communicative competence in EFL context, ICT in EFL teaching and learning, TBLT, English curriculum and material development, teaching methodology, communication strategies of EFL learners, learning style, learning strategy, translation in EFL teaching and learning, literature in EFL teaching and learning, culture in EFL teaching and learning, and other relevant topics) in today's advancement of digital era. The aim of the conference was to bring together academics, researchers, teachers, and students to exchange ideas, experiences, and research findings in the field of English language and assessment to make better, more efficient and impactful teaching and learning.

The conference was attended by 162 participants and 31 presenters from all over Indonesia. Two invited keynote papers were delivered on the first day of the conference, the first was presented by Eric L. Campbell (Director of CONNECT, USA) in the morning and the second was presented by Dr Vahid Aryadoust (National Institute of Education, Singapore) in the afternoon. On the second day, other two invited keynote papers were also presented by Prof. John Read (University of Auckland, New Zealand) and Prof. Patuan Raja (University of Lampung, Indonesia). In addition, 31 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their

insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 1st ICON-ELTL 2018.

We hope ²⁴ that this conference will further stimulate research on English language teaching and learning in today's advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We ²⁵ are honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

Ari Nurweni
Conference Chair

Gede Eka Putrawan
Conference Co-Chair

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PROMOTING DIGITAL LEARNING TO ENHANCE STUDENT COMPETENCIES AS GLOBAL CITIZENS

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ABSTRACT

The core competencies of global citizens response are to be able to communicate, collaborate, critically thinking or problem solve in order to have creativity & innovation as competencies in the 21st century. Mastering English is one of the pivotal indicators to support the competency. However the capability to write and read in English is still low in Indonesia because English has not been implemented since childhood. This analysis explores the alternative solutions in mastering English development through the impact of the process of digital learning and online tools to enhance global citizen competence. It is thus, expand of the global digital network which enable individu to become active and informed global citizens.

Keywords: *competencies in the 21st Century, digital learning, global citizen*

1. INTRODUCTION

Analysis of the science and technology seeks to transform the traditional societies into modern societies which are expected to have innovativeness and competencies in responding to a risky future and the competition in the age of globalisation. Various education policies are rolled out by the government that encourage the students to have the competence to become global citizens. The competencies needed refer to the 21st century competencies whose designing and shaping the students having the ability to communicate, collaborate, critical thinking, and creativity (Boyatzis & Boyatzis, 2008). However, the hope is not as easy as we want. There are several facts that the most Indonesian people both in the upper class and the lower classes are weak in mastering English as a way of communicating across nations, so that it becomes a barrier factor for the 21st century competencies indicators as global citizens.

The Data states that Indonesia as a large country has a variety of languages, there are around 737 the regional languages or 11% of 6900 types of languages in the world (Gordon, 2005) and their communities favor their local language as everyday language rather than the foreign languages. To facilitate communication between the diversity of local languages, in 1928 during the second congress of youth oath, declared Indonesian as a national unifying language promoted by the government, the media, parents and schools, so that English was placed in a less important position among young generations (Lamb & Coleman, 2008). In contrast to other the Southeast Asian countries such as Singapore, Malaysia, the Philippines and the other countries in Africa, most students can speak English well because the application of English is done as early as possible and is used in a sustainable manner (Sudrajat, 2013).

The educational reform is carried out in Indonesia to improve quality standards. The reforms were promoted in schools as an effort to adjust the education industry revolution program 4.0 (digital) which has been implemented in several countries. The data shows around 7 billion ¹⁰ people in the world as internet users, of which China, the United States and India are the **countries with the highest number of internet users in the world** (Internet World Statistics, 2016). So that the learning process oriented to textbooks in the classroom will no longer be used and begin to shift to the digital world. Inevitably, Indonesia as one of the big countries with a large population ³³ internet users must be able to participate in the program. In millennial times, internet **technology has become a part of the daily life** patterns of students both in learning and playing. This can be used to implement digital learning that has a global network for social interaction towards activities that enable critical thinking skills and active involvement as informative global citizens (Harris, 2017).

