

## **The Perceptions of Teachers Regarding Digital Literacy and The English Teaching Learning Process**

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**Abstract:** The study intends to show how teachers perceive their students' progress in studying English during and after the pandemic and their digital literacy abilities. The research was conducted utilizing a case study qualitative methodology, which involved interviewing four English instructors at private junior high schools in Bandung City in addition to surveying a population and a sample of 15 English teachers. The study's findings demonstrate that: 1) The teacher can effectively convey the fundamentals of digital literacy, including its components—understanding, skills, and initiatives to raise awareness and proficiency—in these areas. 2) The teacher can adequately describe the process of learning English during a pandemic, taking into account the learning design, problems, and benefits of learning during a pandemic, as well as the effects of digital literacy on the process. 3) The teacher is able to plan the English learning process that will take place once the pandemic is over, taking into account learning challenges after the pandemic, the effects of digital literacy on the learning process after the pandemic, and the effects of learning during the pandemic on the learning process after the pandemic.

**Key Words:** Perception; Digital Literacy; Teaching Learning; Pandemic

### **Introduction**

Since March 2020, the proliferation of a hazardous virus known as Covid-19 has resulted in a variety of polemics and problems in people's live, including economic, social, religious, and cultural challenges (Destianingsih & Satria, 2020). This also has a big impact on the world of education. Many countries have closed schools due to public health situation. UNESCO (2020) reported that at least 1.5 billion school-age children in 188 countries, including 60 million in Indonesia, were unable to attend school owing to the impact of Covid-19. This situation forces every country to strive hard in order to realize their education entitlement. Furthermore, the Corona virus, also known as Covid-19, has not only taken millions of life, yet it has also altered human behavior and interactions around the world.

In this regard, the Ministry of Education and Culture of the Republic of Indonesia responded with the education policy contained in the Circular of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020. One of these instructions said that throughout the spread of Covid-19, all education levels will be taught and learned at home via online learning. This regulation requires all Indonesian teachers and students to shift their teaching and learning practices from face-to-face to online learning. On the other hand, it is often assumed that current teachers and students are digital tool users who are born with the capacity to utilize technological devices (Prensky, 2001). However, it is highly concerning if the existing number of students do not master the needed digital literacy skills, and they require additional digital literacy training to operate electronic devices in efficient and effective online learning reason.

Paul Gilster (1997) defined digital literacy as the capacity to absorb and use information in multiple formats from diverse sources and then delivered through a computing device. Given the notion of literacy and



other categories competing in the new technology sector, such as information literacy, computer literacy, internet literacy, and hyperliteracy, defining digital literate is problematic. Furthermore, as Helsper (2008) points out, the meaning of digital literacy is continually shifting since digital and cultural setting are continue to evolve. Furthermore, numerous scholars and practitioners have presented diverse meaning of digital literacy, thus there is no one agreed-upon definition of digital literacy. Martin (2006) proposes a board definition of digital literacy as “awareness attitude, and personal capacity to properly utilize technology and facilities to recognize, access, control, combine, assess, evaluate, and create digital assets, build fresh information, establish expression news, and communicate to others within the setting of specific real-world circumstances that allow beneficial interpersonal actions.

The Covid-19 pandemic crisis has totally substituted face-to-face learning techniques with online learning, resulting in increased usage of information and communication technologies in schools. ICT is an engaging and cooperative media which is able to be readily distributed publicly that assists learners explore the foreign language that they are studying and can be used as an archive for new learning resources (Sepulveda-Escobar & Morrison, 2020).

ICT enables teachers to engage with students and peer from various schools, claim Diogo et al. (2018). ICT can help increase the speed and independence of learning, especially when used to acquire foreign language like English. Students’ interest in studying may be piqued by this. Additionally, Aithal & Shubrajyotsna (2016) list a few benefits of online learning from the perspective of the students, including convenience, time savings, cost savings, and other noteworthy positive elements that motivate them to use online learning regularly.

Learning English in the current digital era has undergone significant changes as a result of technical advancements and the transition of the new normal of learning, especially for those who are proficient in reading and writing. In order to integrate printed texts with multimodal texts, learning processes have moved from conventional comprehensions of literacy to digital literacy (Nabhan & Hidayat, 2018). The forms, genres, and objectives of writing have also seen a significant transformation as a result of technological advancements, and multimodal and digital literacy are now being taught in schools. After the epidemic was finished, a new era of English education began, requiring educators and students to be more innovative in applying digitization of learning with the knowledge obtained via online learning.

