

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains two parts. The first part presents the conclusions from the results of data analysis on the research questions used; the first relates to the digital literacy level of English teachers in Islamic high schools, the second is about differences in the digital literacy competency levels of English teachers in public and private schools, the last is about differences in the digital literacy competency levels of male and female English teachers, and the last one is about the difference in literacy competence of English teachers in rural and urban areas. Furthermore, in the second part presents some suggestions derived from the conclusions drawn.

A. CONCLUSION

This study discusses the level of teacher digital literacy competence in teaching English at the Islamic high school level. Based on the results of data analysis, it was concluded that:

1. The digital literacy competency level of English teachers at the Islamic senior high school level is included in the "intermediate" upper middle category because it is based on the finding that as much as 80% or most of the teachers enter the second level or as many as 16 out of 20 teachers have competence in operating computers or laptop, has functional skills and can obtain and select information from the digital space and is able to communicate, think critically, evaluate and collaborate well. According to these results, only a small proportion of English teachers have been able to create and create digital media and guarantee security in their digital activities.
2. The digital literacy competence of state school teachers is more evenly distributed compared to private schools. Although there are no enough competency gaps, state teachers have intermediate and intermediate skills on all digital literacy indicators tested and analyzed in this study. Meanwhile, private teachers have varying levels of ability from the four indicators presented.

Private teachers are very good in terms of basic computer operating competencies, while they have basic competencies in terms of creating and developing digital-based learning media and ensuring the security of digital activities. As for the second and fourth indicators, teachers from private schools have middle to upper (intermediate) competence.

3. Digital literacy is also influenced by the gender of the teacher. Male teachers have a higher digital literacy level than female teachers. Male and female teachers have a high level of competence in the first indicator, namely the introduction and basic operation of computers. However, the difference is that male teachers have competence evenly with middle and upper competency levels in the other three indicators. Meanwhile, female teachers are at an intermediate level of competence in indicators 2 and 3, while they have basic competence in the fourth indicator, namely creating and developing digital learning media and ensuring digital safety with an average score that differs quite a lot from male teachers.
4. The level of digital literacy in this study was not affected by differences in school areas in both rural and urban areas. Teachers who come from schools in rural areas and in urban areas have the same level of ability and are evenly distributed. They have the same competencies from the various digital literacy indicators analyzed, namely they both have high competence on the first indicator, namely the introduction and basic computer skills, then they have the same intermediate competencies for the second and third indicators, and the same whether in basic competence in the fourth indicator, namely the creation and development of digital learning media, as well as ensuring the safety of digital activities.

B. SUGGESTION

Based on the conclusions stated above, several suggestions are addressed to schools and English teachers in improving digital literacy competence, as well as for future researchers.

For the school, it is important to upgrade the ability of teachers to adapt to the currently developing digital education era. With the results obtained, it can be seen that the digital literacy level of English teachers is at the intermediate level which needs to be increased again so that teachers can be professional in terms of digital literacy. It is necessary to hold digital literacy training and education programs, such as workshop programs, seminars and webinars, MGMP programs, supervision programs, awarding, increasing digital literacy, IT training, and providing additional assignments for teachers.

Teachers are expected to be able to have enthusiasm and desire and enthusiasm to learn and develop digital literacy competencies which will further support and assist their teaching in schools in the current era so that they are more creative and efficient in order to form students who are digitally competent as well.

As for future researchers, conducting research in other places with the same topic but developing it by looking at the efficiencies of digital literacy development programs that have been carried out in various schools, so that it becomes an example and can become a reference for other schools in developing teacher digital literacy competencies. their teachers especially English teachers.