¹⁴ This critical study reports the relevance **of the digital learning process to the competence of the students** in Indonesia in forming global citizens. Previous research revealed the impact of the digital learning including active in social media and other learning based on internet technology to improve communication in global networks (R. S.-A. J. of E. Technology & 2011, n.d. ; Verdugo & Belmonte, 2007). The objectives of this critical review are: first, to show how the impact of the digital learning process affects the English language skills of students in Indonesia; second, how the quality of English language skills affects the potential of students in responding to 21st century skills, which is one indicator of forming global citizens. To achieve this goal, two research questions were asked: first, the approach and ability of the teacher began to introduce digital learning and help students find learning difficulties ?; second, what type of digital learning instructional approach is what has a stronger influence on improving English language skills as an indicator of improving 21st century competency?

II. METHODS

This study is a critical study of the activities of reading and analyzing various articles with the aim of getting ideas, explanations, supporting data about the introduction of digital learning that enhances students' competence as Global citizens. In this learning context, the author wants to see the influence of digital learning on improving English language skills as one of the supporting indicators of global citizen competence based on 21st century competencies. The areas to be criticized explore the involvement of students in digital learning, digital communication skills respect each other and have integrity, motivation to learn English through digital learning, 21st century competencies and student competencies as global citizens.

III. RESULTS AND DISCUSSIONS

Student Involvement in Digital Learning

Currently, ICT is increasingly recognized in the wider community, ⁷ **it is important for the education community to move in the same direction in order to keep up with the technological advancements in the global era, education requires the incorporation of the new methods of the digit** ³⁶ **based classrooms therefore digital competency training is needed right for teachers** (Guillén-Gámez, Mayorga-Fernández, & Álvarez-García, 2018)

in digital teaching. This program is conducted to introduce digital learning models in Indonesian schools, namely those who have the ability to encourage this learning model based on the goal of school transformation in the global era. As reported the potential of information and communication technology (ICT) transforms learning in schools, which indicates an increased interest in schools to collaborate both locally and globally (Austin, Smyth, Rickard, Quirk-Bolt, & Metcalfe, 2010).

These technology-based learning interventions have a positive impact on learning practices and student achievement outcomes, which have been proven by various previous studies (Niederhauser et al., 2018). The ICT-based learning can improve the quality of teaching, learning and school management and help achieve standards, this aspect of using digital technology is an important part of the effective integration, because the technology integration is more likely to have a positive impact on learning when it can be considered in integrated digital learning design (Livingstone, 2012). However, changes in education related to ICT are not possible without risk, so the teacher is expected to be able to take risks and engage in the practice of new (modern) teaching and learning (Howard, 2011). It is seen that digital learning is very complex especially with regard to attitudes or behavior of students who will experience social change. Therefore it is necessary to design a conceptual framework to investigate this phenomenon because learning that is integrated with technology is a dynamic social practice, in the system of social education (Howard & Thompson, 2016).

In the development of research in recent years, the digital technology supports the type of teaching and learning that is more effective in changing the teaching and learning process that is not digital or manual, but the digital learning is still trying to gradually change the learning transformation (Greenhow, Robelia, & Hughes, 2009). In this case, teaching is not effective without using appropriate ICT resources for student learning facilities (Ertmer & Ottenbreit-Leftwich, 2010) because the learning models that use ICT are more interesting and not boring. On one side of online technology such as the deep digital learning environment, digital video, management tools for open source courses can develop students aware of being part of their community and citizens who have global insight (Warren, Dondlinger, & Barab, 2008). In harmony with the internet being a tool in the world of education that works in expanding to a local community to work in a global community, it also opens opportunities for students unable to explore the world due to cost constraints (Harris, 2017; Livingstone, 2012) which enables them to surf the world virtual without time and space. Such conditions will create an international communication system to train students to collaborate in digital learning.

