The Impact of Digital Literacy on Indonesian Language Development

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ABSTRACT

This study aims to explore the impact of digital literacy on Indonesian language development. Digital literacy is becoming increasingly important in the current digital era, with its widespread influence on various aspects of life including language. This research uses a qualitative research method with a descriptive approach to explain in depth and comprehensively about the influence of digital literacy on Indonesian language development. The descriptive method allows researchers to collect and analyze data in the form of words, pictures, and information from books, journals, and other relevant scientific works. This is in line with the research objective to gain an in-depth understanding of how digital literacy affects the use and development of Indonesians in various contexts. The results of this study show that the prospects and implications of digital literacy in the development of Indonesia, confirm the importance of using information and communication technology (ICT) to improve language skills. Digital literacy provides quick and broad access to various sources of information and learning materials in Indonesian, enabling users to create and share creative content on various digital platforms. In addition, digital literacy supports collaboration and social interaction, enables more innovative teaching methods, and increases awareness and appreciation of the Indonesian language.

INTRODUCTION

Technological advances have had a major impact on our lives and interpersonal interactions. Technology facilitates access to information, allowing us to obtain the latest news, academic research and practical advice quickly and easily. This information can be viewed at any time and from any location using a smartphone or tablet. Additionally, the way we interact with public services continues to evolve. Many government services, including tax payments, driver's license renewals, and school registration, are now available online, simplifying administrative operations and reducing the need for physical queues.

The COVID-19 epidemic has led to the acceptance of remote work, with technologies such as video conferencing, email, and online collaboration tools making it possible to work from home efficiently. It also allows collaboration with colleagues from other parts of the world. without needing to meet physically. Social media and instant messaging services like WhatsApp, Facebook, and Instagram make communicating with friends and family easier, allowing us to share important moments, connect in real-time, and bond even when we're far apart.

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COVID-19 has led to the acceptance of remote work, with technologies such as video conferencing, email, and online collaboration boration tools making it possible to work from home efficiently. It also allows collaboration with colleagues from other parts of the world. Technology enables distance education through e-learning platforms, where students can take online classes, access digital open materials, and participate in virtual discussions, making it easier for students and teachers while expanding access to education to remote areas. Digital media also has an impact on language teaching, with free digital materials such as e-textbooks, films and animated graphics making learning more interactive and engaging. According to Project Tomorrow (2012), educators are more likely to use technology tools than the general public, with 54% of teachers and 70% of administrators using mobile phones for work, and 52% of teachers and principals taking online courses for training. The ability to operate office software is considered a fundamental skill in digital literacy. Create and edit photos, audio, and video, and browse the internet using web browsers and search engines. Teachers of various disciplines in secondary schools must have these skills, as do students who can read and write.

In this context, digital literacy refers to more than just the ability to write and read on a computer. Digital literacy includes fundamental skills such as using and producing digital media, conveying and utilizing information, and participating in social networks to generate and share knowledge. Additionally, digital literacy encompasses a wide range of professional computing skills. According to Tour (2015), mastery of digital literacy can boost a person's sales value, 'added value' and competence in various areas of life. Socially, digital literacy is very important because someone who is not digitally literate (technology illiterate) will most likely be excluded from social interactions. In

today's digital era, the ability to communicate with digital platforms, understand and handle information obtained from the internet, Maintain and develop social networks requires active participation in online groups. Individuals with strong digital literacy can more easily participate in various social, educational and professional activities, thereby improving their quality of life and opportunities for success in various professions.

(Harjono, 2019) explained that digital literacy consists of information and communication technology skills, critical thinking, collaboration skills, and social awareness. Eshet Alkalai and Chajut (2009) developed a framework that includes a number of key digital literacy skills. First, photovisual literacy refers to the capacity to operate effectively with digital environments that rely on graphic communication, such as user interfaces. Second, reproductive literacy refers to the ability to produce real and meaningful written works and works of art by reproducing and changing pre-existing digital texts, images and audio files. Third, the literacy branch refers to the ability to acquire knowledge through nonlinear navigation through knowledge domains, such as the Internet and other hypermedia platforms. Finally, information literacy is the ability to consume information critically and distinguish disinformation. and biased. This combination of capabilities is important to prepare society to adapt and function effectively in the digital era.