The problems of the learning process have become increasingly complex since the demands of the curriculum have changed since the beginning of the Covid-19 pandemic in Indonesia until today accompanied by changes in several government policies and regulations so that teachers are expected to be able to convey an interesting learning process with fun class activities during the learning process during the pandemic, teachers are required to more digitally literate when implementing learning during a pandemic.

Because traditional learning methods include explanations and interpretations, they are less effective than other teaching methods because they allow learners to experience reflection, isolation, and a lack of engagement or relationships. This relates to the feelings that other authors and teachers have. When Covid-19 first started to take off, authors were forced to abruptly and unprepared switch from face-to-face to online instruction. There is no communication between the teacher and the pupils; the author merely uses the WhatsApp chat network to deliver students practice problems and material files without providing even a passing description of the content. Additionally, there was a lack of comprehension and digital literacy among other authors and instructors in online English instruction. at the outbreak's beginning. The author gradually acquires digital literacy abilities and makes an effort to comprehend many dynamic, successful, and effective online learning designs. At this point, teachers must once more adapt to the shifts and modifications in learning that have occurred since the epidemic, as well as to the needs of the curriculum, rules, and issues that develop in the school environment.

This study restricts its discussion of teachers' perceptions of their digital literacy skills to comprehending digital literacy, digital literacy-related skills, and initiatives to raise awareness of and proficiency in digital literacy. Additionally, the English learning process is restricted to just two learning



processes: the pandemic-era learning process and the post-pandemic learning process. Aspects of learning design, learning obstacles, learning benefits, and the influence of digital literacy on learning during a pandemic are all included in the process of learning English during a pandemic. Aspects of learning design, learning problems, the impact of digital literacy, and the impact of learning during the pandemic on learning after the pandemic are all included in the learning process after the epidemic. This study intends to describe teachers' impressions of digital literacy abilities and the English learning process both during and after the epidemic, based on the background information provided above.

**Method**

This study employs a case study, a qualitative methodology. This seeks to ascertain the subject's perspectives and encounters with a phenomenon that takes place. Creswell (2012) asserts that a qualitative design is the most effective method for investigating an issue and gaining a thorough grasp of a key occurrence. The perception of the participating teachers in the research, which is the topic under investigation, is the main phenomenon in this study. Between May and September 2022, a total of about 5 (five) months were spent doing this study, which included developing research proposals, making instruments, gathering data, and processing that data. English teachers from 4 (four) private junior high schools in Bandung, namely PGRI 10 Middle School, Al-Ikhlash Middle School, Nurul Wasilah Middle School, and Ibnu Sina Middle School, participated in research interviews. The researchers also interviewed English teachers at that time and location and distributed questionnaires via the Google form. 15 English teachers from junior high schools (SMP) served as the study's sample and were asked to respond to a questionnaire. In addition, 4 of the 15 teachers were chosen to participate in direct interviews in order to obtain a more thorough explanation based on their willingness as well as the circumstances and settings of the sample.

**Table 1** Questionnaire Instrument

No.	Variables	Indicators	Number		Total
			Odd	Even	
1.	Digital Literacy	Definitions	1		1
		Basic Competences		2	1
		Benefits	3		1
		Challenges		4	1
		Efforts	5		1
		Learning Process		6	1
2.	English Teaching Learning during Pandemic	Learning Design	7		1
		Challenges		8	1
		Problem Solving	9		1
		Advantages and Disadvantages	11	10	2
		Digital Literacy Impact		12	1
		Impression and Message	13		1
		General Lesson Plan		14	1
		Learning Strategy	15		1
3.	English Teaching Learning after Pandemic	New Normal Adaptation		16	1
		Source and Resource	17		1
		Challenges		18	1
		Offline or Online	19		1
		Government and Curriculum		20	1
		Similarities and Differences	21	22	2
		Digital Literacy Impact	23		1
		Online Learning Impact		24	1
	Hope	25		1	

According to Creswell (2012), four methods were used in the research to collect data: audio-visual, questionnaires, interviews, and observation. This interview is semi-structured and consists of 25 open-ended questions. Additionally, one-on-one interviews, which are conducted with just one individual at a time and need the most time and effort to do in order to gather detailed information and record provided answers, are the sort of interview that is employed. This study questionnaire includes 22 open-ended questions as well as closed-ended questions with a 5-item Likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).



