
Strengthening E-Learning Literacy for Vocational School Students in the Pangandaran District

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ABSTRACT

This community service aims to determine the efforts that must be made to strengthen e-learning literacy for vocational students in Pangandaran Regency. This community service method used is descriptive qualitative. Data analysis techniques used are interviews, observation and dedication. The data analysis technique uses the Miles and Huberman technique, namely, 1) Data collection, 2) Data reduction, and 3) Verification and conclusion. The result of this study was the discovery of the inability of students and teachers at Pangandaran district Vocational Schools regarding digital E-learning literacy, so reinforcement from students whom the government assisted, institutions and teachers were needed to make this happen. One of the efforts students must make is to understand and study technology and explore teaching resources sent by teachers and discussions in e-learning forums to hone student literacy.

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INTRODUCTION

The Covid-19 pandemic has caused enormous changes, especially in the world Education. Education that previously had to be face-to-face has become online learning by utilizing digital technology, which is increasingly developing rapidly. After the COVID-19 pandemic ends, digital habits cannot be avoided, even in education. The learning used is still digital-based, even though face-to-face has returned. This is because Indonesia is currently in the industrial revolution 4.0 phase, where all aspects of life must follow the flow of digitalization. Advances in digital technology have also resulted in abundant digital information resources (Hikmah et al., 2022; Setyaningsih et al., 2019). However, on the other hand, the development of digital technology has become a new challenge for teachers, students and schools far from the city centre. To answer this, a teacher must follow technological developments and operate them to meet educational changes and developments because almost everyone from elementary to tertiary level is involved with digital technology (Sumanik et al., 2022). To fulfil this, literacy skills are needed for a teacher because a robust digital system is needed to keep up with the demands of the times, and efforts to strengthen it require mastery of literacy (Biologi et al., 2021).

According to (Ketut et al., 2019), digital literacy is the ability to understand and use information that prioritizes critical thinking rather than information technology skills alone. The aim of utilizing digital literacy is to increase human resources in education as supporters and supporters (Eva. et al., 2021; Kania. et al., 2023). In education, this digital age demands strengthening and improving the quality of learning by utilizing digital media to obtain scientific information and help make it easier to achieve learning goals (Anggraeni et al., 2019; Sauri et al., 2021).

PISA (Program for International Student Assessment) surveyed literacy skills released by the OECD (Organization for Economic Co-operation and Development) in 2019 which stated that Indonesia was in 62nd position out of 70 countries and was in the bottom ten countries with low literacy skills (perpustakaan.kemendagri.go.id, 2021). Based on this data, it can be said implicitly that teachers and students must respond quickly to this matter to avoid being left behind. Teachers and students must master 21st-century digital literacy, which is the ability to read, write and count and data-based knowledge, technology and humanism (Ibda, 2018). To be proficient in digital literacy, teachers and students must also have the ability to understand and collect this information (Purba et al., 2022), apart from strengthening literacy for teachers. Students must also be able to master technology because the world of education cannot be separated from technology, such as online learning or E-Learning, which is a demand for students to be technologically literate (Dewi, 2021).

Gogot said that survey data conducted by the Head of the Center for Information and Communication Technology, Education and Culture, Ministry of Education and Culture (Kapustekkom) showed that 40% of non-ICT teachers were ready for technology and the rest were not prepared (Suhartwoto, 2019). Due to this backwardness and unpreparedness require teachers and students to strengthen literacy skills, especially digital literacy, in E-Learning

activities as a form of keeping up with the times (Purwanti et al., 2022). E-learning can help students obtain various information and knowledge that is broad and precise in scope because it comes from various sources via the internet network. Apart from that, students can also exchange information and discuss anywhere and at any time (Maruti et al., 2022; Purwanti et al., 2022) said that the application of E-Learning dramatically influences the way students learn and how they search for information about learning activities (Muhria et al., 2022). Indirectly, the application of E-Learning helps improve students' digital competence. In line with what is said (Dewi, 2021), students need good digital literacy to obtain appropriate and valuable information. In other words, students will be responsible for selecting and disseminating information. Likewise, learning requires the ability to choose appropriate learning resources.

