



E-ISSN:  
XXXX-XXXX  
Volume 1  
Nomor 1  
Juni 2021

**KONTEKSTUAL**  
Jurnal Ilmu Komunikasi  
DOI: xxxxxxxxxxxxxxxxxxxxxx  
[www.ubl.ac.id/kontekstual](http://www.ubl.ac.id/kontekstual)

## **Analisis Kemampuan Literasi Media Digital Terhadap Mahasiswa UIN Syarif Hidayatullah Jakarta**

### **Analysis of Digital Media Literacy Skills For Students of UIN Syarif Hidayatullah Jakarta**

Nahdatul Zahra<sup>1</sup>, Dinda Regina Rahman<sup>2</sup>, Wahyunengsih<sup>3</sup>

<sup>1</sup>Mahasiswa Program Studi Jurnalistik, UIN Syarif Hidayatullah Jakarta

<sup>2</sup>Mahasiswa Program Studi Jurnalistik, UIN Syarif Hidayatullah Jakarta

<sup>3</sup>Dosen Program Studi Jurnalistik, UIN Syarif Hidayatullah Jakarta

Jl. Ir. H. Djuanda No. 95, Cempaka Putih, Ciputat Timur, Tangerang Selatan, Banten, 15412  
Indonesia

Penulis korespondensi: Telpon. +62-8816103816; e-mail: [nahdatul.zahra22@mhs.uinjkt.ac.id](mailto:nahdatul.zahra22@mhs.uinjkt.ac.id)

#### **Abstrak**

Proses pembelajaran sejak pertengahan tahun 2020 lalu berubah dari pembelajaran tatap muka seperti pada umumnya kini menjadi pembelajaran daring atau secara online. Karena saat itu Indonesia dimasuki dengan virus Covid-19. Adaptasi terhadap dunia digital sudah harus dilakukan untuk mempermudah proses pembelajaran daring (online), oleh karena itu tujuan penelitian ini adalah menganalisis kemampuan literasi media digital pada Mahasiswa UIN Syarif Hidayatullah Jakarta, khususnya Mahasiswa Program Studi Jurnalistik, Fakultas Dakwah dan Ilmu Komunikasi. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dan pengambilan data melalui kuesioner berupa Google Form. Dalam kuesioner terdapat beberapa pernyataan dari empat komponen kemampuan literasi media digital. Berdasarkan dari hasil penelitian dapat disimpulkan bahwa kemampuan Mahasiswa Jurnalistik UIN Syarif Hidayatullah Jakarta berada dalam kategori Sangat Baik.

*Kata Kunci: Literasi Digital, Mahasiswa, Pembelajaran Daring*

#### **Abstract**

*The learning process since mid-2020 has changed from face-to-face learning in general, to online learning. Because at that time Indonesia was entered with the Covid-19 virus. Adaptation to the digital world has to be done to facilitate the online learning process, therefore the purpose of this research is to analyze the digital media literacy skills of UIN Syarif Hidayatullah Jakarta students, especially students of the Journalism Study Program, Faculty of Da'wah and Communication Studies. This study uses a quantitative descriptive approach and data collection through a questionnaire in the form of Google Forms. In the questionnaire, there are several statements about the four components of digital media literacy ability. Based on the results of the study, it can be concluded that the ability of Journalistic Students at UIN Syarif Hidayatullah Jakarta is in the Very Good category.*

*Key words: Digital Literacy, College Student, Online Learning*

## INTRODUCTION

The learning process since mid-2020 has changed from face-to-face learning in general, to online learning. Because at that time Indonesia was entered with the Covid-19 virus. Adaptation to the digital world must be done to facilitate the online learning process. Currently, students, especially students, certainly already have a smartphone as a tool in the online learning process. However, there are still many of them who are wrong in using technology. Therefore, digital literacy skills are needed. Literacy is the quality or ability of letters, which includes the ability to read and write. However, more than that, the meaning of literacy also includes visuals which means "the ability to recognize and understand visually conveyed ideas (scenes, videos, pictures). Then, digital literacy is the ability to use digital media ethically and responsibly to obtain information and communicate (Directorate General of PAUD Kemdikbud RI). Digital literacy is knowledge and skills in utilizing digital media, such as communication tools, internet networks, and so on (Suhardi, 2021).

