

**THE INVESTIGATION OF TEACHERS' COMPETENCE IN DIGITAL
LITERACY IN THE TEACHING OF ENGLISH AT ISLAMIC SENIOR
HIGH SCHOOLS**

THESIS

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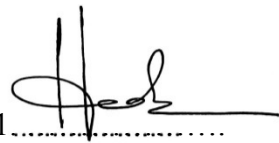
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THE INVESTIGATION OF TEACHERS' COMPETENCE IN DIGITAL LITERACY IN THE TEACHING OF ENGLISH AT ISLAMIC SENIOR HIGH SCHOOLS

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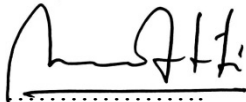
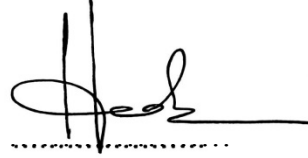

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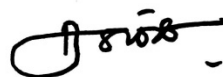
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MOTTO

**“Optimism is the faith that leads to achievement. Nothing can be done
without hope and confidence”**

Hellen Keller

DEDICATION

First of all, I would like to say gratitude to Allah SWT, who always give His mercy and grace on me so I can complete my thesis.

Secondly, blessings and greetings are always be given to our Prophet Muhammad SAW who has guided us from darkness to light

I dedicate this thesis to;

- My beloved parents, Mr. Masduki Romasyi as my father, and Mrs. Eni Rusydiyah as my mother for all the love, support, strength, prayers and all the facilities that have been given to me. May Allah bless you with goodness.
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Bismillahirrohmanirrohim,

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This thesis was written to fulfill one of the requirements for obtaining a Master of Education (M.Pd) degree in the English language education department, Tarbiyah Faculty, IAIN Kediri. This thesis would not have been completed without the guidance, advice, prayers and support from many people involved, therefore I would like to express my deepest gratitude to:

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May Allah bless them all. *Aamiin.*

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ABSTRACT

Nuriyah, Wardah An. Students Registered Number. 21506010. 2023. *The Investigation of Teachers' Competence in Digital Literacy in the Teaching of English at Islamic Senior High Schools*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Kediri. The 1st Advisor: Dr. H. Fathor Rasyid, M.Pd and the 2nd Advisor: Dr. Sri Wahyuni, M.Pd.

Keywords: Technology, TELL, Digital Competence, Digital Literacy

Based on the development of the era, digital literacy competence is a crucial requirement in improving teaching and learning processes that integrate with technology. Teachers have a major role in applying digital learning to the education sector. But in reality, teachers tend to still have different levels of digital literacy competence because they are influenced by various things. The data of this study are related to an investigation regarding the level of teacher competency in digital literacy in teaching English in Islamic senior high schools. The objectives of this study are (1) To find out the digital literacy level of the English teachers at Islamic Senior High Schools, (2) To find out the differences between Public-School and Private-School English teachers' levels of digital literacy competence at the Islamic Senior High School level, (3) To find out the differences between Male and Female English teachers' levels of digital literacy competence of English teachers at the Islamic Senior High School level, and (4) To find out the differences between rural and urban area English teachers' levels of digital literacy competence of English teachers at the Islamic Senior High School level.

The research design in this research is descriptive qualitative. The subjects in this study were 20 Islamic high school level English teachers. The instrument used in this research is a questionnaire which is the sole and main instrument. The instrument used contains a combination of closed and open questions to get more complete and complex data.

The results of this study indicate that the majority of English teachers' digital literacy levels in Islamic high schools are intermediate. This shows that English teachers have achieved digital literacy competence in the ability to communicate, think critically and evaluate various digital information and content on the internet, and are able to collaborate well through spaces or digital technology facilities. In the follow-up analysis, in terms of differences in the origin of schools, namely public and private schools, there are no specific gaps, but public schools have a more even level of competency compared to private schools. Furthermore, in terms of gender differences, there are quite significant differences in competence where male teachers have a higher level of digital literacy competence than female teachers in the four existing indicators. Meanwhile, when viewed from the context of rural and urban schools, there is no specific digital literacy level gap. This indicates that teachers from rural and urban schools have commensurate levels of competence.

