



Headmaster's decision making in efforts to improve teacher's digital literacy competencies in junior high school

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ABSTRACT

This article aims to: find out the art of decision-making by The Headmaster in an effort to foster digital literacy competencies. This research is a qualitative study with Focus Group Discussion (FGD) interviews involving The Headmaster directly and the responsibility bearers in the school framework totaling 5 people including the deputy head of curriculum, vice Headmaster, and other teachers who seek to explore and narrate the reality of digital literacy implementation in junior high schools. Based on the results of the study, it is known that The Headmaster's decision-making in efforts to foster teachers' digital literacy competencies is considered not responsive and has not fully achieved significant results due to several obstacles such as the economic background of students, the lack of training and technical resources, and the lack of facilities and infrastructure owned by the school.

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INTRODUCTION

Living in the midst of an era that has high volatility, makes educators and parties involved in the world of education think about the next few steps to prepare students to master the digitalization of education. In this century, education is very challenging (Asih et al., 2021). Learning must include skills and attitudes, so that students are able to compete with machines, if the way of teaching is not changed, it will have great difficulties. (Lubis, 2019).

Digital literacy is the knowledge and skills to apply digital media, communication tools or networks in searching, evaluating, using, creating information and using it in a healthy, wise, intelligent, accurate, appropriate and law-abiding manner in order to foster communication and interaction in everyday life. (Berta Dinata, 2021). In

this case, it is narrowed down to the education sector. This is closely related to cognitive abilities (Ahmad, 2022).

This began to develop since the 1990s where there was a shift in the concept from books to the internet, which has the advantages and flexibility of multimedia compared to print literacy. (Jayanti et al., 2023). Digital literacy at this time is more focused on the use of social media which can be specified in digital literacy which is a derivative of broader media literacy. As with television, Instagram, TikTok, Twitter, YouTube, and Facebook. (Silvana, 2018). To achieve maximum results in teaching, a teacher is not only required to be able to use digital devices properly but also to understand them. (Nelva Saputra, 2020). By fostering one's inquisitiveness and inventiveness, effective digital literacy also contributes to one's knowledge of specific subject matter in the context of education. (Hasanah & Sukri, 2023).

Because proper and qualified digital literacy certainly provides a lot of educational supplies that will support learning innovation, as written by Douglas A.J. Belshaw in his thesis entitled "What is Digital Literacy" says that there are eight principle and essential elements to develop it, namely as follows: 1. Cultural, namely understanding the various contexts of users of the digital world; 2. Cognitive, namely the thinking power in assessing content; 3. Constructive, namely the design of something expert and actual; 4. Communicative, namely understanding the performance of networking and communication in the digital world; 5. Responsible self-confidence; 6. Creative, doing new things in new ways; 7. Critical in responding to content; and digital literacy as a life skill; and 8. socially responsible (Asari et al., 2019).

The most strategic main task for a leader is to make decisions, so a leader is required to have the ability to make decisions, because from that decision it will be clear the next step towards the goal. (Rahmawati et al., 2022). This is further reinforced because in order to achieve organizational goals, it is necessary to apply roles that direct work consistently in certain work situations. (Sinaga, 2023). If a policy or decision is taken with a good start, the results of it will also be good. (Hayati et al., 2021). The next step after making a decision is to implement a program to improve teachers' digital literacy competencies. This program can be in the form of training, workshops, curriculum development, or procurement of supporting facilities and infrastructure. (Sangaji & Pribadi, 2023).

A decision maker can take other alternatives to achieve goals, foresee problems, establish control, and conduct evaluations. (Arina et al., 2023). Teachers are people who teach and guide students at school. The teacher plays an important role as an organizer of the learning environment and at the same time as a learning facilitator. (Novitasari & Fauziddin, 2022).

A teacher is required to be able to display an optimal learning spirit as when learning in the classroom. The utilization of a set of digital technology certainly also requires skills in the use of technology to fit the flow of learning that is carried out without any obstacles or disruptions. (Rifai, 2021).

However, there are still many teachers in junior high schools who are less capable in terms of digital literacy. Meanwhile, DLM (Digital Literacy Movement) is a comprehensive effort to make schools a learning organization whose citizens are lifelong literates through community involvement. (Anis Al Hilmi et al., 2022). Therefore, appropriate and wise decision-making needs to be done to foster teachers' digital literacy competencies in junior high schools.

There are various studies that have been conducted to gain an understanding of the urgency of digital literacy. One of the ongoing studies is a study entitled "Analysis of the Urgency of Utilizing Digital Literacy in the Implementation of Pandemic Period

Education in Junior High Schools" conducted by Melvin M. Simanjuntak in 2022. (Simanjuntak, 2022).

However, the difference is that this research uses the literature study method, where researchers study and understand the theories that serve as guidelines and references from books, journals, and the internet. The results of this study only emphasize that digital literacy is needed in education, especially during the pandemic. This research does not discuss decision-making.