Several previous studies that analyzed students' digital literacy include: first, Perwita (2021) "Digital Media Literacy for General Sudirman University Students", in this study literacy aims to identify and understand digital media and also the level of student literacy in terms of the individual competence level of this study. conducted by qualitative descriptive survey method and using descriptive statistical data analysis techniques. Collecting data through observation questionnaires or questionnaires and documentation. The results of this study indicate that the understanding of Jenderal Sudirman University students regarding digital media literacy is quite high. Second, Muliani et al. (2021) With the research title "The Importance of the Role of Digital Literacy for Students in the Industrial Revolution 4.0 Era for the Advancement of Indonesia", the method used in this study is a qualitative approach. The sources used are magazines, scientific books, journals, newspapers, and websites (internet) that contain information that is relevant to the topic being sought. The results of this study can utilize digital resources well, think rationally and innovatively, improve communication skills, and increase collaboration power. With digital literacy, it is expected that students will have extraordinary abilities in thinking, learning, communicating, collaborating, and working. The third continued, Fadhilah (2021) "The Role of Digital Literacy in the Blended Learning Model of PGMI Students" As for the results of his research, in its application, there are three things that need to be considered, namely: digital competence, the application of digital competence according to the context of the blended learning model, and digital transformation. Fourth Bastian et al. (2021) "The Urgency of Digital Literacy in Countering Radicalism in the Millennial Generation in the Era of the Industrial Revolution 4.0", this study concludes that digital literacy skills are very important in countering radicalism and need to be developed in eight essential elements namely cultural, cognitive, constructive, communicative, creative, critical, and civic. Fifth Ririen & Daryanes (2022) "Analysis of Student Digital Literacy", the purpose of this study is to analyze students' digital literacy skills in terms of length of study, gender, and employment status. This research uses quantitative descriptive research. The results of the study can be concluded that communicating online, critical thinking skills, and ethics in using technology are in the sufficient category with percentage achievement.

Sixth, Harefa (2022) "Analysis of Digital Literacy Ability of Students of the Faculty of Economics and Social Sciences, the Sari Mutiara University of Indonesia" The results of the study based on the results of data analysis obtained that the variable digital literacy ability was included in the good category. Seventh, Mirmoadi & Satwika (2022) "The Relationship

Between Digital Literacy and Self-Regulated Learning in Students" The data of this research is in the form of an assumption test using normality test and linearity test and hypothesis testing using simple correlation. the results of the study obtained a significant relationship between digital literacy and self-regulated learning which was positive, but relatively low. Eighth, research from Nurfauziyanti & Bahrudin (2022) titled "The Influence of Digital Literacy on the Development of Students' National Insights", this study uses quantitative with correlational study methods, data analysis using descriptive statistics, the results of the study there is an influence between digital literacy on national insight students, and research results also through application and understanding can prove that digital literacy is very influential and plays an important role in efforts that can be made to increase national insight for students as the nation's next generation. Ninth, Firmansyah et al. (2022) "Development of Digital Literacy Capabilities through Utilization of Online Media in Learning: A Pedagogic Review". The research method used in this research is a descriptive qualitative research method, data collection is carried out using research instruments in the form of questionnaires and interviews. The research subjects are students of the Japanese Literature Study Program, at General Sudirman University. From the results of questionnaires and interviews, it is known that the learning model using online media provides a higher level of flexibility than conventional methods using books. The tenth, Fitriani et al. (2022) "Analysis of the Application of Digital Literacy in Student Online Learning Activities", Based on the results of research that the application of digital literacy in student online learning activities is quite good. Where with the application of digital literacy, students are still enthusiastic about learning even though learning is carried out online with various technology media and digital devices.

