

TRAINING FOR TRAINERS IN CRITICAL DIGITAL LITERACY SKILLS FOR TEACHERS' ACTIVIST

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Abstract

Internet users in Indonesia has increased in the last three years. In 2021-2022, there are 77.02% (more than 210 million people) of Indonesia's population who are penetrated by the internet. Unfortunately, Indonesia's digital literacy is in the moderate stage with a score of 3.49. The level of digital literacy in Indonesia is not well distributed. People living in rural areas have a lower digital literacy index than those living in urban areas. Based on this situation, there is the potential to produce digital literacy training. Teachers in rural areas may become role models in forming a critical mindset to their students in digital media. To hold this training, we collaborate with Sekolah Guru Indonesia Dompot Dhuafa. The participants passed some selections before joining this training. This training is part of Digital Literacy Education Series Program for Teachers. Participants consisted of 20 teachers who represented various regions in Indonesia. The training was held online and consisted of two parts of meetings. The output of this community development program is a book titled Reflection on Media Awareness written by participants, and Podcast Intellectual Property Rights made by the best participants.

Kata Kunci : Digital literacy, Critical thinking, Training of trainer, Teacher, Media learning

INTRODUCTION

The internet plays a very important role in human life. Especially during the pandemic, the internet has become an infrastructure in communicating, shopping, selling, transactions, and finally education. Now almost all daily activities are used through digital platforms. So, it's no wonder that more and more Indonesians are using the internet. Internet penetration in Indonesia has increased in the last three years. In 2018, the internet users rate reached 64.80%, then increased to 73.70 in 2019-2020. In 2021-2022, there are 77.02% (more than

210 million people) of Indonesia's population who are penetrated by the internet (APJII, 2022).

The high number of internet users certainly has consequences. If it is not accompanied by a high level of digital literacy, the negative impact will be even more real. Currently, Indonesia's digital literacy is in the moderate stage with a score of 3.49. However, the level of digital literacy in Indonesia is not well distributed. People living in rural areas have a lower digital literacy index than those living in urban areas (Katadata Insight Center & Kominfo, 2021). This is due to the lack of access to new knowledge, lack of exposure to the function of education, information, and

positive cultural transformation from previous mass media (Angraini, 2021).

Based on these conditions, teachers in rural areas play an important role as agents of change in forming a critical mindset. Teacher may become one of the Pillars of digital Literacy which then affects the actions of their students in media digital. That is why we collaborate with Sekolah Guru Indonesia (SGI) to conduct Training for *trainers* Level 2. This program is part of Digital Literacy Education Series Program for activists' teacher at Sekolah Guru Indonesia Dompot Dhuafa (Angraini, 2022).

Each trainer has conducted the first digital literacy training for teachers in rural areas close to their residences. This previous training can accelerate the equalization of their digital literacy skills. Thus, there are more digital literate teachers who can develop the critical thinking and actions of their students in digital media. The participants of the Training for Trainers Level 2 are activists from "Sekolah Guru Indonesia" which consist of 20 teachers from various regions in Indonesia. We are aware that to understand the needs and obstacles faced by teachers in carrying out their profession in rural areas, a teacher is needed to be their trainer.

The solution to the problems above is to provide assistance by giving training to the target community with the following materials: 1) Media and Digital Literacy Skills; 2) Creating Digital Learning Articles; 3) Creating Digital Learning Podcasts; 4) Creating Digital Learning Videos.

In addition to providing materials, our Community Development team also provides a discussion room. These materials hopefully able to make the teachers understand more and improve their digital literacy skills. So that, after joining this training their capacity for teaching and educating their students will be increase.



Picture 1. Critical Digital Literacy Skill Materials (Potter, 2013; Jenkins, 2009; Japelidi 2020)

SGI is an organization under the auspices of the Education division Dompot Dhuafa. In 2009 Dompot Dhuafa held teacher leadership training and declare its commitment to empowering and improving the quality of teachers. SGI's teachers reach more than 5,000 people and are spread across 34 provinces throughout Indonesia. SGI's head office is located on Jl Raya Parung Bogor KM. 42, Bogor Regency, West Java.