Another study that discusses digital literacy decision making is "Policy Analysis related to Digital Literacy Policy in Elementary Schools" conducted by Ida Safitri, Sufyarma Marsidin, Ahmad Subandi in 2020. The difference is that this research method uses a literature study with reading sources, books, journals and articles. And this research does not discuss the obstacles or evaluation of the digital literacy movement. (Safitri et al., 2020). The results of the study show that digital literacy does not only include a person's technical ability to use ICT tools or devices, but also includes a person's knowledge and skills in understanding content so that in the end they are able to create new knowledge.

So what are the obstacles in The Headmaster's decision-making to realize the development of digital literacy for teachers in junior high school?

RESEARCH METHOD

The method used in this research is a qualitative approach based on the power of narrative, studies in natural situations, direct contact in the field, inductive thinking, holistic perspectives, and oriented to unique cases. In collecting data the researcher conducts interviews. Interviews are face-to-face situations between interviewers and respondents intended to explore the expected information, and aim to obtain data about respondents with minimum bias and maximum efficiency. As with other qualitative approaches, this research is conducted in a natural, holistic and in-depth setting, where data is obtained from the context of real life (real life events) there is no need for certain treatment of either the subject or the context in which the research is conducted. (Assyakurrohim et al., 2022).

Data were collected through Focus Group Discussions (FGDs) with decision makers, namely a Headmaster and strengthened by interviews conducted with 5 teachers including a Deputy Head of Curriculum, Deputy Head of Student Affairs, Al-Qur'an Memorization Coordinator, and two Homeroom Teachers. These interviews then became the primary data in this study, compiled by narrating the answers to the questions directly or in writing. (Yusuf et al., 2022).

This was done to find out what decisions were made by The Headmaster in an effort to foster Digital Literacy competence and its evaluation, as well as to find out what obstacles the community faced regarding the development of digitalization of education through the point of view of the homeroom teacher, also discussed with the school regarding what solution options or alternatives might be done to overcome the digital literacy crisis. The locus of this research is Al Ihsan Legenda Islamic School Islamic School East Bekasi. The instrument used was an interview sheet that was filled in narratively by teachers in addition to The Headmaster.

RESULTS AND DISCUSSIONS

Research Results

Quoted from UNESCO, literacy is the ability to identify, understand, interpret, create, communicate, calculate and use printed and written materials in relation to

various objectives in developing their knowledge and potential, and to participate fully in their communities and society (Naufal, 2021).

The results of this study were obtained from the interview technique. This interview was conducted with six informants who were considered representative of the object of research. The following is a discussion of the research obtained from 1 main source who is The Headmaster of Al Ihsan Legenda Islamic School Islamic School, and 5 supporting sources who are teachers and other auxiliary staff who will be grouped into sources 1, 2, and so on:

Table 1. Headmaster of Al Ihsan Legenda Islamic School Islamic School, and 5 supporting sources

No	Name	Position
1	Taufik Ismail, Lc., S.Pd.I	Headmaster
2	Andry Melany Berlian, S.Sos	Deputy Head of Curriculum
3	Muhammad Iqbal	Deputy Head of Student Affairs
4	Dhea Nuraini	Al Qur'an Memorization Coordinator
5	Nurul Ihyani	Mistress of Class 7
6	Rosa Putri Utami	Mistress of Class 9

Research Based on Teachers' Digital Literacy Level

The research results that will be presented are interview excerpts derived from direct informant answers regarding the headmaster's decision-making in order to improve the competence of teachers in terms of digital literacy skills.

Here, the main informant, the headmaster, explains that digital literacy is still considered an unfamiliar subject in their school environment. This is due to the lack of socialization of digitalization in education and the lack of digital training to access educational resources from the government and from school operators, plus human resources as educators and education personnel who are elderly and do not fully understand the importance of digital literacy.

On the other hand, informant 2 stated something similar to informant 1, namely that most students and teachers at school are still not familiar with digital literacy, even though they belong to a digital society because they were born in easy digital access but they still tend to be lame in using easy access more to social media than educational sites.

Informant 3 also added that awareness of digital literacy by students has actually been formed quite well, it just needs to be explored and directed more into things that support educational efficiency. This was also acknowledged by informants 4 and 5 who said that teachers' digital literacy skills are still minimal, which makes children even more unfamiliar with teaching and learning activities that make extensive use of digital features. Finally, informant 6 added that inadequate facilities make teachers less capable of accessing digital innovations in teaching and learning.

From the six informants above regarding the current level of digital literacy competence at Al Ihsan Legenda Islamic School Islamic School school. It can be concluded that teachers at the level of mastery and understanding of digital literacy of teachers at Al Ihsan Legenda Islamic School Islamic School are still limited to encourage the effectiveness of teaching and learning with digital features, but the basics of their curiosity are quite good but still choked with limited facilities.

Discussion of Research Based on Headmaster's Decision Making

The following are the results of the interview regarding the art of decision-making carried out by the Headmaster in an effort to improve teachers' digital literacy competencies at school.