**Table 2** Interviews Instrument

No.	Variables	Indicators	Number		Kind
			Odd	Even	
1.	Digital Literacy	Definitions & Basic Competences	1		<i>Closed</i>
		Important		2	<i>Closed</i>
		Digital Learning	3		<i>Closed</i>
		Challenges		4	<i>Open</i>
		Efforts	5		<i>Open</i>
2.	English Teaching Learning during Pandemic	Online Learning		6	<i>Closed</i>
		Difficulties and Ease	7	8	<i>Closed</i>
		Digital Literacy Improvement	9		<i>Closed</i>
		Challenges		10	<i>Open</i>
		Impression and Message	11	12	<i>Open</i>
3.	English Teaching Learning after Pandemic	Learning Design	13		<i>Open</i>
		Online Learning		14	<i>Closed</i>
		New Normal Adaptation	15		<i>Closed</i>
		Learning Strategy		16	<i>Closed</i>
		Pandemic Learning	17		<i>Closed</i>
		Digital Learning		18	<i>Closed</i>
		Digital Literacy Impact	19		<i>Open</i>
Online Learning Impact		20	<i>Open</i>		
Challenges and Difficulties	21		<i>Open</i>		
Hope		22	<i>Open</i>		

The digital literacy variable discusses several facets of comprehending digital literacy, relevant skills, and initiatives to raise knowledge and proficiency in this area. Aspects of learning design, learning obstacles, the benefits of learning during a pandemic, and the influence of digital literacy on the learning process during a pandemic are among the variables that can affect English learning process during the pandemic. Aspects of learning design plans, learning challenges after the pandemic, the impact of digital literacy on the learning process after the pandemic, and the impact of learning during the pandemic on the learning process after the pandemic are some of the variables that will be used in the English learning process once the pandemic is over.

## Results and Discussion

### Results

#### Digital Literacy

The first formulation of the problem is related to the teacher's opinion regarding digital literacy skills. The discussion of the problem formulation focuses on 3 (three) indicators, namely 1) Basic Concepts, 2) Basic Capabilities/Skills, and 3) Capacity Building Efforts, with the following discussion:

#### Basic concepts

Digital literacy is a knowledge and ability related to the use of digital media and technology. This aims to read, search, and select the specific information you want by utilizing digital media such as cellphones, the internet, applications, online dictionaries, and social media. Digital literacy can be used by teachers and students as a technology that facilitates and enhances understanding both in learning and in everyday life so that they are connected to one another. This is in line with the opinion of Hague and Payton (2010) which states that the basic concepts of digital literacy must be thoroughly and deeply understood. Teachers must be involved in all aspects of digital literacy learning such as the ability to communicate, find specific information, collaborate, understand digital social culture, think critically, and be creative in utilizing digital media and technology.



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### ***Basic Capabilities/Skills***

The basic skills that must be possessed in digital literacy are finding information and using it wisely, properly and correctly. In the learning process, teachers can use several digital applications such as Zoom, Google Classroom, WhatsApp, and Google Form to be able to communicate and carry out learning effectively. In addition, students can independently search for (browse) several examples of reading texts via the internet, then understand and conclude on their own or discuss and discuss the results of their understanding via Zoom video calls or WhatsApp groups. During the pandemic, teachers and students were first introduced to the term LMS (Learning Management System), which is an official school website that contains various information such as student, teacher and school data. The website makes it easier for students and teachers in the teaching and learning process because it contains stored documents such as learning materials and student attendance data. After the pandemic, digital literacy activities can be carried out in computer labs or language labs, even in class by utilizing existing digital media. Therefore, activities related to digital literacy are expected to be mastered by teachers and students so that they can utilize all sources of information according to the purpose, time and place. This is in line with the 4 (four) basic pillars of digital literacy initiated by the Ministry of Communication and Informatics (2021), namely Digital Ethics, Digital Culture, Digital Skills, and Digital Security, as basic skills that everyone must have.

