

## Attitude of Teachers toward digital literacy in Classroom

<sup>1</sup>Dr. Kaushlendra Dixit,

<sup>1</sup>Assistant Professor Political Science, National P. G. College, Bhongaon, Mainpuri, U. P.

### Abstract

Digital literacy has been a major concern for people involved in education sectors including students, teachers and policy makers. The aims of this study are; to find out how the digital literacy was implemented; to determine teachers' attitude in implementing the digital literacy; to scrutinize the challenges; and the actions they took to cope with them. Employing a qualitative research method, this study used a semi-structured interview and classroom observation to collect the data from two teachers at a junior high school in as the subjects. The data were then identified, categorized, organized, coded, described and reported following the thematic analysis. The findings showed that they used computer and smart phone to search for digital information.

The teachers used syllabus as a major consideration, understood their position as teachers, developed effective teaching, implemented multiple literacy and improved the four language skills. However, issues related to lack of technology, students' background, lack of time and limited budget were acknowledged as hindrances in digital literacy implementation. As a strategy, teachers have therefore developed an early planning and support plan to deal with these challenges. Finally, this study suggests the need to develop teachers' technical facilities, technological pedagogy, and policy makers to give digital literacy more attention.

**Keywords-** Digital literacy, challenges of learning, Attitude of Teachers, Classroom Teaching.

### Introduction

Teachers combine the systems of education and technology by implementing digital literacy in the classroom. Digital literacy focuses on the ability to find, assess and use information with the aid of digital tools such as social media, web browsers online discussion boards. Digital literacy is beneficial for students and teachers as it can promote academic growth and teach students how to effectively use digital tools in different areas of their lives. In this article I discuss what digital literacy in the classroom is and why it's important for students and teachers to use.

In the context of integrating digital literacy into learning, this study intended to explore what are teachers' attitudes toward how technology contributes to enhance English skills. Cahyani and Cahyono concluded that teachers agree on the effectiveness of teaching English skills using technology followed by the variation of technology such as video/television, notebook/computer, digital camera, email, websites, weblog, and the virtual web forum. Interactive e-Books was also found to increase reading skill level or storybooks were used to enhance reading, listening, and speaking skills.

Technology resources such as web (YouTube, Wikiblog), laptop, and computer are identified as effective devices for improving and modifying education. Nevertheless, the real world of teaching shows that it is not easy. The most common problem is the lack of technology in an education setting. Firman found that Indonesian education still needs to make improvement especially in the aspect of education facility. A lot of problems were identified, for instance, the lack of e-learning implementation, the lack of ICT facilities and skillful personnel, particularly in rural territories.

Bates formulated "ACTION" as a model of effective factors to use technology. The advanced function of technology makes the cost expensive. Moreover, maintaining technology needs a lot of funding. In the education scope, the government has contributed to the school budgeting since the launching of the School Operational Assistance Program (BOS) in 2005. The majority of government financial support then was channeled through BOS. However, the lack of funding in private school still needs to be overcome. As a result, poor school budgeting prevents the teacher from practicing a better application of technology.

Technology facility is not a mere and a technological training for teachers was required to select information from various digital formats. Although teachers nowadays are familiar with technology, the technology itself keeps developing and getting more and more complex. Thus, the essential skill in operating technology for education is needed. Meanwhile, Omwenga and Waema found that teachers felt regretful over abandoning available instructional resources. Thus, enhancing teachers' self-confidence is the new focus to overcome teachers' low interest in technology. It was also confirmed that the obstruction in integrating technology into classroom instruction is because the teacher is a huge demanding profession with classroom and social responsibility.

The high demanding job is caused by several stressors such as limited time, discipline pressure, and students' lack of motivation. Based on Skaalvik's study, teachers have limited time to rest and do other jobs in school hours. The rush schedule during teaching practices demanded teachers to spend extra hours to complete academic or administrative work. Meetings, administrative duty, and student supervision caused a lack of time to prepare teaching material. Previous investigations also indicated the lack of time in planning technology lessons as the most significant obstacle to digital literacy instruction.

A teaching and learning process involved both teachers and students, and both parties should contribute to create digital literacy atmosphere to improve learning engagement. However, due to the students' less experience, they were unable to accept the integration of technology within the learning process. Students' unpreparedness in using technology as a digital source can be addressed in several dimensions. First, Hosseini pointed out that students' self-management skill often presents a greater challenge to teach technology. Secondly, a study by McCord showed that teachers prefer to use a contemporary method rather than technology because of students' incapability to learn through the utilization of technology. It proves that students' low motivation influences the integration of technology in learning. In the context of educational technology research, it is found that students with a high-level of an economic background support the practice of digital literacy.

This study revealed the detail of how teachers practiced digital literacy. First, teachers considered learning objectives as a guide. It was worth noting that it is important to keep learning objectives inside ICT practice. In introducing digital literacy, Nagita deemed the syllabus to ensure that the learning process achieves the purpose of the course as stated out in the curriculum. In practicing digital literacy, teachers should be mindful of their status as the primary role in handling the classroom situation. Dewi stressed that a teacher has a major role to play as a teacher planner and coordinator of the classroom. Teachers are able to successfully learn digital learning by playing these essential tasks. This result is applied to current research, in which the role of teachers is a key factor in digital and multi-literacy.