In practice, many obstacles are faced in using technology for students and teachers in the Pangandaran district. It was found that several teachers and many students still need to become proficient in using digital technology, which is currently developing rapidly, some of whom are still technologically illiterate and are still in the adaptation phase to digitalization. Apart from the capability factor, there are also limitations faced by both parties, namely inadequate facilities from both the school and the individual, such as needing more adequate devices and an internet network that is not yet running optimally, so network problems cannot be avoided. The internet network is an essential factor that helps digital progress. This is in line with what (2020) said that internet accessibility is a condition and key to the success of e-learning, so the government and local education agencies must help improve facilities so that digital literacy can be strengthened and achieved optimally in Pangandaran district vocational schools. If this is related to low literacy and insufficient mastery of technology, it becomes a problem because digital literacy is a mandatory requirement in teaching and learning activities (Purwanti et al., 2022).

They are starting from the gap between the inability of teachers and students and the rapid development of digital technology, especially literacy in E-Learning. So, the following questions arise: First, what efforts can be made to deal with the problems in the Pangandaran district? Second, what are the efforts to strengthen E-Learning literacy for teachers and students in the Pangandaran district? This community service aims to find out appropriate efforts to deal with low digital literacy, the process of strengthening E-Learning literacy in Pangandaran district vocational schools, and the impact of strengthening E-learning literacy.

METHOD

This service is carried out with two activities: first, holding socialization regarding the importance of educational values that need to be instilled in multicultural conditions and situations and demonstrating these values. Second, conduct interviews with students and teachers at Bakti Parigi Vocational School regarding how they instill educational values in this multicultural situation. This service is carried out to all Bakti Karya Parigi Vocational School members, students, and teachers

RESULTS

The existing problems relate to the inability of students and teachers, especially for students, to deal with advances in digital literacy, so they need help keeping up with current educational

developments. Strengthening digital literacy, especially in E-learning, is necessary; this is by the respondents' answers from the data collected.

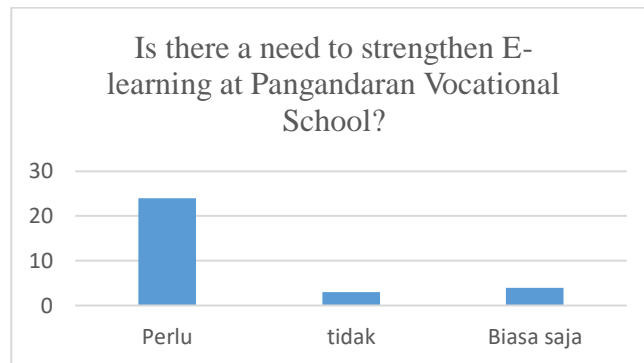


Figure 1. The need to strengthen E-Learning

The majority of respondents stated that there was a need to strengthen E-learning literacy. Some of the reasons behind vocational school students' lack of ability and literacy are as follows.

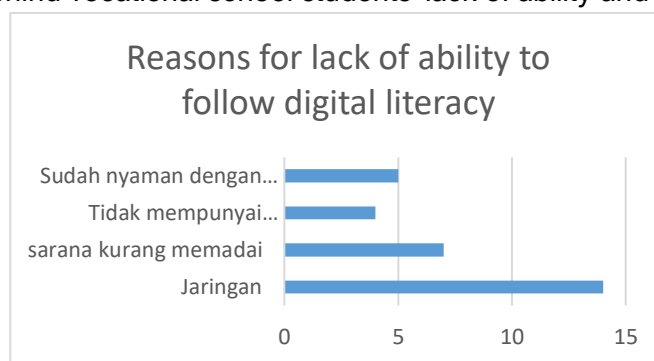


Figure 2. Reasons for not being able to follow digital literacy

Most of them stated that the network was an obstacle to strengthening literacy, especially digital-based E-learning; besides that, inadequate facilities in schools, ignorance about technological developments and a feeling of comfort with existing methods were why strengthening literacy was needed at Pangandaran Vocational School.

The urgency of carrying out this strengthening is in line with what is explained by (Sri Suryanti, 2020) that the aim of education mainly revolves around three aspects, namely knowledge, attitudes and skills, which, if implemented, must be linked to the demands of the field because education flows according to existing dynamics, with Thus, the application of digital technology is needed to improve and strengthen the quality of education. Apart from that, the urgency of strengthening e-learning literacy for vocational school students is to overcome the three problems outlined in the 2005-2009 National Education Strategic Plan, including equality and access to education, quality, competitiveness of graduates and the relevance and accountability of education in the eyes of the public. However, the problem faced by Pangandaran Vocational School students is network access, so to fulfil this, efforts need to be made by the school, students, the local government, and the education department.

