inspiration

Instructional Practices in Language Education

Volume 3 No.1 Januari-Juni (2024)

Published by:
Magister Tadris Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan
Universitas Islam Negeri Sumatera Utara Medan
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INSPIRATION

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Vol. 3 No. 1 Januari - Juni 2024

INSPIRATION (Instructional Practices in Language Education) is a peer-reviewed international journal published bianually by Magister Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan keguruan, UIN Sumatera Utara Medan, Indonesia. **INSPIRATION** is dedicated to serve as a forum for academicians and researchers who are interested in the discussion of current and future issues on second and foreign language education. Although articles are written in English, the journal welcomes studies dealing with education of languages other than English as well.

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Daftar Isi

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Digital Competence of Language Lecturers at Putra Indonesia University

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Abstract

Digitalization is now widely required by any position, including in varsity level. The lecturers who hold an urgent position in teaching process must adapt easily to the latest technology update. Soon or later, technology development will push all workers if they want to survive in this era. How they use the technology development is the main concern of this study and how good the lecturers use digital thing in conducting the teaching-learning process.

This study is aimed to draw the lecturers' competency in using digital stuff in order to support their activity in teaching. The next target of this study is to give the Education and Culture Ministry a short possible overview about the lecturers' competency in digital and is hoped to give comprehensive consideration on how to treat and guide the lecturers' digital competency in the future.

This is a qualitative research with the subjects of this research are the lecturers at Faculty of Humanities Putra Indonesia University. The technique of collecting data is conducted by triangulation methods, observation, interview and documentation. The result revealed that respondents have passed not only the standard set by the university but also criteria set by the theory.

Keywords: Digital Competence, Teaching-Learning Process.

a. INTRODUCTION

Corona virus pandemic 19 (codiv-19) has become a global problem that cannot be solved yet. Covid-19 is an infectious disease caused by the SARS-CoV-2 corona virus. The effect of it as we can see, all teachers or lecturers are forced to use ICT as their teaching media. One thing needs to be known that not every single educator knows and uses ICT as their media, some of them use it rarely, even never. This fact which the researchers try to figure out.

Computer education is considered to prepare students for the "information age" by teaching basic skills necessary for the labor force. Also "computer literacy" is used to describe skills and knowledge of computers needed to prepare students for global

competitiveness and career development. Today, the term encompasses computer interaction skills such as keyboarding and the use of basic software.(Iinuma, 2018)

There are positive attitudes to the administrative use of ICT among student lecturers. Furthermore, they recognized that student-lecturers understand digital tools as key tools in academic life that affects the quality of their education. This is particularly evident regarding the possibilities for easier contact and collaboration between students and lecturers, easier access to information and literature, and more variation in the use of learning materials. (Geir Ottestad, 2014)

Tømte, et al found that the development of professional digital competence all over is weakly organized at the management level of lecturer education programs, and that most programs lack a comprehensive approach to the development of such skills. They figure out that it is necessary to have better cooperation between practice schools and lecturer training institutions. This means that supervising lecturers need higher digital competence and schools need better digital equipment. (Tømte, Kårstein, & SOlsen, 2013)

Evidence suggests that lecturer education institutions and programs still have some ground to break before they fully integrate digital competence into their practice. Student lecturers are most likely not prepared to integrate the fostering of mandatory digital competence in their subject teaching even when they graduate. Thus, digital competence is often neglected or reduced into more shallow and instrumental activities, like learning to use the computer or searching the Internet. On the other hand, it is also necessary to provide a clear concept of pupils' digital competence for lecturers to use. Even this might be a demanding task, as digital competence is by no means clearly or unambiguously defined.