The emergence of technology has motivated students to be versatile in a world with more opportunities for language learning. Nagita suggested that using music to teach foreign languages could improve the four language skills; she noted that the method would encompass the four language skills. Despite this, Dewi claims digital literacy is most important in speaking and listening. She believed audiovisual methods performed the best with the students. In this report, English language teachers have effectively used technology to encourage English skills and enjoyed it.

Challenges in implementing digital literacy in EFL learning: The findings of this study showed that the school has a lack of technology sources. The school only provides computer and projector as digital literacy sources because the school prohibited the use of smart phones in the learning process. The findings of this study shows that there is a shortage of technology for the school. The school only has digital reading outlets for computers and projectors since the school banned the use of smartphones in the learning process. The policy of this school in regard with the use of smart phones in the classroom was very much different from what Durriyah and Zuhdi found in their study. In their study, Durriyah and Zuhdi found that smart phones were allowed and used effectively in the teaching and learning process. They also observed that powerful multi-applications were used to teach digital literacy including social networks, Blogs, Skype, and WhatsApp. Durriyah and Zuhdi concluded that, as students reside in an urban city, the students participating in their research may be viewed as committed users of social media platforms.

Simultaneously, we analyzed how people use new media in suburban areas. Because of the lack of evidence in this report, it restricts increasing technologies to incorporate in the classroom. As a result, teachers must come up with creative approaches to teach digital literacy in the EFL classroom. Lack of time in employing digital literacy was also found as significant barrier. A teacher is an extremely stressful career that entails social and classroom accountability.

This study showed that aside from workload, administrative activities require extra effort. Given the difficulty of a suitable subject, the teacher frequently lacks enough time to produce it. It should also be pointed out that teachers had the ideas, but they had little time to anticipate all the potential applications of these concepts as learning media. In the investigation performed by Hosseini, it was found that time allocated for infrastructure preparation was the most important barrier in digital literacy instruction. Although teachers' activities, school infrastructure, and students' readiness must be addressed, these considerations must also be combined with one another.

However, students in SMP Muhammadiyah 1 Temanggung were not ready yet to utilize technology at any time. Hosseini claimed that improved self management skills would make technology more effective for educators. The current study showed that students require more experience to be able to use technology well. Participants admitted that students lost interest very easily in studying English. Therefore, teachers rely primarily on classroom management strategies rather than improve the efficiency of instructional technologies.

The discovery is consistent with previous studies demonstrating that teachers favor the use of modern teaching strategies, such as those incorporating computers, over using conventional teaching methods. The most daunting part of this topic is the lack of technical skill of certain students who can't afford technology. As a result, teachers cannot execute multiple English technology. Different from the research of Durriyah and Zuhdi which finds that students' high-level of economic background supports

and encourages them to experience digital literacy, the current study showed students' unreadiness to learn with technology. Another key problem in adopting digital literacy concerns the lack of adequate infrastructure budget. To foster digital literacy, schools should have teaching opportunities that improve students' technical competencies and skills. And as technology progresses, it gets more costly. Despite being the lowest charge, student tuition actually prohibits schools from purchasing technology.

Alice further raises the idea that low budget prohibits teachers from using technologies in creative and varied ways. 3.5. Teachers' strategy to cope with the challenges in implementing digital literacy Considering the lack of technology, the teacher prepares the learning early. Thus, the teacher can ensure the presence of technology in the classroom. The teacher schedules the learning early in spite of the lack of technology. One can do this by using technology in the classroom. This strategy provides similar results as obtained by Spencer that an essential part of doing first is preparation to create good learning. In order to conquer the hurdle, it is necessary to prepare well. The strong explanation is that classroom situations vary with every lesson, so teachers can get new ideas from every lesson.

Determining the benefits and disadvantages of different classroom scenarios, the teacher has been prepared for every imaginable circumstance. By organizing the contingency, teachers will prevent an unexpected situation from unfolding in the classroom. This finding aligns with Harmer's suggestion that for teaching to thrive, a back-up plan is needed. This study reveals that technology is, as teachers claim, inseparable with the advancement of learning. The teachers were skilled about teaching EFL by using interactive literacy. Regardless of the minor forms of technology, the teachers were very excited about how incorporating technology in the learning process was very important. This paper was able to address the actual practice of digital literacy in suburban school; however, the case of digital literacy in urban school could not be replied. The question of how digital literacy was applied in the learning process was addressed by the specifics of how teachers incorporated technology into digital literacy.

This research offered new ideas that were not previously established. McCord and Alice did not have an in-depth description of how the technologies they used were used to teach English. This report explores the obstacles that conflict with teachers' efforts to teach digital literacy, and their methods as to how to surmount the barriers. Thus, this finding can be used as a consideration for the policy makers to make improvement in term of school technology infrastructure to facilitate learning engagement. Conclusion: Digital literacy is information literacy which needs a cognitive level to access, analyze, and produce information from digital tools. However, digital literacy implementers (teachers, school and students) were faced with barriers which hinder the successful implementation of digital literacy.

It is difficult to practice digital literacy successfully if the education system has limited funding capacities and technologies. Among the barriers in practicing digital literacy, some obstacles were out of the teachers' authority including the lack of technologies and funding, teachers' demanding job and the students' unreadiness to learn with technology. These obstacles could only be done by the policy makers (the government and the headmaster) by providing supporting facilities or designing curriculum for digital literacy. The teachers' capacity to overcome the barriers were only preparing the best in teaching digital literacy and preparing back-up plan for unexpected obstacles occurred in the classroom.

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