### ***Capacity Building Efforts***

In the teacher's opinion, there are several ways that can be done to increase digital awareness and skills, namely using digital e-library facilities, convincing students to read information that is now easily obtained from the internet, using digital applications regularly, and utilizing websites or applications that are already available. provided for the learning process. In addition, teachers and students are required to support and assist each other in increasing literacy awareness by reading and seeking information from various relevant sources, and participating in various trainings, workshops or seminars related to digital literacy. Thus, teachers can carry out digital learning with significant improvements, and students can learn and understand learning material easily. This is in line with efforts to increase literacy by the government for learning which includes National Library, e-Library, and Gramedia Digital programs.

### ***Discussion***

#### ***Teaching Learning English during Pandemic***

The second formulation of the problem is related to the teacher's opinion regarding learning English during a pandemic. The discussion of the problem formulation focuses on 4 (four) indicators, namely 1) Learning Design, 2) Learning Challenges, 3) Advantages of Pandemic Learning, and 4) Impact of Digital Literacy, with the following discussion:

#### ***Learning Design***

At the beginning of the pandemic, teachers carried out online or online learning by starting to adapt to the conditions of the school community. In addition, teachers are required to start being able to know and use learning applications that have never been used before. The first thing that must be considered is how teachers can communicate with students and parents of students so that they can carry out distance learning. To overcome this, teachers use chat applications such as WhatsApp to communicate with students and parents, send learning material documents, and discuss material through student groups.

Over time, teachers are able to use several other learning applications both to carry out video conferencing and to evaluate learning. Applications such as Zoom and Google Meet are used by teachers and students to carry out learning using live video calls, Quizizz, Kahoot, and Google Form are used for various kinds of learning tests and evaluations. In addition, LMS and Google Classroom are very useful and easy to use as learning media because they store several learning material documents that can be accessed anytime and anywhere. During this online learning, the teacher prepares extra learning materials such as making material in the form of power points, pdfs, videos, infographics, website links and other media that are ready to be sent and accessed via the application.



In addition to online learning, at the end of the pandemic, several teachers carried out hybrid and face-to-face learning adapted to the situation and conditions of the school environment and developments in pandemic cases in their respective regions. This is in accordance with the statement of Dabbagh and Bannan-Ritland (2005) which states that online learning must be carried out in an open and comprehensive manner by using educational pedagogical tools via the internet and technological networks to facilitate students in obtaining lessons and knowledge packed with interactive and meaningful learning. Therefore, learning during the pandemic has made teachers reliable digital facilitators, and increased the digital literacy skills of teachers and students. Digital literacy capabilities also make it easier for teachers to carry out interesting teaching and learning processes according to the interests, talents, needs and abilities of students.

### ***Learning Challenges***

Learning challenges during the pandemic are very diverse, starting from facilities, infrastructure, communication, learning processes, even how to evaluate students. In learning facilities and infrastructure, teachers and students are faced with obstacles that do not support learning devices, unstable internet networks, technical errors, unable to use applications, even unavailability of devices and the internet due to economic and other considerations. This has an impact on the smooth communication and interaction of teachers and students in learning. In addition, teachers have difficulty choosing the right learning model, making media that takes up a lot of time, delivery of material that is less effective, and cannot control students to continue to concentrate during learning. On the other hand, students do not understand the material presented, submit assignments that are ineffective, lose motivation and focus when studying, are not responsive to the process of interaction and communication during learning, and do not even participate in learning for various reasons. In fact, this is very necessary to rebuild student learning motivation, facilitate discussion space, cultivate lost character and potential, and convince students to take part in online learning with focus and enthusiasm. In addition, teachers have difficulty evaluating and assessing several aspects due to limited space, time, and communication with students. This is in accordance with Almosa's opinion (2022) which states that the disadvantages of online learning are that students feel isolated and unnoticed because of distance and lack of interaction, unable to control detrimental activities such as cheating during exams, not carrying out teacher instructions, and no learning practices, and the use of several premium applications and websites that require a large fee.

