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The Effect of Digital Literacy-Based Learning on Student Motivation and Socialization Ability and the implications of guidance and counseling

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Kata Kunci:
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Abstrak

Research Objectives: Online learning programs require students to use digital literacy. The question is how does digital literacy affect student learning motivation, then does it also affect students' ability to socialize. The purpose of the study was to describe the level of digital literacy, learning motivation and social skills of FKIP students at Universitas Lancang Kuning.
Research Methods: The research methodology used is descriptive analysis with hypothesis testing using regression. The number of samples is 99 students who are drawn by total sampling from all respondents, data collection instrument using a questionnaire.
Research Results: The results showed that 1) students' digital literacy level was moderate. 2) low student learning motivation. 3) students' social skills are low. 4) there is a positive influence between digital literacy on the learning motivation of FKIP students. 5) there is a positive influence between digital literacy on the social skills of FKIP students at Universitas Lancang Kuning.
Implications: The implications of this research are as material for consideration for counselors in providing services to students who have an impact on digital literacy on learning motivation and social skills.

INTRODUCTION

Indonesia is one of the countries with the largest number of internet users in the world. According to the results of research conducted by the Association of Indonesian Internet Service Providers (APJII) together with the Center for Communication Studies (Puskakom) University of Indonesia (APJII, 2014), the total number of Internet users in Indonesia as of early 2015 was 88.1 million people. However, according to research published by wearesocial.sg in 2017, there were 132 million internet users in Indonesia and this figure grew by 51 percent within one year. The Ministry of Education and Culture issued Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Covid-19 (Kemdikbud, 2020). The Expert Staff of the Minister of Education and Culture in the Regulatory Sector, Chatarina Muliana Girsang conveyed this Circular Letter Number 15 to strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. "Currently learning services are still following the Minister of Education and Culture's Announcement Letter number 4 of 2020 which is reinforced by the Secretary General's Announcement Letter number 15 of 2020 concerning Guidelines for the Implementation of BDR during the Covid-19 emergency," said Chatarina at an online Evening Talk, in Jakarta, on Thursday (28 Mei 2020).

Learning activities are usually carried out in educational institutions with direct face-to-face learning activities between teachers and students, but now must be carried out remotely through a learning system from home. In the implementation of learn from home (belajar dari rumah or BDR) in the midst of the COVID-19 outbreak, it certainly requires good cooperation between all stakeholders consisting of the government, parents, educators, and educational institutions (Sari & Setiawan, 2020). At the beginning of the issuance of this BDR policy, there was no clear and detailed guide on how each educational institution carried out learning activities with the BDR system. In the PSBB policy, it is only stated that teaching and learning activities in educational institutions are replaced with teaching and learning activities at home with the most effective media (Purwanto et al., 2020). Many educators are confused about how to learn the right way with the system, so that even if it is done at home, the learning process continues to run well.

The development of the digital world can lead to two opposing sides in relation to the development of digital literacy. The development of digital equipment and access to information in digital form has both challenges and opportunities (Sutrisna, 2020). One of the concerns that arises is that the number of young people who access the internet is very large, which is approximately 70 million people. They spend their time on the internet, either through mobile phones, personal computers, or laptops, approaching 5 hours per day. The high penetration of the internet for the younger generation is certainly troubling to many parties and the fact shows that data on the access of Indonesian children to pornographic content per day reaches an average of 25 thousand people (Setyaningsih et al., 2019). Not to mention unhealthy internet behavior, indicated by the spread of hoax news or information, hate speech, and intolerance on social media, (Mawarti, 2018) . These things are a big challenge for parents, who have a responsibility and an important role in preparing the 21st century generation, a generation with digital competence.

Research results published shows that the younger generation who have the expertise to access digital media, currently have not matched their ability to use digital media for the purpose of obtaining self-development information (Nurjanah et al., 2017). This is also not supported by the increasing number of materials/information presented in digital media which are very diverse in type, relevance, and validation (Rennie & Mason, 2009). Its make students lazy to study and lose their motivation to learn.