Language lecturers is limited, but not always, in teaching skills, listening, reading, writing, and speaking. Those major action tends to challenge lecturers to have a good competence in delivering material with the technology update nowadays.

b. LITERATURE REVIEW

Digital literacy is defined as 'those capabilities which fit an individual for living, learning and working in a digital society'. Technology skills in user groups and

technology as ‘a neutral tool’ have reconceptualised digital literacy, like other literacies, as a social and cultural practice. This ‘critical’ approach to digital literacy focuses on ‘how meaning is constructed, by whom and for what purposes’ and the challenges of ‘attempting to retro-fit new socio-cultural practices into conceptions of ‘literacy’. In practice, critical digital literacy involves individuals making informed decisions about what technologies to use in the light of their needs and their disciplinary practices. (Kosnik et al., 2016)

Core literacies included any literacy that academics need to meet existing University policies. For example, as the University has an e-only Submission policy for text-based assignments, ‘e-Submission’ was a core literacy.

Digital teaching and learning materials and resources are widely perceived to be more shareable and reusable than traditional printed versions, and the rhetoric behind notions of an open content ‘movement’ with associated reputational, promotional, and efficiency benefits is persuasive and enticing. (Goodfellow & Lea, 2013)

Krumsvik in Lund provides a definition of digital competence specifically for lecturers: “Digital competence is the lecturer’s ability to use ICT with a good pedagogical-didactic ICT understanding and to be aware of how this might impact the learning strategies and educational formation of pupils”. This means that the lecturer must make decisions about what kind of digital tools should be used in each teaching situation, how they should be used and why. (Elstad & Christophersen, 2017)

The UNESCO framework for lecturers’ ICT competence elaborates various aspects of lecturers’ digital expertise and levels of progress within them. These aspects are a) policy and framework, b) curriculum and assessment, c) pedagogy, d) knowledge and skills, e) learning environments and administration, and f) personal development and professional understanding. (Tyner, 2014)

Literally literacy, according to dictionary, is an ability to read and write, while competence means the ability to do something well of effectively. Erstad stated that competence is a more comprehensive term than skills. Competence includes both the technical aspects relating to the management of hardware and soft-ware and the more cognitive aspects related to knowledge and education. (Elstad & Christophersen, 2017).

Specifically, this research deals with Lecturers' competence in teaching online in the pandemic era. This research will figure out their competence using digital matters during their activity since planning until evaluating. The lecturers' themselves are taken from English Lecturers', who obviously deal with language,

Lund et al. argued that the use of digital technology in lecturer education should be aimed at promoting pupils' knowledge construction in the classroom. This means that student lecturers need to learn how to transform their theoretical knowledge into subject-specific didactics, classroom management, and assessment of how students make productive use of available cultural resources. (Elstad & Christophersen, 2017)

Mainly this research refers to the theory from Ottestad cited in Elstad who proposed three main dimensions to describe lecturers' professional digital competence:

1. Generic Digital Competence cuts across subject disciplines and specifies the general knowledge and skills that lecturers, lecturer educators and student lecturers alike should obtain in order to function as digital educators. This dimension is most likely identical, or very close to, the already existing descriptions of general digital competence.
2. Didactic Digital Competence captures the digital specifics in each subject that the individual lecturer educator deems significant. It is in this dimension that the actual distinctive differences in the didactics between subjects would be described, for example, mathematics taught with ICT versus foreign language or pedagogy taught with ICT.
3. Professional Oriented Digital Competence describes digital traits of the extended teaching profession, the question of what lecturers need of digital literacy in other parts of the job, for example when they are planning subject lessons, sorting evaluations, recording marks and detention, communicating with parents and other groups, etc. (Elstad & Christophersen, 2017)

Ottestad et al. cited in Elstad elaborated more a model aimed at lecturers' digital competence development. The model consists of five core areas of professional digital competence:

a) prepare students in a digital environment,
b) develop learning experiences and a learning environment,

c) design work environments,
d) promote and model digital democracy and accountability, and
e) participate in professional development. (Elstad & Christophersen, 2017)

Those dimensions are elaborated into specific indicators which are applied to the respondent through questionnaire. There are 20 (twenty) questions in questionnaire which covered their digital competences above. The data are collected from observation and interview as well.

