Digital Literacy Students Facing to Independent Learning Independent Campus Curriculum

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A B S T R A C T

Digital literacy is a basic knowledge that is supported by interconnected information technology. This study aims to determine the digital literacy skills of students to face the Merdeka Learning Independent Campus (MBKM) curriculum. This research uses a descriptive method. The population of this research is students of Malikussaleh University and Al-Muslim University, Aceh. The research sample was conducted by purposive sampling technique. Data retrieval is done using Google forms. A total of 385 students filled out questionnaires distributed via a google form. Most of the research respondents were women (64%). Students' digital literacy is in the high category with an average of 67.5%. With an average student response of 80.4%, it shows the very high enthusiasm of students in implementing the MBKM curriculum.

1. Introduction

The Indonesian Ministry of Education and Culture has launched a policy in the curriculum, namely the Merdeka Learning – Independent Campus (MBKM) curriculum which is currently being implemented by all universities in Indonesia.[1] This curriculum is expected to prepare students to become qualified human resources with competitive and comparative abilities who are ready to face the era of globalization.[2] Educational institutions are given freedom from bureaucratic complexity, lecturers are free from complicated administration and students are free to choose fields of science and knowledge according to their interests. This curriculum aims to create a learning atmosphere that is creative and innovative, free and unfettered, and adapted to the needs of students.[3]

The MBKM curriculum also expects students to have 21st-century skills. One of the 21st-century skills is information media and technology skills namely skills in utilizing media and technology, including media literacy, literacy information, and ICT literacy.[4] The implementation of the MBKM

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curriculum cannot be separated from the use of technology and information so that students' digital literacy skills are very much needed in its implementation.

Digital literacy is a basic knowledge that is supported by interconnected information technology. Gilster et al. stated that digital literacy is the ability to understand and utilize information from various forms and sources that are available and accessed using computer devices.[6] Digital literacy is not only a student's ability to use digital information sources effectively but also a pattern in students' thinking in using digital information.[7]

The utilization of digital literacy can provide skills for students to think critically and analytically. As Feinstein explained academically, computer-based learning in the form of the internet, tutorials, and other technologies, can increase achievement that involves students. and create a conducive atmosphere to encourage students to think at higher levels. person's poor understanding of digital literacy will also have a negative impact on his psyche so that he tends to insult, feel jealous of others, make depressed, get carried away with negative comments, and get used to speaking in the impolite language.

Gilster grouped them into four core competencies that a person needs to have so that they can be said to be digitally literate.[6] The four competencies are internet searching, hypertextual navigation, content evaluation, and knowledge assembly. In 2018 the Network of Digital Literacy Activists or what is known as Japelidi formulated ten digital literacy competencies.[9] This study aims to determine the digital literacy skills of students to face the MBKM curriculum.

2. Methods

This study used a descriptive method. The population of this research is students of Malikussaleh University and Al-Muslim University, Aceh. The research sample was conducted by purposive sampling technique. Data retrieval is done using Google forms. The questionnaire consists of a list of questions with a Likert scale on five scales. The digital literacy level of students is calculated using the percentage value with the following formula.[10] The percentage results obtained will be compared with the digital literacy level category intervals listed in Table 1.

$$p = \frac{f}{n} x 100\%$$

Information: p = Percentage

f = Respondent's answer frequency

n = Number of respondents

Table 1. Digital literacy level category interval

No	Percentage	Category
1	0% - 19.99%	Very low
2	20% - 39.99%	Low
3	40% - 59.99%	Fair
4	60% - 79.99%	High
5	80% - 100%	Very high

3. Results and Discussion

A total of 385 students filled out questionnaires distributed via a google form. Based on gender, 64% of respondents are women and the rest are men. The digital literacy ability of students per competency item based on the results of the questionnaire can be seen in table 2.

Table 2. The percentage value of each item of the digital literacy competency indicator

No.	Literacy competency	Indicator	Percentage indicator	Competency percentage
1	Access	Using computer, laptop, HP	87%	85%
		Using internet search engines	85%	
		Searching for information from various applications	83%	
2	Selecting	Selecting data and information	83%	80%
		Ignoring data and information	78%	
		Deleting data and information	78%	
3	Understanding	Understanding text	82%	80%
		Understanding symbols	78%	
		Understanding video	79 %	
4	Analyze	Determine the suitability of the message with the information	76%	75%
		Determine the suitability of the title and information	75%	
		Conclude the message based on the information	73%	
5	Verify	Connect the information with the purpose of the message	72%	72%
		Understand the diversity of meanings of information	71%	
		Verify the information need	72%	
6	Evaluate	Comparing information from various sources	65%	64%
		Identifying correctness of information	65%	
		Identifying misinformation	63%	
7	Distributing	Understanding the quality of information before spreading	68%	67%
		Spreading messages according to the target	67%	
		Spreading messages according to the nature of the message	65%	
8	Producing	Create text messages	50%	44%
		Creating picture messages	48%	
		Creating video messages	35%	
9	Participate	Involved in online community	68%	64%
		Regularly participate in online community	67%	
		Contribute to online community	58%	
10	Collaborate	Create an online community of various media	45%	41%
		Manage online communitarians to work with each other	40%	
		Manage online community topics to achieve goals	38%	
Average -Average				67.5%

Access competence is the highest digital literacy competency possessed by students, reaching 85% in the very high category. These results indicate that students can access software and hardware in accessing the information they want to know. The MBKM curriculum disseminates information digitally, with this competency students will have no difficulty in carrying out every activity in this curriculum.