Digital literacy is not only defined as the ability to use computers but also the ability to understand and define any information that is spread across various digital media. Martin Alan stated that digital literacy is a collaboration of the ability to use technology, and computers as well as the ability to access information through technology and media communication (Martin, 2008). Livingstone states that digital literacy is the skills and competencies that a person has to safely use and utilize digital technology to avoid all the bad risks caused by it (Livingstone, 2011). According to UNESCO, the basic principle of digital literacy development is the concept of digital literacy that overshadows and becomes an important foundation for the ability to understand technology, information, and communication devices. This concept is in line with the terminology developed by UNESCO in 2011, which refers to a life that cannot be separated from literacy activities such as reading and writing which are certainly related to education. Therefore, digital literacy is an ability that does not only involve the ability to use technology, information, and communication devices, but also social skills, learning abilities, and the ability to behave, think critically, creatively, and inspire as digital competencies that are now global. The principle of Digital Literacy Development according to Mayes & Fowler (2006) is tiered and there are three levels of digital literacy:

1. Digital competencies which include skills, concepts, approaches, and behaviors
2. The use of digital refers to the application and implementation of digital competencies related to certain contexts
3. Digital transformation always requires creativity and innovation in the digital world.

Students in this era of cyber society like to access information sites on the internet, access online games to use social media and applications that make it easier to make friends with sophisticated gadgets. Student life today is incomplete and does not exist if you do not carry cool and sophisticated gadgets. Student needs for digital media are increasingly becoming

a primary need. Students have a high dependence on always looking for information on the internet. However, the proximity of digital media to students is not only good but also bad. To avoid this, students need to be introduced to digital media literacy, which is an ability, knowledge, awareness, and skills specific to audiences such as print media readers, surfers in cyberspace, television viewers, or radio listeners. The digital media referred to in this study are information media that are connected or connected to the internet, including the use of smartphones.

Based on what has been described, we have an interest in conducting a study entitled "Analysis of Digital Literacy Capabilities Against Students of UIN Syarif Hidayatullah Jakarta", where the object of this research is the students of UIN Syarif Hidayatullah Jakarta, especially the Journalism Study Program, Faculty of Da'wah and Science. Communication. The reason for choosing this object is because it is easy to reach us to conduct research both online and offline, it can save time, and also no one has conducted research on Journalistic Students, UIN Syarif Hidayatullah Jakarta on the topic in this research, we also want to know the extent of the ability level digital literacy for Journalism Students. The subject in this study is the digital literacy ability of students, by reason for our curiosity about digital literacy in online learning among Journalism Students since the emergence of Covid-19. In this study, each indicator of students' digital literacy skills will be analyzed.

The formulation of the problem in this research is how the understanding of Journalism Students, UIN Syarif Hidayatullah Jakarta regarding the use of digital media, and how the level of Journalism Students, UIN Syarif Hidayatullah Jakarta in digital media literacy. The purpose of this study is to find out how the digital literacy skills of Journalistic students, at UIN Syarif Hidayatullah Jakarta.

## METHODS

The research used a survey method. The approach taken in this study uses a descriptive approach. Descriptive is the simplest statistic in the form of frequency distribution, and quantitative is a description of research results in the form of words. In the survey, information was collected from respondents using a questionnaire (Singarimbun, 2011). The data retrieval technique used is a closed questionnaire, which means that the researcher has provided answer choices and respondents can answer directly. Collecting data through the distribution of questionnaires with a Likert scale of 1-4. The answer choices for each statement item are: VG = Very Good, G = Good, NG = Not Good, VNG = Very Not Good

**Table 1. Questionnaire grid for digital literacy components.**

Component
1. Ability to use digital technology.
2. Ability to communicate through digital technology media.
3. Ability to contribute, analyze, and think critically about information from the digital world.
4. Ethics in technology.

The analysis was carried out on each component of digital literacy. Considering the maximum score for each questionnaire item is 4 and each digital literacy component has a

variety of statements, to obtain the average score for each component, use the mean formula as shown in formula (1) (Sudjana, 1975). 
$$\bar{x} = \frac{\sum x}{n}$$

*\*Note:  $\bar{x}$  is the average score of each component,  $x_i$  is the number of each statement item in each component,  $n$  is the number of statement items for each component.*

Determination of the value in the interval 1-100 by converting the average score of each component, as shown in formula (2) (Sudjana, 1975). 
$$\text{Nilai} = \frac{\bar{x}}{180} \times 100$$

*\*Note: ( $\bar{x}$ ) is the average score of each component.*

The assessment category for each digital literacy component is determined using the criteria as shown in Table 2 (Arikunto, 2010).