In Indonesia today, the development of the number of media is recorded to have increased rapidly, reaching around 43,400, while only 243 media registered in the Press Council. Thus, people can easily get information from various existing media, regardless of whether the news is official or not (Muyassarah, 2019). This is indicated by the decline in the community's social culture, which is still at a low level. The presence of various gadgets that can be connected to the internet network diverts people's attention from books and the environment to the devices they have (Utomo et al., 2021). On the other hand, developing digital media provides opportunities, such as increasing e-commerce business opportunities, the birth of new digital media-based jobs, and the development of literacy skills without negating print-based text. The rapid development of the digital world that can be utilized is the emergence of the creative economy and new efforts to create jobs that attract users' motivation to continue to explore information in other words there is a desire and motivation to learn.

Learning motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements (Uno, 2014). Another opinion regarding learning motivation put forward is the overall driving force in a person (student) that causes learning activities, which ensures the continuity of learning activities, and which provides direction to learning activities, so that the goals desired by learning subject can be achieved (Muhibin & Hidayatullah, 2020). It can be concluded that motivation is a condition that encourages students to do learning to improve the quality of learning well. The findings show that in general learning outcomes increase if learning motivation increases as well.

Being digitally literate means being able to process various information, be able to understand messages and communicate effectively with others in various forms (Pratiwi & Pritanova, 2017). In this case, the form in question includes creating, collaborating, communicating, and working according to ethical rules, and understanding when and how technology must be used to effectively achieve goals. This includes awareness and critical thinking about the various positive and negative impacts that may occur due to the use of technology in everyday life (Setyaningsih et al., 2019). Based on the problems above, it is deemed necessary to research related to the influence of digital literacy on aspects of student motivation and social skills.

METHOD

This study uses a quantitative approach to regression analysis using the SPSS application. The place of research is the FKIP of Lancing Kuning University, with a population of all FKIP students active in the 2021/2022 academic year totaling 1043 students. All respondents who filled out the instrument distributed through the online google form were research samples with the URL

https://forms.gle/rFeJBCwTX1NGNYRi9 with a total of 99 people. The instrument used is a psychological measurement scale using a questionnaire. The data analysis technique used descriptive analysis to see the level of digital literacy, learning motivation, and students' social skills. And test the hypothesis using linear regression analysis. With the formula:

$$Y1=a+bX$$

$$Y2=a+bX$$

The research instrument has been tested for validity and reliability, and before the data is analyzed, it is tested for normality and homogeneity first. The results of instrument validity and reliability tests, normality tests, and data homogeneity tests are presented in the research results section.

RESULT

Based on the results of data processing of research instruments, a description of the digital literacy level of FKIP Universitas Lancang Kuning students is obtained in diagram 1 below:

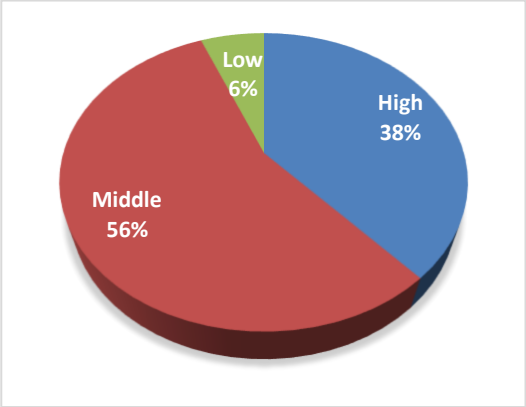

Diagram 1. Overview of Student Digital Literacy

The level of use and application of digital literacy for FKIP students for the 2021/2022 academic year is in the "medium" category, i.e. 56% of the 99 students who are research respondents have a digital literacy level in the medium category. Another 38% of students are in the high category and only 6% have low use of digital literacy. Based on the results of data processing of research instruments, it is obtained a description of the learning motivation of FKIP students at Universitas Lancang Kuning in the following diagram:

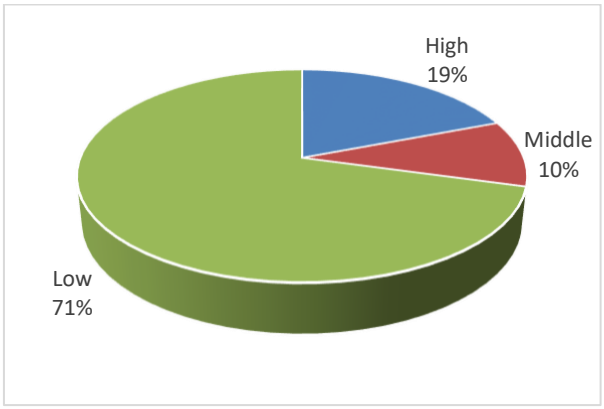

Diagram 2. Overview of Student Learning Motivation

Contrary to the level of digital literacy of students, most students' learning motivation is in the low category. 71% of all respondents have low learning motivation, 10% in the medium category and 19% of

students have high motivation. Based on the results of data processing of research instruments, it is obtained a description of the social skills of FKIP students at Universitas Lancang Kuning in diagram 3 below:

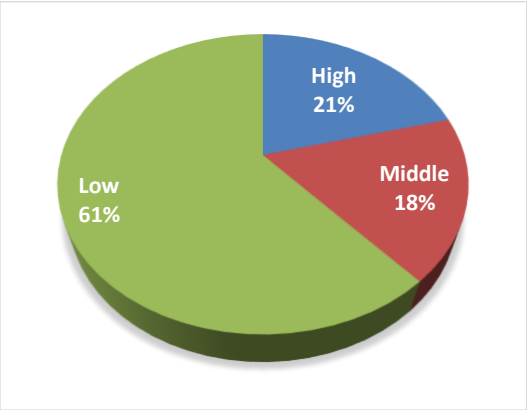

Diagram 3. Overview of Students' Social Skills

Based on the data analysis results, students' social skills showed that most of them were 61% of students in the low category. And 21% of all student respondents have high social skills. The recapitulation of the results of the descriptive analysis of each variable can be seen in the following table:

Table 1. Recapitulation of descriptive analysis results

Variable	Category (in %)		
	Tall	Currently	Low
Digital Literacy	82	17	1
Motivation to learn	19	10	71
Socialization ability	21	18	61

The basis for decision-making for the validity test can be seen from the value of sig and R count, if the value of sig is greater (>) than 0.05 and R count is greater than R table for 99 respondents is 0.198, the result is that the entire value of R count is greater than R table value (Appendix) Reliability was measured using the Cronbach alpha method. The questionnaire can be said to be reliable if the Cronbach alpha value is greater than 0.60.

Table 2. Instrument Reliability Test Results

Variable	Reliability Statistics		
	Cronbach Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
X (LD)	.741	.746	17
Y1 (KB)	.754	.759	14
Y2 (MB)	.692	.694	16

From the table 3, the sig value is 0.042 > 0.05. This shows that the variable (x) to (y1) is normally distributed. And from the table 4, it can be seen that the sig value is 0.200 > 0.05. This shows that the variable (x) to (y2) is normally distributed. the similarity of the variations of two or more distributions. This homogeneity test was conducted to determine whether the sample data was obtained from a population with homogeneous variance or not. It is said that the homogeneity of variance is if the p value Sig > 0.05. The p value of Sig is the calculated value of the homogeneity test results.

Table 3. Normality test results (x) to (y1)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		99
Normal Parametersa	Mean	.0000000
	Std.Deviation	1.06818912
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.105
Test Statistic		.114
Asymp. Sig. (2-tailed)		.042c

Table 4. Normality test results (x) to (y2)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		99
Normal Parametersa	Mean	.0000000
	Std.Deviation	1.20984272
Most Extreme Differences	Absolute	.094
	Positive	.094
	Negative	-.084
Test Statistic		.114
Asymp. Sig. (2-tailed)		.042c

Table 5. Homogeneity Test (X) to (Y1)

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Digital Literacy	Based on Mean	.298	4	56	.878
	Based on Median	.172	4	56	.952
	Based on Median and with adjusted df	.172	4	53.450	.952
	Based on trimmed mean	.323	4	56	.862