Competence in selecting and understanding each gets a score of 80%, which is in the very high category. This competency shows that students can filter information that is spread digitally. So that when the MBKM curriculum opens activities outside the campus, students can understand and select information according to their needs and abilities. Competence to analyze and verify each got a score of 75% and 72% in the high category. This value indicates that students can analyze and verify information spread on the internet. This value also shows that students already have higher-order thinking skills.

Competence in evaluating and distributing each got a score of 64% and 67% in the high category. This value indicates that students can evaluate the truth of information before sharing it. Competence in producing got a score of 44% with sufficient category. The value shows that the ability of students to create digital information is still limited, namely text information. Competence to participate got a score of 64% or high category. This shows that students can be involved in the movement of digital information.

The lowest competency is collaborating, only getting a score of 41% in the sufficient category. This shows that students' collaboration skills in creating digital content are not as good as other competencies. This needs to be considered considering that the MBKM curriculum expects students to be able to work together in solving a problem.

Based on the data obtained, it is known that the average digital literacy of students is at a value of 67.5%, this value indicates that digital literacy of students, in general, is in the high category. This high level of digital literacy greatly supports the achievement of the MBKM curriculum goals. The MBKM curriculum expects students to be able to master various fields of knowledge that are in line with their expertise so that they are ready to compete in the global world.[11-13] The learning system of the MBKM curriculum is student-centered learning, meaning that learning is student-centered. Students are required to be able to seek knowledge independently through the dynamics and realities set out in the MBKM curriculum activity programs.[1]

In addition to measuring students' digital literacy levels, students' responses to the MBKM curriculum were also measured. Student responses to the MBKM curriculum can be seen in Figure 1.
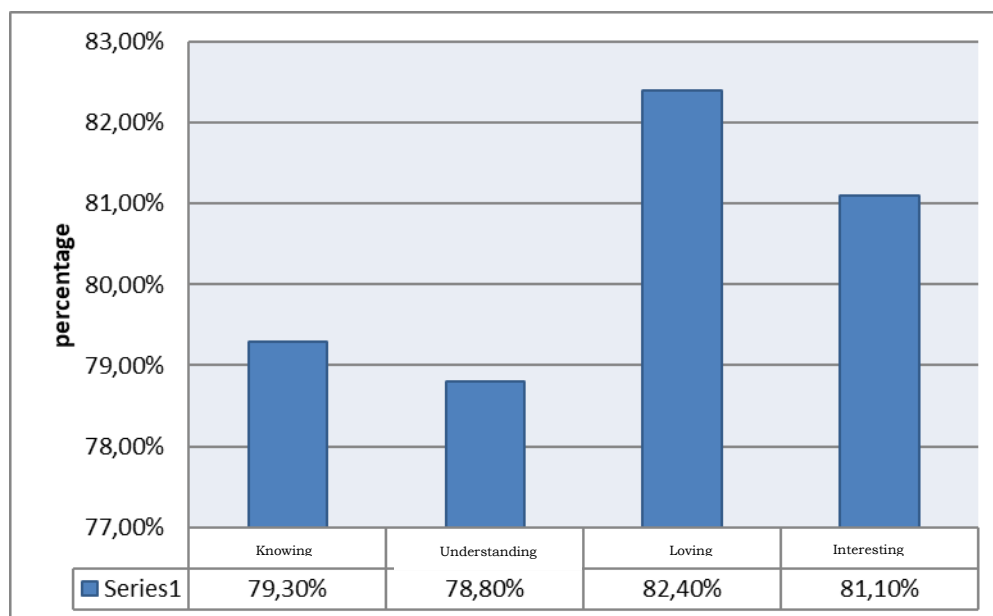
Figure 1. Graph of student responses to the MBKM curriculum.

Based on the picture above, it can be seen that 79.30% of students already know that the university and the study program where they study have implemented the MBKM curriculum. As many as 78.80% of students have understood the purpose of implementing this curriculum. As many as 82.4% of students like the MBKM curriculum lecture system, which provides the widest opportunity for students to choose activities that match their interests and fields of study. And 81.1% of students are interested in participating in the programs offered in this curriculum.

Student response to this curriculum - an average of 80.4% with a very high category. This means that Malikussaleh and Al-Muslim university students have great enthusiasm for following this curriculum. Supported by high digital literacy skills, students are ready to face the MBKM curriculum. These results are supported by research conducted by Novianto (2011) which observed student behavior in using the internet.14 Novianto's research describes the use of the internet for students to interact and

communicate through social media. Not only that, the use of the internet for students is used to find scientific information related to academic activities such as assignments, research, and articles.

4. Conclusion

Students' digital literacy is in the high category with an average of 67.5%. With an average student response of 80.4%, it shows the very high enthusiasm of students in implementing the MBKM curriculum.

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