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USE OF INTERACTIVE LEARNING TECHNOLOGY IN IMPROVING LITERACY SKILLS IN ELEMENTARY STUDENTS

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Abstract

This research aims to obtain information regarding the role of using technology-based learning media in developing digital literacy for students, especially in the teaching and learning process in elementary schools. The literature study approach is the method used in the research carried out. Where this research comes from several journals that are relevant to the topic discussed within the scope of the role of technology-based learning media in digital literacy learning in elementary schools. The research results obtained are that the use of technology as a learning medium in the literacy learning process in elementary school has an effect on the learning paradigm which is able to increase motivation, learning outcomes and digital literacy in students.

Keywords : Literacy learning in elementary school, learning media, technology, digital literacy

Introduction

As time progresses, the order of life in the world is increasingly changing. This year is known as the Industrial Revolution 4.0 era. Current world changes have had various impacts on various aspects of life. The entry into the era of the industrial revolution generation 4.0 is marked by the development of digital systems, connectivity, the presence of artificial intelligence and ease of communication. Currently, the rapid development of science and technology has a major impact on people's lives. Technological advances have given us greater convenience, openness and freedom, including ease of search and access to information. According to Mulyadi and Rusdinal (2021), Industrial Revolution 4.0 is marked by the development of computerization and the internet, which leads to the formation of new habits. Currently, the use of technology has become an inseparable part of most of society, and people use it almost every day. Based on this, education must be able to build and improve the digital literacy of its students in facing the current era. Digital literacy was popularized in 1997 by Paul Gilster. Gilster defines digital literacy as a person's ability or skill to understand and use information from various digital sources effectively and efficiently in various formats. 1 Eshet added that digital literacy emphasizes the ability to use various digital sources effectively. Hague also stated that digital literacy is the ability create and share in different modes, such as creating, elaborating, communicating effectively and having an understanding of when and how to use information technology tools to support this process. It is hoped that developing mastery of digital literacy in learning can be a support in developing students' abilities and preparing students who are able to face the demands of the times. In the world of education, digital literacy can be applied through the use of various digital-based media around us to support the learning process. Teachers can utilize digital media such as laptops, cellphones, computers and others in an effort to create an interesting and innovative learning environment according to the stage of development and condition of students. Every lesson at elementary school level can contribute to forming the ability to master digital literacy for educational subjects.

Elementary school education can provide participation in the development of digital literacy for every student in an effort to prepare a quality generation. In implementing teaching and learning activities, students and teachers can also take advantage of technological advances, both digital technology and internet network -based information

and communication technology to support active and enjoyable learning activities. Teachers can take this opportunity to train students to use technology to support the learning process. Currently teachers are not a source of learning. According to Basori (2016), along with the rapid development of information and communication media, the role of teachers no longer dominates the implementation of the teaching and learning process, but teachers need other supporting media that can be used as support in the process of providing information, messages or content being taught. One type of technology that can be used in learning is computer-based learning media (Suwanto , 2013, 2016). Based on the previous explanation, researchers were moved to carry out research on increasing digital literacy through the use of technology as a learning medium in elementary school learning. The aim of carrying out this research is to look at the role of using technology as a learning medium in developing skills and knowledge related to digital devices for students, especially in teaching and learning activities in elementary schools. In this research, various technology-based learning media from various previous research sources were also examined which can be a reference for teachers in teaching material at the elementary school level.

Research Methodology

The research was conducted using a literature study approach. Literature study is a method of reviewing and critically examining knowledge, ideas or discoveries from several written sources that have previously been created. Literacy data from several journals that are relevant to the topics raised within the scope of the Role of Technology-based Learning Media and digital literacy skills are the data sources for the research carried out. Data collection was carried out through searching several journals digitally or manually. Data analysis was carried out using the content method through the process of selecting several journals that were relevant to the scope of the research, comparing several journals obtained from the selection process, then the comparison results of previous journals were combined to produce relevant data.

Result & Discussion

Current technological developments have become an opportunity for every social studies teacher to develop technology-based learning media. Based on the results of a literature review from several journals regarding the use of technological devices to support the teaching and learning process, information and data have been obtained that many schools have used technology-based learning media and it has been proven This media can increase students' motivation and learning achievement while participating in classroom learning activities. However, the use of technology-based learning media must be supported by adequate technological devices so that its use can be maximized. The main obstacle to the implementation of technology-based learning media is related to the lack of adequate technological equipment found in several schools. The use of technology-based learning media changes the paradigm of the social studies learning process, which was previously tedious and tended to be textual, into a learning process that has a positive climate , is centered on students and leads to improving digital literacy skills in students.

Technology-Based Learning Media

One component that makes an important contribution to the process of delivering learning material from the person giving the learning message (teacher) to those receiving the learning message (students) is learning media. In this case, in simple terms the role of learning media is as an intermediary or transmitter of learning messages which are basically always closely related to the learning process being carried out. According to Imam Makruf 2009 (in Putri, W, N, 2017) stated that learning media is anything that can provide convenience when the material is delivered by the teacher to all students during the learning process being carried out. As technology develops increasingly massively, we often hear the term technology-based learning media lately. This refers to the role of technology used as learning media to support the process of teaching and learning activities carried out. The classification of learning media proposed by Sanjaya , 2010 (in Firmadani, F, 2020) is classified into several types, namely including:

- a) Based on its nature, this type of media includes (1) Audio Media, which is media that produces sound that can be heard by humans, such as sound that goes through a recording process, (2) Visual Media, which is media that displays something that can be sensed by the human eye, such as images and (3) Audiovisual media, namely media resulting from combining auditory and visual media so that it can be seen and heard like video
- b) Based on wide reach, media is divided into (1) Media that can be viewed simultaneously by all humans without being limited by space and time, such as TV and radio tape, (2) Media that can be viewed by humans but is limited by space and time, such as video recordings or films.

- c) Based on the technique of use, media is divided into (1) Media that needs the help of projection tools such as video recordings or films, (2) Media that does not need the help of projection tools such as pictures or manual posters.

Learning media uses the sway application

According to Huda (in Merliana et al, 2021) Sway is an internet-based presentation media that has various features. This media can combine images, sound, video and text when the presentation is run. This sway application is not software that must be installed first on a computer device, but is a web-based application. In the Sway application, teachers can add Microsoft forms that have been created previously. Huda (in Merliana et al, 2021) further explains the benefits of existing Microsoft forms that have been created previously. Huda (in Merliana et al, 2021) further explains the benefits of the Microsoft form in the Sway application, namely that it can make it easier for teachers to process data such as attendance or assignments.

Conclusion

The conclusions from the research that has been carried out are: This is done so that learning is relevant to the rapid development of technology which is synonymous with the emergence of the Era of Disruption. The use of learning media is very diverse which is of course in line with the material delivered by the teacher and the availability of adequate technological devices. The use of technology-based media is carried out as an effort by the teacher to package the learning material into more interesting ones so that the learning process becomes more interactive and real, effective and efficient and fosters student motivation so that it can provide convenience for each student in the process of understanding the material being studied and leads to a student-centered learning process.

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