### ***Learning Advantages***

Teachers and students feel the benefits and advantages of learning during a pandemic, many positive things can be obtained. In the teacher's view, the benefits of learning during the pandemic can be seen from the improvement in several aspects, such as digital literacy skills, the learning process, and students' positive attitudes. With learning during a pandemic, teachers and students are able to use digital and technology-based learning, not relying on guidebooks (textbooks) so that learning is more fun and not monotonous. This makes teachers and students more digitally literate, more creative and independent in conveying material and understanding learning, such as increasing students' understanding of English vocabulary. In addition, learning during a pandemic can be carried out at flexible times and places, saving costs, adding insight into digital devices, sites and learning applications, requiring teachers to design learning models that are creative, innovative and interesting, access materials and information easily, and familiarize students to use smartphones more to view learning material. These strengths aim to achieve the goals of the learning process and build character, motivation, and enthusiasm for students to keep following and understanding learning material amidst limited space and time during the pandemic. This is in accordance with the opinion of Anderson (2008) which mentions several advantages of pandemic learning for students: it does not require time, place, and learning distance, can access material anytime and anywhere, interacts directly with teachers, easily accesses the latest and relevant sources and can ask the teacher directly about learning. For teachers, teaching during a



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pandemic can be carried out anytime and anywhere, using the latest online materials, and can adapt student learning needs by linking online materials directly to achieve learning goals.

### ***The Impact of Digital Literacy***

In the teacher's opinion, the positive impacts of digital literacy on pandemic learning include: learning during a pandemic becomes more fun, interactive, and communicative, students can learn independently by searching for and exploring information material from various sources, more critical in thinking and understanding information, and increase general knowledge and English vocabulary because teachers and students regularly read source material, not only reading texts, but also news and other general information. On the other hand, teachers are expected to be able to anticipate the negative impacts of digital literacy during a pandemic, including: teachers and students cannot filter information wisely, lose focus on learning due to inappropriate use of devices, no communication, interaction, and outreach directly with fellow teachers and students, decreased students' handwriting skills in taking notes on material, and changes in students' attitudes, character, and psychology due to addiction to the internet and online games. Therefore, digital literacy has a major impact on learning during a pandemic which must be utilized as best as possible to improve the quality of education.

### ***Teaching Learning English after Pandemic***

The last formulation of the problem relates to the post-pandemic English learning plan that will be implemented by the teacher. The discussion of this problem formulation focuses on 4 (four) indicators, namely 1) Learning Design, 2) Learning Challenges, 3) Impact of Digital Literacy, and 4) Impact of Learning during the Pandemic. The following is a complete discussion:

#### ***Learning Design***

In the teacher's opinion, there are several aspects that support planning learning designs after the pandemic: teachers are expected to be able to understand and apply several rules, such as the curriculum, ministerial regulations, government regulations, and regional regulations. This is intended as a basic reference for carrying out the teaching and learning process protocol after the pandemic case is over by taking into account the health and condition of the school residents. After understanding the applicable regulations, the teacher plans to carry out face-to-face (offline/offline) post-pandemic learning in full while still paying attention to the applicable health protocols. In carrying out learning, the teacher follows the applicable curriculum guidelines, namely the Independent Curriculum which aims to create fun education by emphasizing aspects of student skills and character. Learning after the pandemic requires teachers to rebuild students' motivation, character, enthusiasm, and confidence in learning. The teacher must first be able to re-analyze the various needs and abilities of students, learning objectives, teach habituation at school, and socialize with school members so as to create effective communication and interesting learning. Students are expected to be able to adapt again to their habit of physical activity at school after the pandemic is over. In addition, in learning design, teachers will re-implement digital technology-based learning into learning after the pandemic to maintain and improve students' and teachers' digital literacy abilities. Learning can be combined between textual learning and digital learning, such as continuing to use Google forms during daily tests or other evaluations.

#### ***Learning Challenges***

Teachers and students must prepare themselves to face all possibilities that will occur in the learning process, such as adaptation processes, communication, motivation, and ways of learning. The challenges faced by teachers include getting to know students' characters more deeply, growing motivation and self-confidence, connecting learning material with the environment, difficulties in understanding and implementing the new curriculum, adjusting the teaching and learning process from online to face-to-face, adjusting the learning design to student character, helping students experience material lagging behind, and checking student actualization. The challenges emanating from students include: growing self-confidence and learning motivation, applying student morals and character, anticipating learning lost, transitioning between levels, both



from elementary and secondary schools, developing mentality and socializing with friends and teachers, preparing oneself receive hands-on learning, carry out habituation of daily activities, and improve the quality of students' handwriting skills.