An idea of an everyman as an omnipotent information seeker and user of information systems has been one of the most enduring mantras of the information society discussion. A *homo informaticus* of the new information society is defined by his or her digital competence. The prevailing discourse suggests that the development of search engines has made every one of us capable of searching and finding the information we need. Simultaneously with underlining the new possibilities offered by technologies for anyone, the importance of having digital skills has been hailed to become a new global priority. There is a tendency to see older people as a problematic group who need to learn new skills to survive while computer-game-oriented youngsters have been the forerunners of the new society. The skills they have learned while they grew up have been praised and those born during the two last decades of the 1900s have been called digital natives and the Google generation. (Huvila, 2012)

An important principle is that literacies of the digital are directly related to individual identity, an individual's stance towards knowledge in digital forms. We can see anxieties about this issue in the emphasis on 'evaluation' and 'judgement' in models of digital competence. Most of these models posit judgement as a higher-level skill that emerges from other skills such as finding and sorting information. From a situated practice perspective, however, judgement is not a skill so much as a stance towards knowledge that can only be occupied by a person who has had experiences of a kind. These include the experience that her judgement is legitimate, and the recognition of alternative standpoints which allow a critical relationship with knowledge to be exercised. (Goodfellow & Lea, 2013)

c. METHODOLOGY

The method of this research is a descriptive research design; this research design is very suitable for this study since it fulfills the characteristics of qualitative research. The data is gathered from observation, document, and interview, in other word it's called triangulation method. According to Creswell, the qualitative research is the one in which the inquirer often makes knowledge claims based primarily on construction perspectives (i.e. the multiple meanings of individual experiences socially and historically constructed, with an intention of developing theory or pattern). The qualitative approach was used to describe the characteristic of the data (Creswell, n.d.).

Based on explanation above, the qualitative research is a case study because of its characteristics and result descriptive data. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research is The Lecturers' of Putra Indonesia University ability in applying ICT in teaching-learning process.

This research uses analytical descriptive method which describes the object of the research and describes the whole data systematically and accurately. Therefore, the data will be described clearly as suitable as the fact. Creswell stated that analytical descriptive method is describing the facts than continued by the analysis. The analysis is conducted based on the available literature which is analyzed and interpreted based on the theory, and then it is followed by the description of the research result (Creswell, n.d.).

d. FINDINGS AND DISCUSSION

The participants were taken from Literature Faculty of Universitas Putra Indonesia, their identity can be seen below.

Table 1. Respondent Identity

No	Name	Status	Age
1	Titin Lestari, M.Hum	Permanent Lecturer	31 - 40 years old
2	Rizky Tazkiyatul Ummami, M.Hum	Permanent Lecturer	31 - 40 years old
3	Meiyanti Nurchaerani, S.S., M.Hum	Non-Permanent Lecturer	41 – 50 years old
4	Ahmad Rijal Nasrullah, M.Hum	Non-Permanent	20 – 30 years old

		Lecturer	
5	Indri Larassanti, M.A	Permanent Lecturer	31 - 40 years old
6	Hj. Librilianti Kurnia Yuki, S.Pd., M.Pd.	Permanent Lecturer	41 – 50 years old
7	Dr.Hj.Sri Erwini Christine,M.M.Pd	Non-Permanent Lecturer	> 51 years old
8	Taufik Awaludin, M.A	Non-Permanent Lecturer	31 - 40 years old
9	Rysa Sahrial, M.Kom	Permanent Lecturer	31 - 40 years old

Generic Digital Competence

This competence is covered by observation and questionnaire. Observation is taken from conference media usage while interview is represented by 4 questions. The finding of those result can be seen in the figures below.

