The Role of Increasing Indonesian Literacy in Building Effective Communication Skills in the Digital Era

[1]Chintiya Febriana, [2]Hasnul Fikri

[1,2]Bung Hatta University

ARTICLE INFO	ABSTRACT
Keywords: digital, literacy, education	In the current 4.0 revolution, the digitalization of information and communication which continues to develop massively and dynamically is both an opportunity and a challenge in empowering Indonesia's young generation as national assets. Digital technology is widespread, but not yet used effectively and meaningfully. Misuse of digital technology can occur and can endanger all aspects of life. As a result, digital literacy needs to be improved in every aspect of life, especially in the field of education. Digital education has great potential to increase digital literacy as a means of improving reading and writing skills. Apart from that, digital literacy plays an active role in strengthening national identity through mastery of science and technology and extensive use of the Indonesian language. Digital literacy refers to the knowledge and skills of using digital media to obtain information and express ideas in a legitimate way. Therefore, digital literacy must be used and incorporated into the learning process. The goal of learning Indonesian in schools and the National Literacy Movement is to be fully achieved because the use of digital literacy will enable creative, innovative and fun learning innovations. The purpose of this article is to discuss the role of literacy in learning Indonesian in the digital era. This article discusses how the development of literacy skills in Indonesian language learning changes with the development of digital technology. In addition, the main challenges in building effective literacy skills when learning Indonesian in the digital era are also discussed. This article also explores how the role of literacy in Indonesian language learning impacts students' reading, writing and critical thinking abilities in the digital era.
Email: chintiyafebriana7@gmail.com hasnul.fikri@bunghatta.ac.id	

INTRODUCTION

In this increasingly digital era, literacy is an important element in learning Indonesian (Kusmiarti & Hamzah, 2019). Literacy is no longer limited to the ability to read and write, but also includes understanding, analysis, evaluation and production of information in various formats and media. With the rapid development of information and communication technology, it is important for educators to understand the role of literacy in learning Indonesian in the digital era. The role of literacy in Indonesian language learning has changed significantly over time along with the development of technology (Subandowo, 2022). Previously, literacy focused on acquiring traditional reading and writing skills.

However, with the development of social media, mobile devices and digital platforms, literacy has expanded to include the skills of understanding, evaluating and using information disseminated in various forms and contexts. Learning Indonesian in the digital era requires educators to pay attention to the role of literacy. Students need to have critical reading skills to sort accurate and reliable information from the various sources available online. They must also be able to evaluate the validity and reliability of information sources and understand how digital media impacts the way they think, communicate and socialize. Apart from that, digital literacy also includes the ability to create meaningful and effective content (Restianty, 2018).

Students need to understand how to create text that fits different communication contexts, such as social media, blogs, and other sharing platforms. This skill is important not only for

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developing good writing skills in Indonesian, but also for understanding ethics and responsibility in using digital media. In the context of Indonesian language learning, the role of literacy in the digital era is also related to the use of technology in the teaching and learning process (Kusumati et al, 2022). A learning approach that focuses on the use of media, applications and digital learning devices can enrich students' learning experiences, expand accessibility and increase motivation to learn Indonesian. The use of technology improves language and literacy while providing space for more active collaboration and communication between students (Firdausi et al, 2023). This article examines the role of literacy in Indonesian language learning in the digital era by examining the evolution of the concept of literacy, the challenges it poses, its benefits in Indonesian language learning, and the strategies that make it possible.

This is carried out by educators to strengthen students' literacy skills in an increasingly digital era. It is hoped that a deeper understanding of the role of reading and writing can provide valuable guidance for educators in realizing effective and relevant Indonesian language learning in today's digital world. The digital industry has become a paradigm and standard of living in the current era of Industrial Revolution 4.0 (Cholily & Kusgiarohmah, 2019). This period requires literacy skills, both old and new. Old literacy skills include Khalistan literacy (reading, writing and arithmetic), while new literacy skills include data literacy, technological literacy and human literacy.

Human capabilities relate to communication, collaboration, critical thinking, and creative and innovative skills (Noermanzah & Friantary, 2019). Therefore, Indonesian language learning skills need to adapt to the era of Industrial Revolution 4.0. Teachers must be able to focus on strengthening old reading and writing skills so that the learning process becomes modern and contextual, while strengthening the four language skills mentioned above. write.

Furthermore, students studying Indonesian should not only learn linguistic theory and language research methods, but also develop data literacy, technology, and the superior human abilities that speaking and speaking make possible. new perspectives on literacy: learning. Skills in writing journalistic, scientific or literary works. As a pillar of literacy in the Industrial Revolution 4.0 era, pupils and students must be encouraged to apply new literacy principles and practice writing journalistic, scientific and literary works (Silvana & Setiana, 2016). Learning Indonesian while strengthening old literacy skills and gaining insight into new literacy skills will be successful if the Indonesian language teacher or instructor understands new literacy skills. The need for Indonesian language teachers and lecturers who have new literacy insights and must be digitally literate is very urgent.

METHOD

Qualitative research is a research approach that aims to understand and explain phenomena in depth through the collection and analysis of descriptive data. This method focuses on collecting data in the form of words, images, videos or field notes with the aim of investigating the views, perceptions and experiences of individuals or groups (Hasanah, 2017).

The method used is a qualitative method with a literature review. The qualitative literature review method is a research method used to study, analyze and synthesize literature relevant to a particular research topic (Ridwan & Muhammad, 2021). This method aims to provide a comprehensive and in-depth overview of the research topic, including known findings, unanswered research areas, and different perspectives.