ABSTRAK

Nuriyah, Wardah An. Nomor Induk Mahasiswa. 21506010. 2023. *Investigasi Kompetensi Literasi Digital Guru Pada Pengajaran Bahasa Inggris di Sekolah Menengah Atas Islam*. Tesis. Program Magister. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Kediri. Pembimbing 1: Dr. H. Fator Rasyid, M.Pd dan Pembimbing 2: Dr. Sri Wahyuni, M.Pd.

Kata Kunci: Teknologi, TELL, Kompetensi Digital, Literasi Digital

Berdasarkan perkembangan era, kompetensi literasi digital menjadi kebutuhan yang krusial dalam meningkatkan proses belajar mengajar yang berintegrasi dengan teknologi. Guru mempunyai peran utama dalam mengaplikasikan pembelajaran digital pada sektor pendidikan. Namun pada kenyataannya, guru cenderung masih mempunyai tingkat kompetensi literasi digital yang tidak merata dan berbeda-beda karena dipengaruhi oleh berbagai hal. Data penelitian ini berkaitan dengan investigasi mengenai tingkat kompetensi guru dalam literasi digital pada pengajaran bahasa Inggris di sekolah menengah atas Islam. Objektif pada penelitian ini adalah (1) Untuk mengetahui tingkat literasi digital guru bahasa Inggris pada Sekolah Menengah Atas Islam, (2) Untuk mengetahui perbedaan kompetensi literasi digital antara guru bahasa Inggris Sekolah Negeri dan Swasta pada tingkat Sekolah Menengah Atas Islam, (3) Untuk mengetahui perbedaan kompetensi literasi digital antara guru Bahasa Inggris pria dan wanita pada tingkat Sekolah Menengah Atas Islam, dan (4) Untuk mengetahui perbedaan kompetensi literasi digital antara guru Bahasa Inggris sekolah pedesaan dan perkotaan pada level Sekolah Menengah Atas Islam.

Desain penelitian pada penelitian ini deskriptif kualitatif. Subjek pada penelitian ini adalah guru-guru bahasa Inggris tingkat sekolah menengah atas Islam yang berjumlah 20 guru. Instrumen yang digunakan dalam penelitian ini adalah kuesioner yang menjadi instrument tunggal dan utama. Instrumen yang digunakan berisi kombinasi pertanyaan tertutup dan pertanyaan terbuka untuk mendapatkan data yang lebih lengkap dan kompleks.

Hasil penelitian ini menunjukkan bahwa mayoritas tingkat literasi digital guru bahasa Inggris di sekolah menengah atas Islam adalah menengah (intermediate). Hal ini menunjukkan bahwa guru bahasa Inggris telah mencapai kompetensi literasi digital pada kemampuan dalam berkomunikasi, berfikir kritis serta mengevaluasi berbagai informasi dan konten digital di internet, serta mampu berkolaborasi melalui ruang atau sarana teknologi digital dengan baik. Dalam analisis lanjutannya, ditinjau dari konteks perbedaan asal sekolah, yakni sekolah negeri dan swasta, tidak ada kesenjangan spesifik, namun sekolah negeri lebih mempunyai tingkat kompetensi yang merata dibandingkan sekolah swasta. Selanjutnya, ditinjau dari perbedaan gender, terdapat perbedaan kompetensi yang cukup signifikan dimana guru laki-laki mempunyai tingkat kompetensi literasi digital yang lebih tinggi dibandingkan dengan guru perempuan dalam empat indikator yang ada. Sedangkan jika ditinjau dari konteks sekolah pedesaan dan perkotaan, tidak ada kesenjangan tingkat literasi digital yang spesifik. Hal ini menandakan bahwa guru dari sekolah pedesaan dan perkotaan mempunyai tingkat kompetensi yang sepadan.

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