In research (Arima et al., 2022) entitled "The Influence of Digital Literacy on Student Learning Outcomes of SD Inpres Bangkala III Makassar City" explains that based on the results of the author's descriptive and inferential data analysis, as well as discussion of the author's research results, a conclusion can be drawn, namely that there are The influence of digital literacy on student learning outcomes in SD Inpres Bangkala III Elementary School subjects, Makassar City. Meanwhile, digital literacy based on video media can be developed to teach various subjects as a whole and present educational material from various points of view. Many videos are now available on YouTube and the internet. Films are used as a method of conveying lesson material in a fun way, especially for learning in elementary schools. Students like interesting things, and films can be turned into interesting anecdotes that are funny but still include components of educational material.

In research (Sari et al., 2022) entitled "Digital Literacy: Impact and Challenges in Language Learning" shows how the use of digital tools in the classroom can stimulate, support and facilitate teachers and students in English classes. It can be concluded that the emphasis of the digital era is not only on learning facilities, internet connections and online resources, but also on teachers' readiness to be digitally literate, which is important in the context of adopting digital teaching. Digitally literate children understand how, why, and when to use digital tools. They recognize opportunities to

use digital technology, express innovative ideas, review information, and think critically.

The presence of the 4.0 era provides optimism as well as serious problems for society. This era is characterized by a high level of technological integration into everyday life, with machines and automated systems replacing many human activities. This transformation requires adaptation from all aspects of society, including workers who must be highly skilled. In this situation, workers need the ability to solve problems effectively, think critically and be creative. Apart from that, technical expertise is also needed (Ariyati, 2022).

Digital Literacy

Many academics have proposed various definitions for "digital literacy". Gilster's classic book (1997) defines digital literacy as the capacity to absorb and use information in various formats originating from various sources and presented via computers. This phrase has evolved over time, becoming more specialized and expanding its definition. Hobbs (2017) provides a recent definition stating that digital literacy includes a set of knowledge, skills and competencies necessary to thrive in a technology-driven culture.

Given that information, entertainment, and persuasion are now shared both digitally and in person, and social and professional relationships develop through the interactions of social media, mass media, and popular culture, everyone must be able to access, analyze, create, reflect, and act using a variety of digital devices, ways of expression, and communication tactics. In other words, everyone must have digital literacy skills.

According to an Australian Government report (2016), digital literacy consists of knowing how to use various technological devices to access information, solve problems and perform difficult activities. This word also involves understanding how to behave safely and ethically online. Hague (2011) defines digital literacy as the ability, knowledge and understanding to use technology and new media to create and distribute meaning. Digital literacy also requires an understanding of how communication technology influences the creation of meaning, as well as the ability to transfer and disseminate knowledge available on the internet.

Furthermore, (Jones-Kavalier & Flannigan, 2008) suggests that digital literacy is defined as the ability to complete tasks efficiently in a digital context. This involves the capacity to read and analyze media, replicate data and images through digital modification, and assess and apply new knowledge gained in a digital context. Therefore, a person must not only be able to operate digital equipment and software, but also have complex cognitive, physical, social and emotional skills in order to use the digital world effectively (Munger et al., 2021). More specifically, these two authors state that digital literacy involves five main skills in the digital aspect: (1) photo-visual skills, namely the ability to understand graphic displays; (2) reproduction skills, including the

ability to use digital reproduction. to innovate using pre-existing materials; (3) hypertextuality skills, or the ability to make nonlinear connections between previously studied material and other sources of information; (4) the ability to assess the reliability and quality of information; and (5) socio-emotional skills, or awareness of online norms and the capacity to navigate those norms to interact with others.

