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Internet Literature: Increasing Information Competence in the Learning Process of Students of Class 7 Middle School

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ABSTRACTS

Internet literacy is very influential in today's social life. Even with students who carry out the learning process at home. This research was conducted to understand the extent to which students can formulate the information needs they get from the internet, as well as knowing the improvement of student competence based on information obtained from the internet for the learning process. The research method carried out by us is qualitative descriptive using a questionnaire and a post-questionnaire as the research medium. The results obtained from this study are students experience an increase in information competence that can help during the learning process.

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1. INTRODUCTION

Today, the internet is no longer something new. Internet access has become a primary need for almost all human beings. Pandemic conditions like now force workers to students to do work and the learning process from home. This is a strong reason for people to be technology literate.

The internet makes information can be expanded with time that tends to be fast. This information, if sorted wisely, will certainly be useful for community activities, including the student learning process. For example, students can access short definitions of something so that students have a little idea before starting the learning process with their teacher. Along with the explosion of Information and Communication Technology (ICT), society will develop into the civilization of the information society, namely a civilization where information has become the main commodity and humans interact using ICT bases (Sumiaty & Sumiaty, 2014).

For mastery of information, competence in literacy is required. However, technological developments require humans to master other literacy skills, such as internet and information literacy. Information literacy is associated with the ability to access and properly utilize a number of information obtained from the internet. So, it is necessary to pay attention to information search skills and effective and efficient search strategies (Amalia, 2015).

Literacy itself is identical to the ability to read and write. However, until now literacy has developed, so that it is not only related to reading and writing but other things, such as computer literacy, media literacy, technological literacy, economic literacy, digital literacy, and others (Pinariya & Mary, 2019).

The focus of this research is whether students are able to sort out the various information obtained and then use it in the learning process? How to increase student competence in the learning process before and after internet and information literacy?

The purpose of this study is to determine the extent to which students are able to formulate the information needs they get from the internet, and to know the increase in student competence based on information obtained from the internet for the learning process.

2. THEORITICAL FRAMEWORK

Internet literacy has many meanings. As stated by Doyle, internet literacy is the ability to use theoretical and practical knowledge in relation to the internet as a medium of communication and information management (Mudjiyanto, 2012). Internet literacy is the ability to carry out communication activities, search for information and the like through the internet to meet needs that are possible to be fulfilled only if someone is literate on the internet (Mudjiyanto, 2012).

In internet literacy, you cannot simply become proficient. Internet literacy has stages according to online roles, namely:

- (i) Basic skills. At this stage, people tend to passively use the internet.
- (ii) Moderate skills. A combination of passive users and active users.
- (iii) Advanced skills. Technical users are active and passive in using the internet (Mudjiyanto, 2012).

Internet literacy to describe “techniques and abilities”, namely the ability to use various information tools and primary sources to solve their problems. The term information literacy includes computer literacy, library skills and critical thinking as a support for the development of information literacy (Pattah, 2014).

Information literacy is the skill in accessing and evaluating information effectively to solve problems and make decisions. Someone who applies information literacy is able to manage, evaluate, sort, and use information wisely. In addition, information literacy is the ability to find the information needed, understand how libraries are organized, familiar with available resources, knowledge and techniques commonly used in information retrieval (Pattah, 2014).

3. METHOD

This activity method is carried out using a participatory method, in which students are actively involved in all research activities. This research also uses a descriptive qualitative method, where we try to describe and interpret the research subject as it is. We also try to systematically describe the facts and relationships of the phenomena studied. Descriptive quantitative means to understand the phenomenon of something experienced by the research subject, also calculate how much students have increased (Purwanti *et al.*, 2018).

This research was conducted on 45 students of Junior High School 1 Rancaekek, Bandung, Indonesia grade 7 with 24 female students and 21 male students. Students were randomly selected not based on any criteria for the purpose of research transparency. Students are asked to work on a pre-test with a total of 5 multiple choice questions before the learning material is given. Then, students are given the opportunity to learn to read various sources from the internet regarding the learning material being studied, namely narrative text.

At the end of the meeting, students were asked to work on a post-test with the same questions as before. With the medium of the questionnaire and post-questionnaire, we then studied the answers from the students who were accommodated using Google Quiz.

4. RESULTS AND DISCUSSION

4.1 Demographics

This research was conducted at Junior High School 1 Rancaekek which is located on Jalan Majalaya – Rancaekek No. 87, Rancaekek Wetan, Rancaekek District, Bandung Regency, West Java, Indonesia. We chose 7th grade students as research respondents, where students were still in the transition period from elementary school to junior high school. We saw conditions where students tend to be lazy to do the tasks given by the teacher. For example, in Indonesian subjects, students usually can answer tests based on the text attachments provided. However, students tend to answer questions incorrectly. It can be said that they did not pay attention to the instructions for filling out the test, nor were they reluctant to read the text attachment provided so that they answered the test incorrectly.

4.2 Phenomena in the learning process

Seeing that phenomenon, we conducted a mini-research using pre-test and post-test on 45 randomly selected students. Pre-test is given to students before the learning process takes place. It is intended to determine the extent of students' knowledge of learning materials, namely narrative texts. Then we carried out the learning process with the Indonesian language teacher. Overall, we took material from the internet to be able to see whether the internet was able to improve students' information competence. The post-test was given later after the learning process ended. We invite students to see the material that has been given by us, even students can look for answers from the internet to fill out the post-test. The data obtained from the pre-test and post-test medium can be seen in **Table 1**.