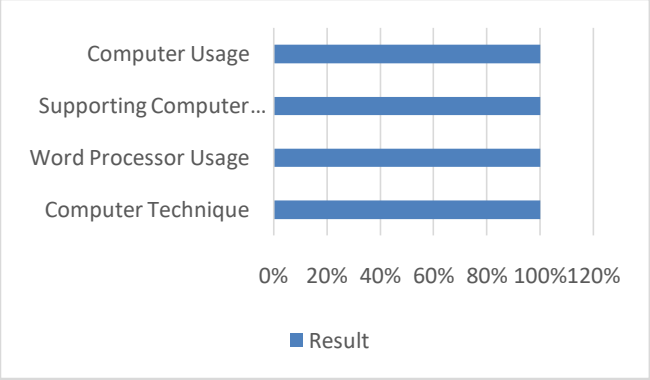

Figure 1. Questionnaire Result of Generic Competence

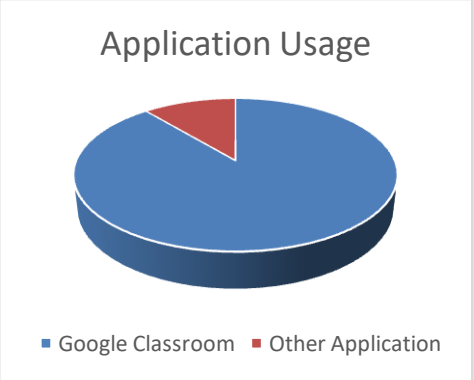

Figure 2. Observation Result of Generic Competence

According to the finding above, it can be concluded that almost all of lecturers (94%) prove their competence in this type, in the other word this competence is well mastered by all lecturers.

Didactic Digital Competence

This competence is covered by document, observation, and questionnaire. Document is taken from type of assignment given to the students, while observation is

taken from various media usage by the lecturers, and interview is represented by 3 questions. The finding of those result can be seen in the figures below.

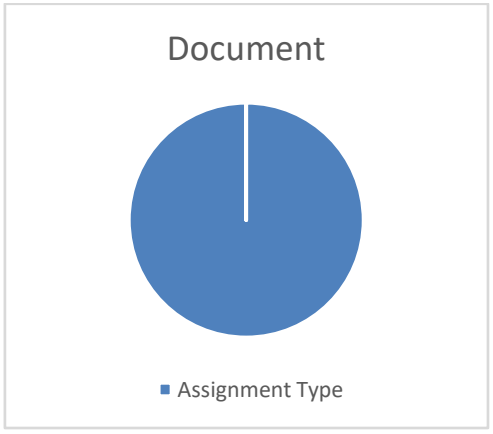

Figure 3. Document Result of Didactic Competence

Figure 4. Observation Result of Didactic Competence

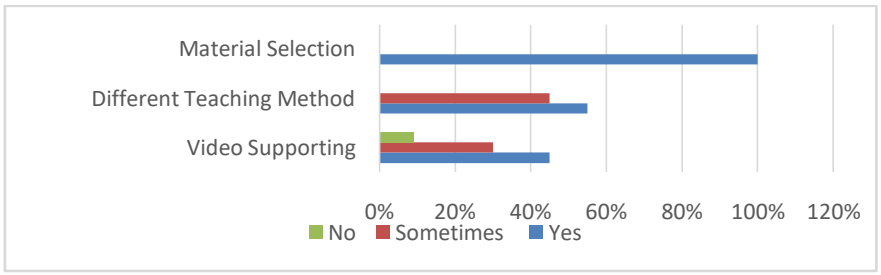

Figure 5. Questionnaire Result of Didactic Competence

Document analyses showed that all lecturers used students' assignment type given by the faculty. From observation, there are 55% lecturers who used different teaching media which later depends on their lesson plan and lecture. And the last from the questionnaire above, it showed mostly of the lecturers (67%), from average point, passed this competence.

Professional Oriented Digital Competence

This competence is covered by document, observation, and questionnaire as same as previous competence. Document is taken from lesson plan made by the lecturers and final score format. while observation is analyzed from the way and media used by the lecturers and students. Interview is represented by 3 questions, competence of accessing

reference from internet, competence of searching material/ source, and competence of making lesson plan online. The finding of those result can be seen in the figures below.