Online Communication Process

In digital learning innovations can be promoted if there is a comprehensive curriculum vision that facilitates the development of interdisciplinary learning experiences that enhance authentic learning, problem solving activities, development of critical thinking skills and collaboration (Moltó, Sancho, & Domingo, n.d.). This means that communication skills are needed so that the goals are achieved well, especially in the global scope. Many students in Indonesia have good cognitive abilities in developing experiences between learning disciplines, but if it goes to the global scope of English language skills it is still a challenge to communicate across nations well. The process of

digital communication has introduced a lot of vocabulary in English to be understood by students. One communication tool through computer media (computer mediated communication) that is preferred by students is social media such as Facebook for communication in their groups (Harris, 2017). Facebook (social media) in the field of digital communication is a part of everyday lifestyle that breaks through space and time in interacting, using Facebook communication is considered more attractive because it has various types of communication features (Virginia, Keywords, & Virginia, 2012). We cannot deny students everyday communication through computer media related to the internet is a common tragedy, because the internet is a common property that benefits everyone in a social system (Standards, 2017). So it needs to be utilized in creating good communication for everyone.

Modern network infrastructure is a complex system, which consists of the heterogeneous technology, each with a different ownership configuration and the interface management (Tosos et al., 2017). The emergence of technology in recent years, the advancement of internet protocols, and computer systems have made communication between different devices easier than ever and enriched human activities and experiences (Saeid, Rezvan, & Barekatin, 2018). For this reason, it is important for students to learn communication strategies that must be applied in the digital world so that cross-nation communication runs smoothly. Not a few ideas, the concepts, and the thoughts of Indonesian students are brilliant, but the challenge is the lack of communication skills, especially in mastering English. Furthermore any ideas that we have cannot be conveyed clearly. Therefore digital learning is present in introducing English in its learning features, which inevitably requires students to be able to translate these features. Thus, students who have routinely used digital learning will make it easy to remember English vocabulary which in the end by improving their global communication skills will be more digital literate.

Digital Literacy

In supporting an effective digital learning atmosphere, the efforts are needed to encourage digital literacy students. Not just getting knowledge about the digital domain but deep understanding like one the ways to solve problems in the digital world. In essence digital literacy requires more than just the ability to use digital software and devices, it includes a wide variety of complex cognitive, motor skills, sociological skills, emotional skills, which are all needed by users to the function effectively in a digital environment (Eshet, 2004). According to the opinion above we can analyze that mastery of the digital material content must be accompanied by mastery of other aspects that must be derived from the internal factors of the students themselves. Another understanding of digital literacy is the ability to understand information and more importantly to evaluate interpreting and integrating information in various formats that can be provided by computers (Pool, 1997). Therefore, it takes expertise to read the instruction format in the digital learning process so that it is not misinterpreted in digital literacy.

As the Internet spreads to an ever increasing part of the population and as online services begin to absorb more and more parts of people's daily lives, nuanced measures of Internet use will be increasingly important for research on the social implications of information technology (Hargittai, 2009). The expansion of the Internet and other digital communication platforms has opened up the new dimensions and the opportunities for

learning through knowledge sharing groups, discussion groups, knowledge communities, chat rooms, and many other forms of collaborative learning (Alkali & Amichai-Hamburger, 2004). Those who are classified as digital literacy engage in interactions that are not limited to space and time. They are involved in the global network in communicating so that thinking is more open and follows the progress of the world that is ways moving dynamically. The effective education is needed to foster digital literacy. Education, like other social sectors, quickly adopted electronic means. But the evolution of electronic device or education has gone hand in hand, and to a certain extent driven by paradigm shifts in approaches to learning and teaching (Martin, 2005)