Similarly, digital literacy is a combination of social awareness, critical thinking, collaboration skills, and knowledge of information and communication technology. In other words, functional skills relate to knowledge and efficient use of digital technologies, the capacity to evaluate and share digital content, being aware of safe and appropriate online behavior, and knowing how, when, why and with whom the technology is used. considered a component of digital literacy.

Understanding Language

Language is a tool for daily interaction and communication with other people, language is necessary. A person can view language as a tool to communicate their deepest thoughts and feelings (Gusnayetti, 2021). Humans can engage and communicate with each other to share ideas, opinions, experiences, feelings, and even information easily because of language. Language facilitates engagement and communication as well as the acquisition of knowledge, information and other insights.

Language also functions as an instrument or vehicle for culture. Even though there are various forms of communication tools and channels, language is still the main means of cultural continuity. Without language, it is difficult to see how civilization could function, grow, and create a culture. From the moment you wake up to the moment you go back to sleep, even when you reflect on life (Azizah, 2019) . Language has various purposes for humans, including facilitating communication, enabling self-expression, helping adapt to the environment, and controlling listener behavior. Simply put, language plays an important role in facilitating everyday life.

Indonesian

The language that unites the country is Indonesian. According to Aziza (2019), Indonesian is the official language of our nation and the language we use every day. There are several guidelines that you must adhere to in order to speak Indonesian well. For Indonesian people, Indonesian is the main language of communication. From a philosophical point of view, language and human expression of the reality of life are interrelated. This shows that the extent to which Indonesian is used is greatly influenced by the success of its development.

There are four formal classifications of Indonesian: official, national, provincial, and monolingual. As the Indonesian language advances, this language also functions as a language of science and culture. Each of these roles has its uniqueness. But in reality, these functions can appear in an event at the same time or only one or two at a time.

Indonesian has undergone various modifications, including Van Ofuisen Spelling, Republic Spelling, Latest Spelling, Melindo Spelling, New Spelling, Improved Spelling (EYD), and most recently, General Guidelines for Indonesian Spelling (PUEBI). This refinement process is what differentiates it from its predecessor, Malay, which is Indonesian.

The fast and abundant availability of information in today's digital world creates many choices. This material can be used for personal development, including in the field of education, especially in learning Indonesian. Global advances in information technology provide opportunities for intensive and successful development of the Indonesian language. The use of technology in English education can provide benefits for students by increasing accessibility and improving the quality of learning. In addition, with proper language mastery, information technology can help reduce undesirable impacts such as the spread of fake news. Effective acquisition of Indonesian can give people the literacy skills needed to filter information and avoid hoaxes. Therefore, the development of information technology not only helps language development but also plays an important role in creating a more critical and knowledgeable society. Therefore, this research will discuss the prospects and implications of digital literacy for the development of the Indonesian language, and how Indonesian language learning is based on digital literacy .

RESEARCH METHODE

This research uses qualitative research methods with a descriptive approach to describe in detail and comprehensively the impact of digital literacy on the evolution of the Indonesian language. Descriptive techniques are very appropriate to the theme of this research because they attempt to describe phenomena, explain the relationship between digital literacy and language development, and examine various connected data sources.

Descriptive techniques allow researchers to collect and analyze data in the form of words, images and information from books, journals and other relevant scientific publications. (Meleong, 2016) This is in line with the research objective of gaining a comprehensive understanding of how digital literacy influences the use and development of Indonesian in various environments. By avoiding quantitative data in the form of numbers, this strategy allows for more in-depth and extensive research on the topic being studied. Furthermore, the use of written materials from books, scientific journals, and previous research allows researchers to provide a complete picture of the impact of digital literacy. This data is useful for investigating a variety of topics, including changes in language use, language adaptation to digital technology, and the impact of digital literacy on the development of language knowledge and skills.

RESULT AND DISCUSSION

Prospects and Implications of digital literacy in the development of the Indonesian language

The development of the Indonesian language through digital literacy involves the use of information and communication technology (ICT) to improve language skills, both in terms of understanding, use and dissemination of the Indonesian language. The following are some of the contributions of digital literacy to the development of the Indonesian language (Ariyati, 2022) :

1) Access to information And material training . Digital literacy delivers access fast And wide to various source And material learning Indonesian . This including e-books, articles , videos, and online learning platforms that can You use For increase understanding And use Language the .