**Table 2. Rating categories**

Value Interval	Rating Category
81%-100%	Very Good
61%-80%	Good
41%-60%	Pretty Good
21%-40%	Not Good
0%-20%	Very Not Good

Determination of the average value of digital literacy ability is calculated based on formula (3) (Arikunto, 2010). 
$$\text{Nilai} = \frac{1}{120} \frac{\sum Y}{30} \times 100$$

*\*Note:  $Y$  is the number of respondents' scores*

## RESULTS & DISCUSSION

The results obtained from the data processing of 53 respondents' answers, collecting data from questionnaires distributed using a scale of 4 = very good, 3 = good, 2 = not good, 1 = very not good. Characteristics of respondents are gender.

**Table 3. Characteristics of Respondents**

Characteristics	Frequency	Percentage (%)
<b>Gender</b>		
Man	7	13,2%
Woman	46	86,8%

Based on Table 4. There are more female respondents than male with a percentage of 86.8%.

**a. Respondents Responses in the Ability to Use Digital Technology**

**Table 4. Ability to Use Digital Technology**

No	Statement	Mean	Interval	Description
1.	Ability to use web browsers such as google chrome, mozilla firefox including search (browsing) and download (download).	3,5	89,15%	Very Good
2.	Ability to use video conferencing applications such as zoom cloud meeting, google meet including screen sharing, video recording, voice mute.	3,3	84,43%	Very Good
3.	The ability to use google classroom includes creating, receiving assignments, sending assignments.	3,5	89,15%	Very Good
4.	Ability to use software tools such as Microsoft Word, Microsoft Excel and Microsoft Power Point.	3,1	79,71%	Good
5.	The ability to use e-mail includes creating, reading and sending e-mails.	3,6	91,98%	Very Good

It can be seen based on the table above that this component shows very good results with a larger percentage, namely, 91.98% of the item statements of ability to use e-mail include creating, reading ,and sending e-mails. Then the low result in this component is on the statement of ability to use software tools with a percentage of 79.71% and a good description. This shows that there are still some students who have not mastered the ability to use software tools.

**b. Respondents Responses in the Ability to Communicate Through Digital Media**

**Table 5. Ability to Communicate Through Digital**

No	Statement	Mean	Interval	Description
1.	Ability to create communication with social media in the form of discussion forums.	2,8	71,22%	Good
2.	The ability to adjust the way of communicating with the intended person.	3,2	82,7%	Very Good
3.	Ability to interact through various digital technology communication devices.	3,52	88,20%	Very Good

Based on the data in table 5 above, the respondents were 31 students or with a percentage of 88.20% answered Very Good on the statement Ability to interact through various digital technology communication devices and showed results at intervals into the Very Good category. This ability must have often been done by students, interacting through digital

communication devices in the form of cellphones, ipads, laptops, and so on for learning purposes or other things.

### c. Respondents Response Ability in Critical Thinking

**Table 6. Ability to Contribute, Analyze, and Think Critically to Information from the Digital World.**

No	Statement	Mean	Interval	Description
1.	The ability to select the information received by looking for sources on trusted sites.	3,2	82,7%	Very Good
2.	Ability to compile information sources that have been obtained from search engines.	3,01	75,47%	Good
3.	The ability to talk to someone you meet online, you know how to check if their identity is real.	2,9	74,4%	Good

Based on the data in the table above, 26 students answered Good with a percentage level of 82.7% on the item ability to select information received by looking for sources on trusted sites so that the value in the interval falls into the Very Good category. This ability makes students avoid hoax or fake news.

### d. Respondents Responses to Ethics in Technology

**Table 7. Ethics in Technology**

No	Statement	Mean	Interval	Description
1.	Always include/ask permission from the creator of the work, be it text, design, photo or image.	3,49	87,26%	Very Good
2.	Do not spread information that contains hoaxes or make hate speech.	3,54	88,67%	Very Good
3.	Carry out virtual learning and continue with assignments.	3,26	81,60%	Very Good
4.	Participate in webinar, or virtual based training since PJJ policy.	3,09	77,35%	Good

Based on the table data above, student ethics in the use of digital technology are in the very good category. It can be concluded that the respondents have a very good ability to include/ask permission from the creator of the work in the interval percentage of 87.26%, do

not disseminate information containing hoaxes with the highest percentage of 88.67%, and conduct virtual learning and then continue with assignments with a percentage of 81, 60%. However, there are still some students who do not include or ask permission from the creator of the work to publish their work to online media or social media. In this case, it is very necessary to get used to keeping one's ideas or ideas by including the source of the creator of the work.