Information and Communication Technology in Education

The development of information and communication technology (ICT) provides benefits to improve efficiency, productivity, and collaboration between people in the world of education. It appears that in this era ICT is one of the component needed to meet market demand and face all kinds of challenges in the education field. ICT are used because they have a positive contribution to learning in schools and to be more effective, this requires the conscious effort of all people in the school ecosystem, namely principals, teachers, parents and students to make everything work well according to its role (Eng, 2005) Schools that approach the ICT integration model, in the process of changing teachers learn the skills and applications of new technologies, and explore new pedagogical approaches to the planning and delivery of content knowledge in new contexts (Yuen, Law, & Wong, 2003)

In the application and integration of ICT, it is not as easy as we imagine, it will certainly meet a number of challenges, especially in developing countries such as Indonesia. This is because the facilities and experts in ICT are still lacking. In addition, understanding the concept of integration in schools is still lacking in its application. Furthermore, the challenges faced are due to the high cost of obtaining, installing, operating, maintaining and replacing ICT in schools. although it is potentially very important, the integration of ICT into teaching is still in the growth stage (Sarkar, 2012) and needs attention from the government and other stakeholders. Integration of ICT in teaching and learning is not only related to the introduction of new hardware and software, but both trainers and students must adopt new roles, and change their behavior and ways of teaching and learning (C. Technology, 2007). We can analyze that the integration of ICT in education requires soft skills that support effective learning in schools especially with regard to our attitude to applying ICT in learning schools.

Rapid changes in information and communication technology globally are very fast. It seems that we need to adjust and follow the ICT applied in the education curriculum in the schools in Indonesia with the development of ICT in schools universally. More precisely, this is evidence of global, social and technological change that has contributed to the 'new age' in which we all live. Furthermore, it is very important that educators be aware and capable of managing at the classroom level of impact resulting from social, cultural, political and economic trends and education policies and programs (Jamieson-proctor & Burnett, 2006).

Social Media for Digital Learning

The use of social media has become a part of life for almost all millennial era students in all countries. We cannot deny that social media is a new forum for interacting between friends and connecting people who are far away because they are interwoven with virtual communication. Lately social media like Facebook, YouTube and Instagram have become familiar among students in Indonesia. Students' interest in social media is cause the features offered are always innovating and updating. So that students use social media for several purposes such as expressing their thoughts (66.7%), sharing links (44%), and being silent readers (11%) (Pradita, 2014). If social media is used for their full potential, I believe they will make public relations practiced more global, strategic, two-way and interactive, symmetrical or dialogical, and socially responsible (Grunig, 2009). The form of social media presented in Indonesia is social media that is also used universally. So that mostly from social media, the service uses English. Inevitably students who want to keep abreast of social media developments will find out the meaning of the language of the features and information delivered in English. We can analyze that indirectly they have added English vocabulary by frequently using social media services.

Social media sites such as blogs, microblogs, video sharing sites, electronic forum and other websites are used to maintain public relations (Bowen, 2013). Then clarified social media can be based on characteristics: collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds (Kaplan & Haenlein, 2010) as Active social media users in increasing their network in the global domain will continue to improve communication methods, which is to increase English vocabulary to maintain good relations across countries. In addition, there are efforts to follow up on applications on social media, students will always want to translate English language to understand their intentions so that they can be involved in it on an ongoing basis. Therefore learning English by means of media like like through social media will make it easier to digest and remember. In essence, social media is active and promotes active learning for students, many scholars argue for the integration of social media as well as educational tools (Tess, 2013). It is necessary to revitalize social media to provide many benefits, one of which is communicating in English, both reading, writing and listening. Rather than only being used as an entertainment medium regardless of the use of social media.

Competence of Students to Become Global Citizens

A learning approach that can shape the students into global citizenship should be applied in Indonesia for involvement and participation in world issues. This needs to be supported by the Indonesian government to continue to improve education that is oriented to competencies to face global challenges. Many leaders and organizations in the world in the past decade have been and continue to work in preparing academic graduates who have mastery and critical thinking skills, communication, technology literacy, and collaboration needed for success, participation, achievement and competition in global communication (Guo, 2014) Therefore we need to prepare our students in facing real life and the challenges of a world that continues to move dynamically (Jooste & Heleta, 2017). One moving approach is to prepare students as global citizens with the 21st

century competency approach which includes critical thinking skills, creativity, collaboration & communication, leadership, and global awareness (Soland, Hamilton, & Stecher, 2013).