Table 6. Results of Homogeneity Test (X) to (Y2)

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Digital Literacy	Based on Mean	.265	3	56	.850
	Based on Median	.088	3	56	.966
	Based on Median and with adjusted df	.088	3	46.806	.966
	Based on trimmed mean	.255	3	56	.858

Based on the table 7th, it shows that the value of the constant coefficient is 0.604, the coefficient of the independent variable (X) is 0.790. So that the regression equation Y = 0.604 + 0.790 X is obtained. Based on the above equation, it is known that the constant value is 0.604 mathematically, this constant value states that when Digital Literacy is 0 then learning motivation has a value of 0.604. Furthermore, the value of 0.790 contained in the regression coefficient of the independent variable (Digital Literacy)

illustrates that the direction of the relationship between the independent variable X and the dependent variable Y (Learning Motivation) is positive, where every one unit increase in the digital Literacy variable will cause an increase of 0.790. Based on the table, as many as 99 respondents produced a correlation value of 0.917.

Table 7. Result of Regression Test Between Digital Literacy (X) To Motivation (Y1)

Model		Unstandardized Coefficients		Standardized Coefficients
		B	**Std. Error**	**Beta**
1	(Constant)	.604	1,967	
	Digital literacy	.790	.044	.917

Table 8. Results of Regression Test Between Digital Literacy (X) to (Y2)

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	1.242	2.228	
	Digital literacy	.576	.050	.829

Based on the table 8th, it shows that the value of the constant coefficient is 1.242 the coefficient of the independent variable (X) is 0.576. So the regression equation Y2 = 1.242 + 0.576 X is obtained. Based on the above equation, it is known that the constant value is 1.242 mathematically, which states that when Digital Literacy is 0, then Learning Motivation has a value of 1.242. Furthermore, the value of 0.576 contained in the regression coefficient of the independent variable (Digital Literacy) illustrates that the direction of the relationship between the independent variable X and the dependent variable Y2 (Social Ability) is positive, where every one unit increase in the digital Literacy variable will cause an increase of 0.576. Based on the table, it can be seen that as many as 99 respondents produced a correlation value of 0.829.

Table 9. Results of the t-test Between digital literacy (X) to Motivation to learn (Y1)

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.604	1,967	
	Digital literacy	.790	.044	.917

Determination of the t table value for a significant level of 5% db = 97 (db = N–2 for N = 99) i.e. 2,000 T-count results The t-count results obtained using SPSS are 17,838. Decision making If t count is greater than t table, then Ha is accepted, and H0 is rejected. From the results of the calculation of t count of 17,838 > t table that is 2,000 with a significant level of 5%, then Ha is accepted and H0 is rejected. The results of testing the hypothesis prove that "There is an influence of digital literacy on learning motivation."

Determination of the t table value for a significant level of 5% db = 97 (db = N–2 for N = 99) i.e., 2,000 T-count results The t-count results obtained using SPSS are 11,479. Decision making If the t count is greater than the t table, then Ha is accepted and H0 is rejected. From the calculation results of the t count of 11,479 > t table that is 2,000 with a significant level of 5%, Ha is accepted, and H0 is rejected. The results of testing the hypothesis prove that "there is an influence of digital literacy on social skills."

The basis for deciding on the F test is by looking at the degree used, which is 0.05. According to the table, the calculated F is greater than the F value. In that case, the alternative hypothesis states that the independent variable simultaneously significantly affects the dependent variable.

Table 10. F-Value of Digital literacy (X) toward Motivation to learn (Y1)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	369,107	1	369,107	318,183	.000b
	Residual	69,603	97	1,160		
	Total	438,710	98			

From the table above, the significance value is 0.000, which is smaller than 0.05. This proves that digital literacy simultaneously has a significant effect on Learning Motivation.

Table 11. F-Value of Digital literacy (X) toward Social Skills (Y2)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	196,084	1	196,084	131,767	.000b
	Residual	89,287	97	1.488		
	Total	285,371	98			

From the table above, the significance value is 0.000, which means it is smaller than 0.05. This proves that digital literacy simultaneously has a significant effect on Social Ability.