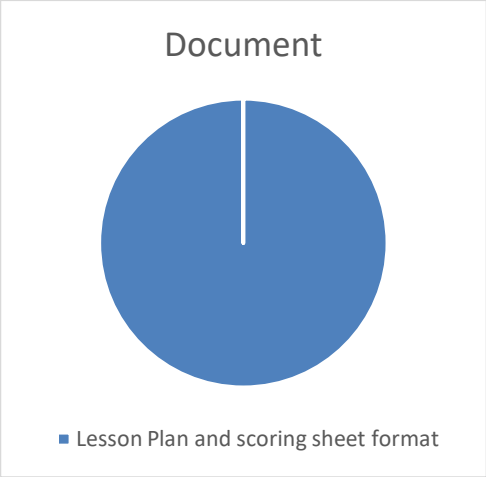

Figure 6. Document Result of Professional Oriented Competence

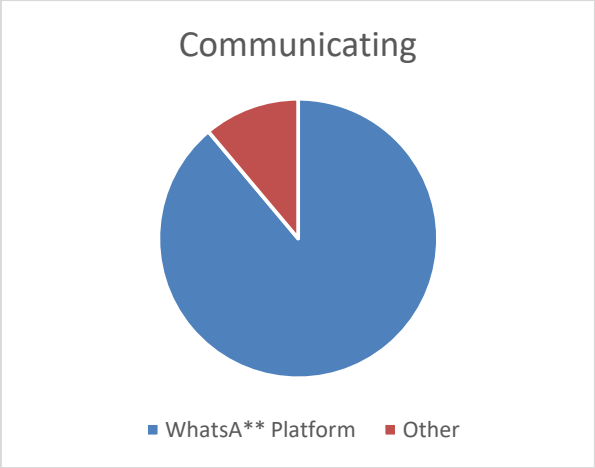

Figure 7. Observation Result of Professional Oriented Competence

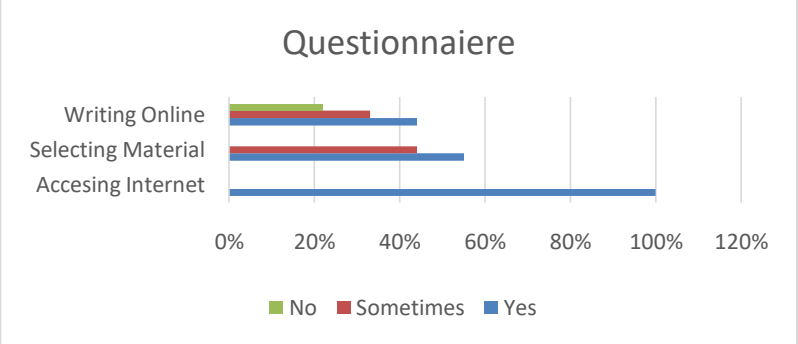

Figure 8. Questionnaiere Result of Professional Oriented Competence

Document analyses showed that all lecturers have passed the requirement the faculty set. The faculty has set the format of Lesson Plan in certain way while final scoring sheet is required in certain format. Observation analyses showed mostly lecturers (89%) have used online media for communication. It means they have online competence for communicating. The last data, questionnaire, indicated that almost half of lecturers (44%) have used creating lesson plan and other writing things online, while some lecturers (33%) sometimes have conducted it. Those percentages indicate that most lecturers have online competence in professional oriented digital competence.

e. CLOSING

The elaboration from previous chapter clearly indicated that lecturers where the researcher conducted the research have passed all the competences, generic, didactic,

and professional oriented digital competence. The lecturers have good competence dealing with digital matter nowadays. This research can be used as comprehensive consideration for other language lecturers to improve their digital competence. It can be used as well by the institution in preparing their lecturers in order to improve their capability. Furthermore, this research can be continued by conducting research to the students as part of teaching-learning process. It might seem to be important to do since a good teaching learning process comes from two other sides, the lecturers and the students.

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