23 *Students and Teachers in the 21st Century Competency Development Process*

In achieving the expected 21st-century competencies, teachers are needed as facilitators who should be able to develop and maintain student learning abilities and help them become motivated learners of all time (Attard et al., 2010; Suryadi et al., 2016) that lead to the 21st century competences. Teachers also need to keep up with the progress of the times that continue to move dynamically, as supporting the competencies of students to shape them into global citizens. Therefore the aim of forming students in Indonesia to become global citizens should be done so that they are ready to compete in the world. Further becoming global citizens view their involvement locally, nationally, and internationally as critical, knowledgeable, educated on world issues by demonstrating social responsibility and the defense of oppressed people (Hanson, 2010). With this context, international-minded education must be applied to students in supporting the competence of the 21st century in the global era. Education that views global citizens as follows: people involved in activism; open-minded and accept other cultures in a respectful, tolerant and non-judgmental way; pursue knowledge and seek understanding; feel part of the human community; and having awareness, which includes not only self-awareness, but also awareness of the interconnection between local and global problems and the impact of one's actions in the world (Hendershot, Education, & 2009, n.d.). Therefore, global awareness needs to be fostered to make students sensitive to the position of their lives as citizens of the world.

Global Citizen Education

Every student needs initial awareness (global awareness) that he lives in diversity, lives in general beliefs and lives in different cultural values. So that students can benefit from their life experiences before doing global learning. Global awareness refers to the knowledge of globalization and the issues that are generated and the problems that affect the lives of everyone in an understanding of the interrelationships and interdependencies in this world. Therefore global learning is needed as a student-centered activity where students from different cultures use technology to improve their global perspective while they remain in their home countries (Kay & Glyn, 2008). This allows students to see the diversity that exists in this world with mutual respect and tolerance. Therefore in the current global environment, social study teachers have the opportunity to broaden their students' vision of the role of citizenship in developing democratic understanding by adopting various perspectives on citizenship (Rapoport, 2005). Previous research has suggested that teacher preparation should facilitate teachers' understanding of their beliefs about race, class, culture and other human diversity. It must also pay attention to how fragile and tentative the teacher's professional identity, and professional practice, is during early teacher education (Clarke & Drudy, 2006). Seen in global citizen education, the goal is to live harmoniously in the midst of diversity.

IV. CONCLUSIONS

The introduction of digital learning is an important implication as an effective discussion in responding to the progress of the era, especially in the era of industrial revolution 4.0 (digital era). This digital learning process benefits students to have the ability to find solutions to international problems as a form of active participation that follows the development of the world. The 21st century competency strives to be a reference for students to meet the standards of becoming global citizens. This is because the 21st century competency content such as collaborative expertise, communication, critical thinking, creativity, global sensitivity and leadership expertise can elaborate on the capacity of students to be actively involved as good global citizens. Good English language skills need to be possessed by students as one of the supporting indicators students can implement the 21st century competencies because students will engage in wider networking between nations. Therefore digital learning is here to help students improve their English skills while supporting students with the 21st century competencies.

Furthermore, this critical study reveals that digital learning demonstrates internet technology as a valuable source of information and communication for students to learn and play digital games (López, 2010). Students will explore and translate various kinds of instructions or commands, new information, and share knowledge in the digital world atmosphere that more often uses English as the language of instruction. So that these activities can increase their English vocabulary and understand basic linguistic structures that make students more active in speaking and writing English (Verdugo & Belmonte, 2007). Then more than that digital learning allows students to add to their social networking from the interaction of small scope to a wider scope because internet technology is not limited to space and time. In the end we can conclude digital learning can help students improve their English language skills and global networking as supporting the 21st century competency supporting indicators to shape them into smart, productive and participatory global citizens.

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