DISCUSSION

Most of the digital literacy levels of Universitas Lancang Kuning FKIP students are in the medium category. Most of the others are in the high category, only 6% are in the low category. Observing the learning situation during the Covid-19 pandemic makes students inevitably look for learning resources from the internet. Based on the results of research about the Covid -19 pandemic which threatens the social life of the community and requires people to reduce activities outside the home as one of the steps to prevent COVID -19, so that the learning process takes place online and requires students to seek learning resources from the internet (Sutrisna, 2020).

The concept of Digital Literacy, in line with the terminology developed by UNESCO in 2011, refers to and cannot be separated from literacy activities such as reading and writing, as well as mathematics related to education. Therefore, Digital Literacy is a life skill that does not only involve the ability to use ICT tools, but also social skills, abilities as human learners, as well as having attitudes, critical thinking, creative, and inspirational as competencies in digital literacy.

Digital literacy or known as the digital divide has appeared before. The digital divide is the gap/ economic, social and political inequalities that arise as a result of inequalities in the ability to access, sort and process information that is spread globally and digitally. This inequality can applies at the state level, community groups, and individuals (Rachmat & Hartati, 2020).

There are four core digital literacy competencies, namely Internet Searching (Gilster, 1997). Gilster describes this competency as a person's ability to use the internet and perform various other activities. Then Hypertextual Navigation (Hypertextual Navigation) Gilster describes this competency as an ability to read and dynamically understand the hypertextual environment. Then Gilster's Content Evaluation describes this competency as a person's ability to think critically and provide an assessment of what is found online accompanied by the ability to identify the validity and completeness of information referenced by hypertext links. The last one is Knowledge Assembly. Gilster explains this competency as an ability to organize knowledge, build a collection of information obtained. from various sources with the ability to gather and evaluate facts and opinions properly and without prejudice.

Along with the improvement and development of various audio-visual technologies. The process of displaying information was not enough to meet the needs of society at that time. The need for tools to create, design, process, and store data and information is eagerly awaited, so that in 1941 the computer was

invented (Kurnianingsih et al., 2017). Technological developments are not only in the form of computers (hardware), but also in the form of rapid progress also occurring on the software side. At the beginning of the use of computers, the applications used were text-based. Since the discovery of the Windows operating system, which has user-friendly accessibility, supporting applications have begun to appear that can be used for digital media. Laptops that are currently circulating widely answer the needs of people in the world in the form of ease of mobility. Even now, the use of laptops is starting to be replaced by the use of gadgets in the use of digital media which is also in line with the extraordinary increase in the internet network. Digital literacy is substantially as defined above. However, the digital world has increased the complexity of the dimensions of the previous non-digital world (Fatmawati, 2019). Students need to improve their skills, lecturers need to increase their knowledge and creativity in the process digital literacy -based teaching, and higher education leaders need to facilitate lecturers or education staff in developing a digital literacy culture campus (Tiara & Pratiwi, 2020).

Strengthening literacy actors or facilitators in educational institutions emphasized on the training of heads of educational institutions, supervisors, educators, and education staff about digital literacy. Trainings related to the use or utilization of technology information and communication in the development of educational institutions, for example, heads of educational institutions and supervisors are given training on the use of digital media in the management of educational institutions, educators given training on the use of digital media in learning, and students are encouraged to use information and communication technology intelligently and wisely (Tsaniyah & Juliana, 2019). The training here is also emphasized on the example given by heads of educational institutions, educators, and education personnel related to application of digital literacy in educational institutions (Suharni et al., 2020). The addition of literacy reading materials in various forms learning resources need to be improved. For example, providing digital themed reading materials, providing reading materials in the form of soft copies, or the provision of props as a learning resource related to digital literacy (Wahyuni et al., 2020).