Table 1. Results of pre-test and post-test.

Name Initial	Pre-Test Point	Post-Test Point
ARP	4	5
ATN	1	3
THS	1	4
FIG	3	3
ATQ	3	5
THP	2	4
AFK	2	4
AAAE	5	5
AJ	1	3
BDS	1	3
DIP	3	5
DYP	2	2
DAF	5	5
FN	1	4
GNF	3	5
IRT	2	4
JDW	4	5
KSR	2	3
KA	2	4
LA	1	4
MES	2	4
MMR	2	2
MLARA	2	5
MI	3	3
MIA	2	5
MRP	1	3
NSK	4	5
NP	2	5
NOW	1	4
NDP	1	4
RP	3	5
RAP	1	3
RRS	1	3
RF	1	2
RN	2	5
SNM	4	4
SN	2	4
SOR	3	3
TAP	1	3
TNA	2	2
YEAH	3	5
WJ	1	3
YRN	2	3
ZRS	1	5
ZM	3	5

Based on **Table 1** above, it can be described as follows: (i) ARP experienced an increase of 20.0%. (ii) ATN experienced an increase of 40.0%. (iii) THS experienced an increase of 60.0%. (iv) FIG did not experience any improvement at all. (v) ATQ experienced an increase of 40.0%. (vi) THP experienced an increase of 40.0%. (vii) AFK experienced an increase of 40.0%. (viii) AAE did not experience any improvement at all. (ix) AJ experienced an increase of 40.0%. (x) BDS experienced an increase of 40.0%. (xi) DIP experienced an increase of 40.0%. (xii) DYP did not experience any improvement at all. (xiii) DAF did not experience any improvement at all. (xiv) FN experienced an increase of 60.0%. (xv) GNF experienced an increase of 40.0%. (xvi) IRT experienced an increase of 40.0%. (xvii) JDW experienced an increase of 20.0%. (xviii) KSR experienced an increase of 20.0%. (xix) KA experienced an increase of 40.0%. (xx) LA experienced an increase of 60.0%. (xxi) MES experienced an increase of 40.0%. (xxii) MMR experienced an increase of 40.0%. (xxiii) MLARA experienced an increase of 60.0%. (xxiv) MI did not experience any improvement at all. (xxv) MIA experienced an increase of 60.0%. (xxvi) MRP experienced an increase of 40.0%. (xxvii) NSK experienced an increase of 20.0%. (xxviii) NP experienced an increase of 60.0%. (xxix) NOW experienced an increase of 60.0%. (xxx) NDP experienced an increase of 60.0%. (xxxi) RP experienced an increase of 40.0%. (xxxii) RAP experienced an increase of 40.0%. (xxxiii) RRS experienced an increase of 40.0%. (xxxiv) RF experienced an increase of 20.0%. (xxxv) RN experienced an increase of 40.0%. (xxxvi) SNM did not experience any improvement at all. (xxxvii) SN experienced an increase of 40.0%. (xxxviii) SOR did not experience any improvement at all. (xxxix) TAP experienced an increase of 40.0%. (xl) TNA did not experience any improvement at all. (xli) YEAH experienced an increase of 40.0%. (xlii) WJ experienced an increase of 40.0%. (xliii) YRN experienced an increase of 20.0%. (xliv) ZRS experienced an increase of 80.0%. and, (xlv) ZM experienced an increase of 40.0%.

4.3 Discussion

A total of 6 students experienced an increase of 20.0%. A total of 21 students experienced an increase of 40.0%. A total of 8 students experienced an increase of 60.0%. A total of 1 student experienced an increase of 80.0%. A total of 9 students did not experience any improvement at all. If calculated on average, the forty-five students experienced an increase of 32.4%. of 24 female students, 17 students experienced an increase. Meanwhile, out of 21 male students, only 10 students experienced an increase. Female students tend to experience a significant increase compared to male students. So it can be said that gender also affects the results of this study.

Looking at the results of the pre-test and post-test given, it can be seen that students are in moderate skill resistance. Where students are not completely active internet users but are also not passive, especially in searching for information (Mudjiyanto, 2012). Also, with the increase in the percentage of student competence, it can be said that students are able to utilize various information tools and primary sources to solve their problems (Pattah, 2014).

From the data above, it can be seen that literacy of information accessed through the internet is able to increase the competence of students in the learning process. Although there are some students who do not experience improvement. In the questionnaire, students tend to choose the wrong choice when answering the five questions that we gives. Obstacles found by us, such as being constrained in accessing the internet, not understanding what they read, and failing to access the links provided. After the students conducted independent studies through internet access, their knowledge of learning materials increased. It can be

seen in the post-questionnaire table that students tend to answer questions with more correct answers so that the points obtained also increase.

4. CONCLUSION

It can be concluded that the internet is able to improve students' information competence in the learning process. It can be seen from the points obtained after the pre-test and post-test tend to increase. The increase experienced by students is 32.4% even though their stage in internet literacy is moderate ability, where they are not active internet users but also passive internet users. In addition, more female students experienced improvement than male students. So, it can be said that female students' internet literacy skills are better than male students. Students are able to use the internet wisely enough to support their learning process.

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5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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