### ***The Impact of Digital Literacy***

The impact of digital literacy on learning after the pandemic felt by teachers includes: the skills of teachers and students in using digital literacy tools are increasing, teachers don't have to bother making lots of reading texts for students so that learning time is more efficient, not fixated on books and learning modules, but rather can use various sources of material from the internet, can convey ideas or ideas that cannot be conveyed during online learning, more diverse ways of teaching, can more easily design learning because it uses a variety of sources and references that can be accessed, facilitating the learning process such as when evaluating and tests, and can build communication and interaction through digital media by using it wisely. In addition, the impact of digital literacy on learning after the pandemic felt by students includes: students become more aware and digitally literate, have no difficulties and confusion in using various kinds of digital media, can find out, search for, and understand material independently, creatively, and innovative, being more active in finding answers, answering questions, and being brave in expressing opinions, and increasing students' vocabulary skills, insight and general knowledge because they are accustomed to reading various sources from the internet.

### ***The Impact of English Learning during Pandemic***

In the opinion of teachers, the impact of online learning during the pandemic on learning plans after the pandemic includes: teachers are more creative, innovative, and insightful in teaching and designing learning, students are more interactive, think critically, and are independent in understanding learning material, teachers will re-implement several activities during online learning to support learning after the pandemic such as using online games, language labs, computers and other digital devices, maintaining and reusing the Learning Management System (LMS) which contains various data information and learning materials, the teacher will choose a learning model that appropriate to the situation and conditions in the field, will re-implement interesting learning based on digital technology, and there are many digital teaching materials that are easy to find such as video conversation animations, online quizzes and so on which make it easier to plan B. English lessons after the pandemic. In addition to the positive impacts above, there are several negative impacts of learning during a pandemic that must be anticipated immediately during face-to-face learning, these impacts include: student learning motivation sometimes decreases because it is influenced by social media or online games, teachers and students have difficulty managing time because they are used to online learning, and not all learning plans and goals can be achieved optimally because they are still in a transition or new normal transition.

## **Conclusions**

With regard to instructors' perceptions of digital literacy abilities, the English learning process during the pandemic, and the English learning process following the pandemic, this study seeks to address the issues raised. Based on the research's findings and discussion, it can be said that: 1) The teacher is able to explain the fundamentals of digital literacy in a way that is clear and understandable, including aspects of understanding digital literacy, skills related to digital literacy, and efforts to increase digital literacy awareness and abilities, 2) The teacher is able to describe the process of learning English during a pandemic in a way that is clear and understandable, including aspects of learning design, learning challenges, advance, and 3) Teachers can design the English learning process that will take place after the pandemic is over, taking into account post-pandemic learning challenges, the impact of digital literacy on post-pandemic learning plans, and the impact of learning during the pandemic.





By swiftly adjusting to any changes in the teaching and learning culture, teachers are supposed to be able to enhance the caliber of students' digital literacy abilities and the English language learning process. Teachers are expected to be able to return all facets of student education to normal and improve them after the pandemic, as well as educate students who are digitally educated, capable of mastering all facets of life, and independent of the risks associated with digital technology.

To support the success of the teaching and learning process, the availability of educational facilities and infrastructure must be enhanced. To build a responsible digital society, it is imperative that digital gadgets and their supporters are available at every educational institution. Additionally, socialization and curricular adjustments must be developed maturely and as soon as feasible to ensure that they can be easily comprehended and applied in the field and that other education-related supporting factors can be enhanced and used more effectively. All administrative and bureaucratic processes involving teachers and educational institutions can be sped up and simplified by policymakers.

The findings of this study are believed to be useful for future research, particularly studies focusing on learning following the epidemic. By expanding the population and study samples and employing additional methodologies like quantitative and mixed techniques (mix method), future research is anticipated to be able to improve the findings of this research in a wider and better manner. Additionally, it is anticipated that this research will provide a solution to the difficult learning issues that both teachers and students are facing in the contemporary digital world. It is hoped that this research can be improved in relation to the small population and sample size as well as indicators in interpreting research outcomes because it has limitations and flaws.

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