2) Creativity And making content . Digital technology delivers chance to public For make And share content in Indonesian . Through blogs, vlogs , podcasts and social media , users can express yourself in the digital world , share science , and enrich Indonesian content .

3) Cooperation And interaction social . Digital literacy supports collaboration And interaction social across digital platforms . User can participate in forums, online discussions , and group Study use Indonesian so increase ability communication And interaction in Indonesian .

4) Teaching And innovative learning . Teach Indonesian uses digital technology makes it possible method learn more interesting And effective . Teachers can using multimedia, applications learning interactive , and game educative For make learning more pleasant And increase understanding student .

5) Increase awareness And understanding Language . Digital literacy too can used For increase awareness And understanding to Indonesian . Digital campaigns , competitions writing , and digital literacy programs can motivating public For understand And use Indonesian with Correct .

6) Oppose information and false rumors . Digital literacy too role important in teach public How identify , evaluate , and respond wrong information And misleading . This matter help guard authenticity And authenticity the content delivered in Indonesian .

7) Documentation And Preservation Language : Digital technology makes it possible documentation And preservation Indonesian with more effective . Digital platforms can utilized For conserve And spread work literature , documents history , and various form expression culture speak Indonesian.

Overall, digital literacy supports the development of the Indonesian language by providing tools and platforms that enrich language experiences, improve reading and

writing skills, and expand language accessibility in an increasingly interconnected global context.

The Department of E-Learning (2015) identified five areas of digital competency: 1) Information: The ability to identify, search, retrieve, store, organize, analyze digital information, and evaluate its relevance and purpose. 2) Communication: The ability to communicate in a digital environment, share resources using online tools, communicate with others, collaborate using digital tools, interact and participate with communities and networks, and be cross-culturally aware. 3) Content creation: creating and editing new content (from word processing to images and videos), integrating and reworking previous knowledge and content, creating creative expressions, media output and programming, as well as the ability to manage and enforce intellectual property rights. And license. 4) Security: Includes personal protection, data protection, digital identity protection, security measures, and safe and sustainable use. 5) Problem Solving: Identify digital needs and resources, make informed decisions about the digital tools that best suit your goals and needs, use digital media to solve conceptual problems, and put technological capabilities to use, solve technical problems, and update skills and other people's abilities.
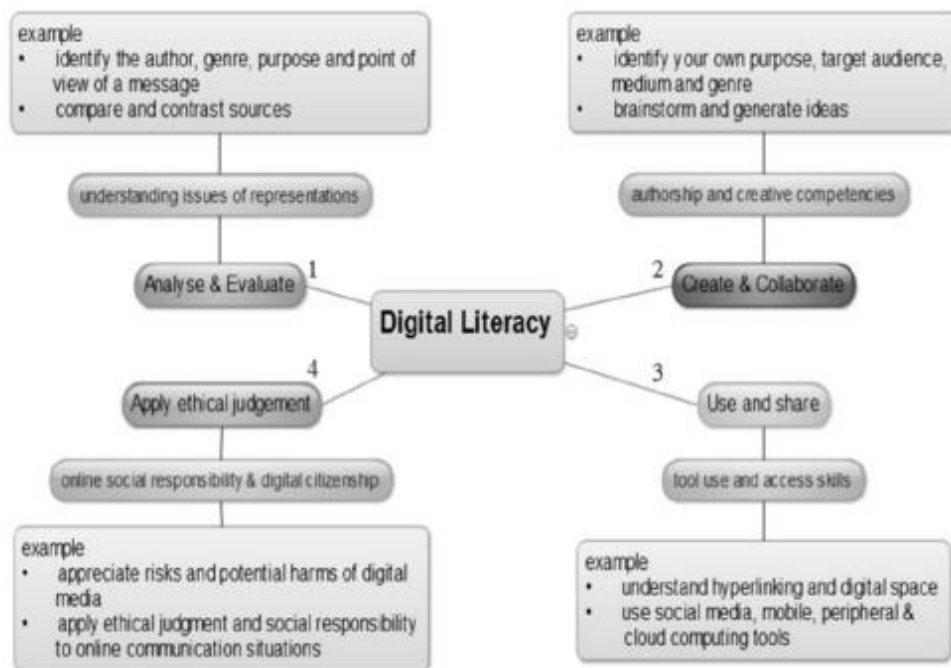
Picture 1.
Digital Literacy Model