## CONCLUSION

Data were collected and analyzed based on the 4 components of digital literacy. The results of the research data analysis show that the respondents' ability to digital technology skills, the ability to communicate through digital media, and ethics in technology are in the Very Good category, while the ability component in critical thinking is in the Good category. Based on the results listed above, we can conclude that the level of digital literacy skills of Journalistic Studies Program Students, at the Faculty of Da'wah and Communication Studies, Syarif Hidayatullah State Islamic University Jakarta is in the Very Good category.

## REFERENCES

- Arikunto, S. (2010). *Metode Penelitian*. Jakarta: Rineka Cipta.
- Bastian, O. A., Rahmat, H. K., Basri, A. S. H., Rajab, D. D. A., & Nurjannah, N. (2021). Urgensi Literasi Digital Dalam Menangkal Radikalisme Pada Generasi Millennial Di Era Revolusi Industri 4.0. *Jurnal Dinamika Sosial Budaya*, 23(1), 126–133.
- Fadhilah, M. N. (2021). Peran Literasi Digital Dalam Model Pembelajaran Blended Learning Mahasiswa Pgmi. *Mubtadi: Jurnal Pendidikan Ibtidaiyah*, 3(1), 13–24.
- Firmansyah, D. B., Haryono, H., & Hariyadi, B. R. (2022). Pengembangan Kemampuan Literasi Digital Melalui Pemanfaatan Media Daring Dalam Pembelajaran: Sebuah Tinjauan Pedagogik. *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 6(1), 50–63.
- Fitriani, Y., Pakpahan, R., Junadi, B., & Widyastuti, H. (2022). Penerapan Literasi Digital Dalam Aktivitas Pembelajaran Daring Mahasiswa. *Journal Of Information System, Applied, Management, Accounting And Research*, 6(2), 439–448.
- Harefa, H. S. (2022). Analisis Kemampuan Literasi Digital Mahasiswa Fakultas Ekonomi Dan Ilmu Sosial Unveristas Sari Mutiara Indonesia. *Jurnal Teknologi Kesehatan Dan Ilmu Sosial (Tekesnos)*, 4(1), 36–44.
- Livingstone, S. (2011). Internet, Children, And Youth. *The Handbook Of Internet Studies*, 348–368.
- Martin, A. (2008). Digital Literacy And The “Digital. *Digital Literacies: Concepts, Policies And Practices*, 30, 151.
- Masri Singarimbun, S. E. (2011). *Metode Penelitian Survei*. Jakarta: Pustaka Lp3es.
- Mayes, T., & Fowler, C. (2006). Learners, Learning Literacy And The Pedagogy Of E-Learning. *Digital Literacies For Learning*, 26–33.

- Mirmoadi, B. S., & Satwika, Y. W. (2022). Hubungan Antara Literasi Digital Dengan Self Regulated Learning Pada Mahasiswa. *Jdmp (Jurnal Dinamika Manajemen Pendidikan)*, 7(1), 8–23.
- Muliani, A., Karimah, F. M., Liana, M. A., Pramudita, S. A. E., Riza, M. K., & Indramayu, A. (2021). Pentingnya Peran Literasi Digital Bagi Mahasiswa Di Era Revolusi Industri 4.0 Untuk Kemajuan Indonesia. *Journal Of Education And Technology*, 1(2), 87–92.
- Nurfauziyanti, F., & Bahrudin, F. A. (2022). Pengaruh Literasi Digital Terhadap Perkembangan Wawasan Kebangsaan Mahasiswa. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 10(3), 54–66.
- Perwita, D. (2021). Literasi Media Digital Mahasiswa Universitas Jenderal Soedirman. *Equilibrium: Jurnal Ilmiah Ekonomi Dan Pembelajarannya*, 9(1), 8–13.
- Ririen, D., & Daryanes, F. (2022). Analisis Literasi Digital Mahasiswa. *Research And Development Journal Of Education*, 8(1), 210–219.
- Sudjana, N. (1975). *Apa dan Bagaimana Mengajar yang Ideal*. Bandung: Rosdakarya.
- Suherdi, D. (2021). *Peran literasi digital di masa pandemik*. Cattleya Darmaya Fortuna.