METHODOLOGY

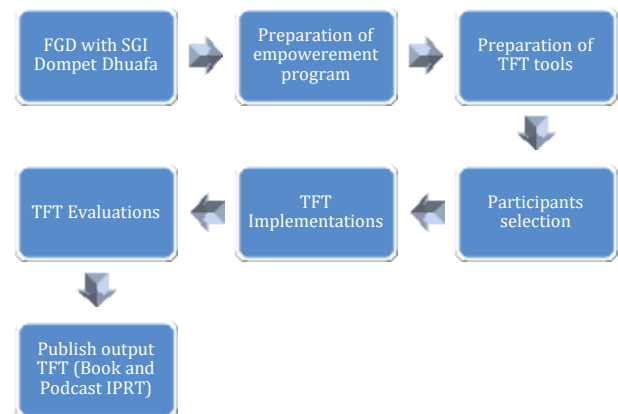


Chart 1. Program Methods (planned by community development program teams)

In doing the training, we took several steps: 1) First, FGD with the representatives of SGI Dompot Dhuafa. In this discussion sessions, we do the exploration about the problems and needs to fix

the previous program in terms of educating the teacher in rural area especially asynchronously. From this FGD, we agreed to make a series of digital literacy education program that suitable for teachers in rural areas to engage with digital learning; 2) Second, we do preparation of this empowerment programs from the human resource with responsibility for the works, the concept and the timeline of the programs that would be held in two levels; 3) Preparation of TFT tools such as selection poster for participants, zoom for online class, PPT for the materials, the module and assignments for each materials, et cetera; 4) Participants selections done by three type of test, there were administrative selections (to see the motivation), digital content portfolio, and interview (for assessing the commitment in joining the program); 5) TFT Implementations in two levels. The first level focuses on the reflections of awareness in media digital activity. The second level focus on the practical in the process of critical digital literacy skills through producing learning digital tools which are article, podcast and video; 6) TFT evaluations done by questionnaires about the curriculum, trainer, effective time, committee services, and expectations for the continuity of the programs; 7) There are 2 outputs of this program, the book of learning article from participants and intellectual property right for podcast made by the best participants. The published output did last because the long process of the editing both of article and the podcast.

RESULT AND DISCUSSION

Before starting the "Training for Trainers" program for digital literacy education for SGI activists at Dompot Dhuafa, potential participants had a selection process that includes an assessment of digital literacy and an interview. This is to ensure their abilities and commitment, considering they will be training other teachers.

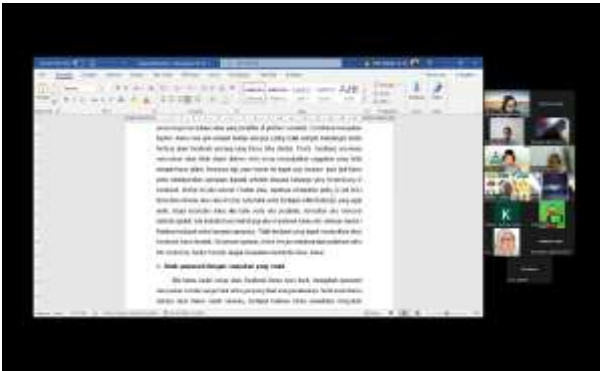
Selected participants are then invited to join a WhatsApp group to facilitate communication,

introduce themselves to other participants and the community development team. The participants also may use the WhatsApp group to coordinate tasks and materials, and build a network, which is a key aspect of digital literacy skills. The training held in November 2022 virtually due to the pandemic and the widespread locations of the participants across Indonesia.

The training consists of two meetings, each covering comprehensive topics. In the first meeting, participants are informed about the character of the internet and have discussions about its potential impacts. Then, they are given materials about what kind of society is formed because of the internet. In the second meeting, participants are informed about digital literacy skills and how to apply them in their teaching profession and daily life.