(Hobbs, 2012) The digital literacy model is explained by four key elements:
1) Analysis And evaluation . This matter involve analysis message in various the shape And understand presentation problem while identify author ,

purpose , and corner look . Besides that , people evaluate quality And reliability their content accept .

2) Creation And Collaboration : Part This focused on authorship And ability creative. This matter covers activity society where people work The same in a way individual or group For share knowledge And solve problem in family, place work, and community they. This matter Also covers participation active as member public.

3) Use And share : This covers Skills in use tool And access information . Public must capable make content in various form , use language , images , audio, as well as tool And new digital technology.

4) Apply evaluation ethical : This related with not quite enough answer online social and digital citizenship. Public must make responsible choice answer when access information with look for And share material as well as understand information and the ideas they have accept. Besides it , reflects action And communication somebody with practice not quite enough answer social And ethics Also is part important from element This.

This digital literacy model emphasizes the importance of critical skills in information analysis, creativity in collaboration, technical skills in creating and sharing content, and ethical responsibility when using digital technology.

The rapid development of information and multimedia technology requires teachers to adapt their teaching methods to suit the situation and available educational resources. This requirement requires teachers to have knowledge of information technology in order to carry out their duties as educators. This means that traditional teaching methods based on personal contact and oral delivery of material through lectures can be modified so that teaching-learning interactions become more interesting and effective and improve learning outcomes.

Faculty members are also required to have knowledge in the field of information and communications technology (ICT), depending on their specific academic field interests and goals. The use of digital technology such as learning multimedia is very important to improve the quality of learning processes and outcomes. Improving the quality of the process can be determined by the availability of learning materials that suit students' abilities and interests, the use of interesting learning tools, and increasing student involvement in learning activities. Improved results can be measured from students' cognitive, emotional and psychomotor improvements after participating in the learning process.

However, in some places, the demands faced by teachers in this digital era are not balanced with a positive attitude, appropriate knowledge and skills related to the development of digital technology. Teachers tend to prefer traditional teaching methods such as oral explanations, writing on the board, and asking students questions. This

situation is more real in schools that are geographically located outside urban areas. Universities are also in a similar situation. Even though there is a lot of information available to help support learning, some teachers still tend to use traditional teaching methods, namely lectures, questions and answers without using media, thus disrupting the learning process and improving results. Multimedia technology has not been widely used as a means to improve learning

Digital Literacy Based Indonesian Language Learning

With the increasing popularity of foreign language learning among the general public, Indonesian language learning in the digital era needs to continue to be encouraged. Language bodies eventually came up with the slogan "Make the most of your language learning". The slogan is: Prefer Indonesian, preserve regional languages and master foreign languages. Learning Indonesian must be prioritized and optimized because Indonesian people love Indonesian. To make learning fun, teachers have a strategic role in the success of Indonesian language learning. One strategy that teachers can use to balance learning in the digital era is to introduce digital literacy.

The digital literacy used should focus on the individual's ability to think critically and use communication language. This is important to anticipate negative impacts that may arise from the use of digital literacy. Digital literacy is vulnerable to the spread of fake news and disinformation. Additionally, digital literacy is easily misunderstood due to the use of ambiguous language. Learning Indonesian could be a solution in this case. One of the materials that can be conveyed to students is the use of spoken and written language (Hadayani et al., 2020).