Realizing the backwardness of the school, the Informant explained that he continued to try step by step to introduce educational platforms and websites to teachers and school committees such as the Ministry of Education and Culture's YouTube channel entitled *Rumah Belajar*, occasionally also asking teachers to explain lessons related to Islam through YouTube channels of prominent scholars.

He also occasionally requests online meetings related to educational supervision and weekly reports sent via email, and several times sends files in the form of e-books through the teachers' whatsapp group so that they become additional references in teaching and learning activities, then he will ask for a summary of the results of the teachers' reading.

And in this case, informant 2 expressed a broader opinion regarding the Headmaster's decision-making, according to him, the Headmaster was in a difficult position because while teachers began to develop lesson plans that were suitable for advancing digital literacy competencies, the biggest obstacle came from the individual abilities of students, not all of whom had gadgets, while school facilities and infrastructure were still limited.

Informant 3 also admitted the same thing that this limitation made The Headmaster considered less active in socializing learning independence to the teachers.

Informants 4 said the same input related to The Headmaster's decision variable, it is hoped that in the future there will be more coordination related to efforts to improve digital literacy competencies, by empowering administrative staff who manage Dapodik, so that teachers and students get access to freedom of learning through various platforms that have been created by the government. Given that all teachers who teach at this school are not civil servants, no one has taken the teacher professional exam, and no one has joined the training to become a driving teacher.

According to the informant 5, the headmaster is considered to be less active in socializing learning independence to the teachers, so it is hoped that in the future there will be more coordination related to efforts to improve digital literacy competencies, by empowering administrative staff who manage Dapodik, so that teachers and students get access to freedom of learning through various platforms that have been created by the government. Given that all teachers who teach at this school are not civil servants, no one has taken the teacher professional exam, and no one has joined the training to become a driving teacher.

And the 6th resource person also said the same thing as resource person 1 that The Headmaster has been trying to slowly use digital algorithms in terms of school management with other teachers.

Based on all the statements of answers from the 6 informants above, it can be concluded that The Headmaster's decision-making is still considered less effective in improving teachers' digital literacy skills, especially in terms of teaching and learning activities, but on the other hand, there is an increase in the digitization of school management by the internal Headmaster and teachers.

Discussion of Research Based on Efforts to Improve Teachers' Digital Literacy Competencies in the Future

The following are statements based on the results of interviews regarding what the Headmaster's vision and mission are in an effort to improve digital literacy competencies in the future.

The Headmaster always knows that the competence of digital literacy teachers in his school is still lacking, this is due to the lack of qualified school facilities and infrastructure that support teachers' digital literacy, such as computer laboratories, internet access, and others. For this reason, he actively motivates teachers to utilize

existing technology such as managing class websites or Instagram. Over the past 4 years, some learning has been done hybrid or online, with modules that are also online, but in terms of more intense things such as special training for home visits, the school has not been able to realize it. So in the future, there will be visits to students' homes in an effort to explore students' digital literacy skills so that later teachers can adjust what actions are appropriate to be able to overcome the lack of teacher competence in digital literacy as well.

His vision is that next year all forms of daily assessment can be done online so as to minimize the use of paper and correctional staff. As well as being able to educate those responsible for Pre-Facilities to be able to use the SIPLah goods and services procurement platform provided by the Ministry of Research and Technology.

This statement was also reinforced by informant 2 who said that in the future teachers and staff will be socialized more about educational websites. Such as using the education report card for schools.

Informant 3 also stated that there is a possibility of realizing an application that can facilitate teachers or guardians in evaluating students' achievements and discipline.

Informants 4 and 5 stated that the Headmaster will minimize the use of paper in daily assessments, so that digitalization in assessments and assessments will be intensified in the future. Such as the use of quiz and assignment collection through google classroom, etc.

On the other hand, resource person 6 also added that with digital assistance in teaching and learning activities in the future, it will certainly make it easier for teachers to provide authentic evidence recorded in digital traces. Such as learning achievements and teacher introspection in teaching.

CONCLUSION

From the above discussion, it can be concluded that in moving towards a new and fast civilization, many arts will make quick decisions to adapt to it. And this is not an easy thing, considering that schools are non-profit community service institutions, with a huge responsibility to prepare students who are physically and mentally mature, and ready to face the turmoil of the times and lifestyles.

Al Ihsan Legenda Islamic School Islamic School is one of the institutions that experience obstacles in terms of facilities, infrastructure and lack of guidance. So that the headmaster's decision in an effort to foster digital literacy competence does not provide significant results.

The lack of technical personnel who are reliable in terms of digitalization, and the diverse economic backgrounds of students are also the main obstacles for teachers to start activating the digital literacy system. This is a phenomenon of the digital divide that is certainly experienced by certain regions in Indonesia.

In this case, the headmaster must be more creative and innovative in maximizing the facilities owned by the school to develop teachers' digital literacy competencies, because this is considered to help and improve the quality of teaching and learning activities as well as improve school achievement.

The local education office (Disdiknas) should also return to conducting regular supervision of educational institutions, in order to achieve the goal of learning independence, one of whose campaigns is digital literacy competence.

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