Wall magazines which are often called wall magazines are a tool that can be used by campus residents to provide sources of information and to learn. In relation to literacy digitally, campus residents can fill in the contents of the mading with things Thing themed digital or Take advantage of technology Information and communication To obtain Information in Making of his work (Misbah et al., 2018). Based on the results of the study, it was found that students' learning motivation was low. This is very unfortunate because motivation in learning can serve as a driving force in achievement. The existence of high motivation in learning is indicated by persistence in learning or diligent effort and high enthusiasm. That way someone who learns will be able to get good learning outcomes. Students who have high motivation in learning have the following characteristics: (a) a strong desire to assume personal responsibility for finding solutions for problems, (b) a tendency to set moderately difficult achievements goals and take calculated risks, (c) a strong desire for concrete feedback on task performance, and (d) single minded preoccupation with task and task accomplishment (Andjarwati, 2015).

Furthermore, the results showed that the research respondents' social skills were low. One of the reasons is the reduction in student gathering and face-to-face activities during the Covid-19 pandemic. Starting from the online lecture system, the obligation to stay at home, the recommendation to keep a distance which makes direct communication by students to other people reduced. Social relationships with other people a person learns to control his body, speak, think, respond, care and adopt behaviors that suit him. The learning process is called socialization (Rahardjo et al., 2020). In socializing, it is necessary to first develop social relations. Socialization skills include individual skills, motives, and readiness needed to perform a social role that takes place in society that lasts a lifetime (Apriliyanti et al., 2017). Research conducted with title The Effect of Digital Literacy-Based Learning on Motivation and Cognitive Learning Outcomes, it is known that digital literacy-based learning has an effect on motivation with an Fcount of 655,544 (significance F= 0.000), then the Zero Hypothesis (H0) is rejected and the Working Hypothesis (H1) is accepted, So there are differences in the learning motivation of students at MTs N Mojosari and MTs N Sooko Mojokerto by using digital literacy-based learning (digital literacy-based learning affects students' learning motivation at MTs N Mojosari lower than at MTs N Sooko Mojokerto) (Kajin, 2018).

Application of Digital Literacy in E-Learning-Based 2013 Curriculum Learning with research results The application of digital literacy activities also encountered several obstacles in the implementation process, at Among other things, namely the connection or internet network that is disrupted, not all students can bring their own cellphones, the time for working on questions is limited and the focus of students is divided by the electronic devices used (Jessica et al., 2020). The research is in line with the results of this study, the higher the digital literacy level of students, the higher their learning motivation and social skills.

Problems related to learning motivation and students' social skills are one of the work areas of counselors in tertiary institutions. Counseling units should be able to increase student learning motivation and social skills to maximise learning outcomes through digital literacy for students. Based on the research findings, there are several implications for guidance and counseling services in tertiary institutions. 1) Information Services Of all the services available in guidance and counseling, the counseling unit can utilize information services as one of the services that can help students understand and improve their digital literacy. 2) Content Mastery Services By mastering content, individuals are expected to be able to meet their needs and overcome the problems they experience including learning problems so that motivation and social skills become good. 3) Individual Counseling Services. This counseling service can be carried out in a counseling unit by calling the student concerned or having problems, this can be seen from the information from the lecturer concerned. By knowing the problems experienced by students, especially related to learning motivation and student social skills, it can facilitate the counseling unit to improve student digital literacy. 4) Group Guidance Services This guidance service can help the counseling unit related to research results regarding digital literacy, social skills and learning motivation by providing assignment topics such as tips to increase learning motivation, good learning methods to obtain good learning achievements. 5) Group Counseling Services Through group counseling, the counseling unit can assist students in improving and alleviating student learning problems, especially in increasing their digital literacy.

CONCLUSION

The conclusion that can be summarized in this study is that most students have a high level of digital literacy, which is 82% of all students who are research respondents. As many as 71% of students who became research respondents had low learning motivation and as many as 61% of students who became research respondents had low social skills. The results of the hypothesis test show an influence between digital literacy on FKIP students' learning motivation and an influence between digital literacy and students' social skills. For most articles, one paragraph developed is sufficient for a conclusion, although in some cases, two or three paragraphs of conclusion may be needed.

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