Fake news and rumors can arise due to two factors. It is the use of spoken, written, and written diversity. Until now, people do not understand the difference between spoken and written language. Spoken Indonesian is very different from written Indonesian. Because not all written words can be spoken orally and vice versa. The rules of spoken language do not necessarily apply to the rules of written language. This means that these two types of language are very different from each other.

The difference between written and spoken language involves several aspects. First, various spoken languages require face-to-face meetings between the communicator and communicator, while various written languages do not require face-to-face meetings. Second, in spoken language, communication is supported by body movements, facial expressions and facial expressions, so that grammatical elements such as subjects, predicates and objects are not always conveyed completely. On the other hand, written communication lacks visual aids like oral communication, so grammatical elements must be conveyed completely to avoid misunderstandings. Third, the diversity of oral speech is influenced by the conditions, situation, space and time of the meeting, while the diversity of written speech does not depend on these

factors. Fourth, although vocal intonation plays an important role in spoken language, written language relies on punctuation to convey nuance and sentence structure.

Learning Indonesian in the Digital Era Digital literacy has many benefits. For example, to obtain information, upload student work to social media, or answer questions. Information and materials used for learning Indonesian can be easily found in digital format. Students can easily search for information. One of them is at www.google.com. By entering the keywords you want into this application, you can get various types of materials. Google is very helpful for learning. Even after students complete their teacher assignments, they can continue to utilize their digital literacy by uploading their work to social media sites such as Instagram and blogs. Asking can also be done digitally. Many different types of apps have emerged that connect teachers and students, including Edmodo, Webex, Google Classroom, and Google Forms. Online training can be done anytime and anywhere. (Nasrullah et al., 2017).

Learning Indonesian based on digital literacy in the digital era is a necessity. Using digital devices wisely is certainly very beneficial for all parties. However, if used excessively, there are negative risks that can arise, such as physical disorders. Some of the risks of physical disorders include (Naufal, 2021) :

1) Visual impairment. The use of digital devices can cause eye difficulties because the light they emit has a negative impact on vision. Using digital devices at too close a distance has the potential to interfere with vision.

2) Sleep disorders. The use of digital devices can cause a person's sleep hours and duration to become irregular. This is due to the large dependence on digital technology in daily life, which has an impact on a person's sleep patterns.

3) Concentration problems. One of the negative impacts of using digital devices is the loss of the ability to concentrate. This happens because there is no guarantee that students will remain focused on the assignment material given by the teacher.

Impaired digestion. Children who use digital gadgets often resist the urge to eat, drink or urinate which can cause digestive system disorders and result in dyspepsia. Besides, there are children who overeat in real life.

CONCLUSION

The prospect and importance of digital literacy in the development of the Indonesian language highlights the importance of using information and communication technology (ICT) to improve language skills. Digital literacy enables fast and broad access to various sources and learning materials in Indonesian, and allows users to create and share creative content on various digital platforms. In addition, digital literacy supports collaboration and social interaction, enables more innovative teaching methods, and increases awareness and understanding of the Indonesian language. However, the use of digital technology also poses physical risks,

such as visual disturbances, sleep disturbances, difficulty concentrating and digestive disorders. Therefore, digital literacy education that teaches people how to identify, evaluate and respond to false and misleading information is also important. In this context, teachers must be technologically literate to fulfill their responsibilities as educators, which requires a combination of traditional teaching methods and ICT proficiency according to specific disciplines.

Learning Indonesian through digital literacy in the digital era balances the growing interest in learning foreign languages with the Language Agency's slogan "Prioritize Indonesian, Preserve Regional Languages, Master Foreign Languages" which must be adhered to. The teacher's role is very important in developing effective teaching strategies that not only focus on developing critical thinking skills but also on digital literacy, which uses effective language to avoid the negative impact of information conveyed digitally. On the other hand, recognizing the differences between spoken and written language is important in the learning context, because digital literacy facilitates access to learning resources and facilitates effective collaboration and social interaction. However, it should be remembered that the use of digital technology also has physical risks, such as visual disturbances, sleep disturbances, poor concentration and digestive disorders, which must be taken into account when using it.

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