The government has the responsibility and efforts to equalize network access so that digitalization can run well and help progress the world education in e-learning (Awaludin, 2019).

Likewise, institutions with authority must be strengthened so that E-learning literacy in schools runs well. Efforts that the government and educational institutions can make are:

Table 1.

Government	School Institutions
Increase the capacity of human resources who understand technology regarding ability and education.	The school facilitates facilities and infrastructure that support E-learning
They are forming human resources who understand technology and are agile, flexible and visionary so that they can become the foundation for equal distribution of technology.	The principal provides training to each teacher to use E-learning literacy
Continuously improve digital technology for the general public.	Holding ICT subjects to support students' knowledge of digital literacy
Develop technical capabilities	-
Develop empowering human resources who are technology experts to innovate and provide the latest services.	-

E-learning is a type of learning that allows teaching materials to be delivered using the internet and network media. (Yuniarti Galuh Purwanti, 2022). This is in line with what Anggrasari expressed in (Yuniarti et al., 2022) that the broader definition of e-learning is a type of learning that uses internet media in the form of websites and weblogs, which display multimedia content resulting from the conversion of traditional to digital learning.

Because of this, strengthening E-learning literacy at Pangandaran Vocational School must be improved so that it remains relevant and keeps up with existing developments. Efforts that teachers and students can make are mainly as follows:

Table 2.

Teacher	Students
Teachers design materials and create digital content on the school website, Google Classroom or other Learning Management Systems. This content can be in videos, PPTs or text, making it easier for students to learn.	Students can learn and understand the content shared by the teacher.
The teacher packages the content and puts	Students must also understand digital

it on an application/website that is easy for students.	technology and at least have adequate gadgets.
The teacher provides themes, sub-themes, attendance dates and evaluations that students can access.	Students can access all the existing features provided by the teacher and then study together.
Teachers always direct and guide students to use digital-based learning media.	Students hold discussions and ask questions on the website or media used.
Teachers also use e-learning as a communication medium and continue to strengthen the use of e-learning to increase student literacy.	-

All of the above efforts must be carried out, and there is synergy between the government, schools, teachers and students with their respective efforts so that E-learning literacy can be implemented thoroughly and evenly, especially at Pangandaran Vocational School so that students can adapt to advances in the world of education and not be left behind. Digital E-learning literacy is about more than just reading online. Hasugian emphasized in (Yuniarti et al., 2022) that literacy revolves around knowledge in searching, evacuating, exploring and utilizing the information obtained effectively. So, in E-learning literacy, students must read und, understand exp, lore, and utilize the information according to its use. With strong E-learning literacy, students can search for information from various accurate references and continue to explore to develop material topics and gain an in-depth understanding.

There needs to be adequate infrastructure to improve these abilities because if technology is carried out in the right domain, it will reach the quality of education. This was explained by Leg (G. Gani, 2016) that the role of e-learning technology is divided into two: 1) Complementarily, face-to-face learning is still ongoing, and IT assistance is needed for interaction models. 2) by substitution, most of the learning process is currently carried out with the help of IT.

It can be concluded that e-learning is an essential thing in the world of education, especially for Pangandaran Vocational School students. With all the existing shortcomings, it is necessary to strengthen e-learning literacy so that educational goals can be achieved, the quality of education increases and can keep up with current developments.

CONCLUSIONS and RECOMMENDATIONS

Technology has become mandatory in human life; all current activities are carried out with the help of technology. Digital technology is vital in education today, especially in e-learning implemented since the Covid-19 pandemic. E-learning is a type of learning media carried out via the Internet where teachers and students can interact, share teaching resources, explore themselves, and gain in-depth understanding.

Efforts to strengthen E-learning literacy at Pangandaran Vocational School need to be made, considering the importance of this. Strengthening efforts must be carried out comprehensively by all levels, namely the government, schools, teachers and students, so that e-learning literacy at Pangandaran Vocational School can run well and improve the quality of education.

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