Each meeting includes materials, discussions, and tasks to deepen participants' understanding and evaluate their level of digital literacy. These two materials used Digital Literacy Skill Module (Anggraini and Febria, 2021) and Information Literacy Skill and Plagiarism Module (Pertiwi, 2021) which were output of previous program.

The learning platforms we used are Zoom with a duration of around 2 hours for each meeting, and the WhatsApp group. Considering that there are two topics of debriefing material in order to provide a more comprehensive understanding of digital literacy, this activity was carried out in stages over four weeks: 1) Media & Skills Digital Literacy Learning held on Friday, 4 November 2022 via Zoom Meeting; 2) Make Learning Media and Digital Article, held on Friday, 11 November 2022, 16 WIB via Zoom Meeting; 3) Make Learning Media and Digital Podcast held on Friday, 18 November 2022 at 16.00 WIB via Zoom Meeting; 4) Make Learning Media and Digital Learning Video held on Friday, 02 December 2022 at 16.00 WIB via Zoom Meeting.



Picture 2. Coaching for Learning Article with Expert



Picture 3. Coaching for Digital Learning Video with Expert



Picture 4. Book of Learning Articles written by Participants



Picture 5. The Best Digital Learning Podcast by Participants

Unfortunately, only one podcast fulfills the criteria of digital learning content, the other podcast by participants did not fulfill the grade criteria. For digital learning video, there's no one who can fulfill the grade criteria. Besides, the learning article written by participants fulfills the grade criteria after coaching with expert. The revised process needed at least three times after proofreader by trainers' team and expert.

This fact proves that mastering critical thinking in digital literacy skills cannot be done in a short time but needs improvement attempts several times. In the process of digital learning media, there must be basic skills, basic knowledge, willingness to ask questions and self-reflection (Weissinger, 2008 in Nuraida, 2019). In the coaching session, trainers and experts try hard to motivate participants to ask more about digital learning making difficulties. As a result, it does work for learning articles. However, it did not work for digital podcast and video learning due to the busyness of the participants. They don't have enough time to revise the podcast and video learning for several time since it does need many tools to be skilled.

Our partners, SGI Dompot Dhuafa also participate in the training program. They help with administrative processes such as providing

invitations and certificates for participants and trainers and collecting data on participants. Through this active participation, the team has easily monitored and evaluated the achievements of each material that is given to the participants. This ensures the quality of the program.

Table 1. Recap of participant satisfaction results

	Assessment of activities	N (%)	S (%)	VS (%)
1	Topics of the training relatable with what participants needed	9,1	18,2	72,7
2	Duration of training sufficiently	9,1	18,2	72,7
3	Trainers deliver the topics clearly and easy to understand	9,1	9,1	81,8
4	The committee give good service	9,1	18,2	72,7
5	The local community accepts and expects this program now and in the future	9,1	9,1	81,8
Average (= 90,9)			14,56	76,34

VS = Very Satisfied; S = Satisfied; N = Neutral

The output of this community development program is publication in the mass media, book of digital literacy awareness written by participants title Reflection on Media Awareness (ISBN 978-623-498-454-5 (PDF)), and Podcast Intellectual Property Rights made by the best participants.

CONCLUSION

The implementation of the community development Training for trainers Program Level 2 for the Teacher Digital Literacy Education series program for Sekolah Guru Indonesia Activists Dompot Dhuafa was held very successful. This is based on the satisfaction assessment of the participating teachers who consider this program

useful and needed both now and, in the future (90,9%). As the results, learning articles written by teachers were successfully recorded with the title Reflection on Media Awareness (ISBN 978-623-498-454-5 (PDF)) and the best learning podcast to get IPR, both achieved with several times of revision process. The qualitative research of evaluation in improvement of critical thinking digital literacy skills of participants during the program needed to see the dynamic's process in order to develop the continuity of the program.

The suggestion for the program is Training for trainers for Teacher Digital Literacy Education will be continued to other regions to increase the number of local digital literacy trainer. So that, the equitable distribution of digital literacy skills of teachers in rural areas can run faster.

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