RESULTS AND DISCUSSION
Concept and Goals of Literacy Learning

Literacy is defined as the ability to read and write. The concept of literacy has evolved over time. It develops from a narrow understanding to a broader understanding that covers various

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fields. The expansion of meaning due to increasing circulation, advances in information technology, and changes in analogies are some of the factors that cause changes in the concept of literacy. Over five generations, the concept of literacy has evolved. Literacy is defined as the use of language and images in various ways to read, write, hear, speak, see, present, and think critically about ideas (Abidin et al., 2018).

The concept of second generation literacy is closely related to socio-cultural context and practices. The third generation views the concept of literacy in terms of different types of literacy components, such as visual, auditory and spatial components, compared to written language. The fourth generation views literacy as a social construct and is by no means neutral. Ogle (Abidin et al., 2018) defines extensive reading as a skill that makes reading, writing, listening and speaking as efficient as possible to improve thinking skills, namely criticizing information from various sources. defined as analysis and evaluation skills. in various scientific fields.

One also needs the ability to convey this information. According to Rozak (2018), ancient literacy includes Khalistan skills (reading, writing, and arithmetic). On the other hand, new literacy includes data literacy, technological literacy and human literacy (Rozak, 2018). Data literacy refers to the ability to read, analyze and draw conclusions from data and information obtained (big data). Technical competency relates to the ability to understand how machines work. Application of technology and work based on technology products to achieve maximum results. Human capabilities relate to communication, collaboration, critical thinking, creative and innovative skills (Rozak, 2018).

Students must be able to master linguistic aspects in reading and writing (Abidin et al, 2018). In 2000, the goal of literacy learning was to familiarize students with a variety of texts and technologies that could help their development. Ability to communicate effectively, critically, responsibly, creatively, and proactively. At the beginning of the twenty-first century, the main goal of literacy learning is to improve students' ability to communicate well in multilingual, multicultural, and multimedia contexts by strengthening their diverse intelligence. Helping students learn effective literacy strategies is one of the goals of literacy learning. Strategies function to strengthen each other and relate to each other. They cover areas not only of language but also other areas of knowledge.

The initial objectives of literacy learning include several elements. namely the ability to recognize the purpose of a text, its target audience, the implications of a text, the ability to create text in various formats, and the ability to use text to choose appropriate strategies and skills. Ability to apply literacy for different purposes in different media, different scientific, cultural, situational and media contexts. The second goal of literacy learning is closely related to research findings (Nurlaili et al, 2023). Creative readers and writers organize ideas, solve problems, apply advanced skills, make deep interpretations, and understand texts intelligently. The third goal of literacy learning is to transfer knowledge, so that students realize the value and power of reading and writing, become lifelong literate, and solve world problems while exploring and influencing them. The fourth goal of literacy learning is to foster student independence as students who are creative, innovative and productive.

Literacy Development in Indonesian Language Learning

The development of literacy in Indonesian language learning has experienced significant changes along with advances in digital technology (Anggraeni, 2020). Literacy used to focus on traditional reading and writing skills. But now it also includes the ability to understand, analyze, evaluate and use information in various formats and media. In the digital era, reading and writing skills are becoming increasingly important in learning Indonesian. First, advances in digital technology have changed the way students access and use information. They not only rely on

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printed books as the main source of information, but also access sources via the internet, e-books, e-magazines and digital learning platforms.

This requires students to be able to understand and evaluate the information they find online. Second, digital technology can also enrich Indonesian language learning content. Students have access to various material sources that can increase their interest and understanding of Indonesian, including videos, podcasts and interactive applications. With the presence of digital media, learning Indonesian has become more interesting and varied. However, the development of digital technology also brings challenges in learning Indonesian. Students must be able to differentiate between true and false information and understand the context and reliability of information sources they encounter online.

We must also be aware of the spread of fake news and misinformation that can affect our understanding of the Indonesian language. Apart from that, the development of digital technology has also influenced Indonesian writing styles (Aysa, 2021). Students should learn to write in a variety of formats, including blogs, social media, and other sharing platforms. Teachers also need to understand how to communicate effectively in a digital environment so that their messages are better understood by the audience. Considering these changes, educators play an important role in encouraging appropriate Indonesian language learning in the digital era. Students must develop critical reading skills to categorize valid and reliable information from existing sources.

Educators should also teach students digital media etiquette and show them how to create meaningful content appropriate for communication situations. Apart from that, educators must also utilize technology when teaching Indonesian. Teachers can use apps, online learning platforms, and other digital tools to create engaging and interactive learning experiences for students. By utilizing technology, educators can integrate digital literacy into Indonesian language learning and help students acquire skills relevant to the digital era (Farid, 2023). The development of literacy in Indonesian language learning has changed along with the development of digital technology. Literacy is not limited to traditional reading and writing skills, but also includes the ability to understand and use information in a variety of formats and media.

Main Challenges in Digital Literacy

The main challenges in building effective literacy skills when learning Indonesian in the digital era can be categorized into four main aspects. First, accessing and selecting valid information is a big challenge. Students must be able to categorize and select sources of information that are accurate, reliable and relevant in order to understand Indonesian well. Second, in the digital era, the speed and volume of information is often a barrier, and students can get caught up in the flow of information and rush to digest the information. This can hinder in-depth understanding of the Indonesian language and reduce the critical reading comprehension skills needed to understand information thoroughly. Especially in the digital era, students' critical and evaluative abilities are often tested. Digital platforms can easily spread inaccurate information, fake news and biased opinions (Alamsyah et al, 2024).

Students must be able to carefully evaluate the information they encounter, verify the reliability of sources, and contextualize the information in the Indonesian context. The final challenge is changes in writing and communication styles in Indonesian. Students need to understand how to communicate effectively on digital platforms, including using appropriate language and adapting writing style to various formats. Informal digital language such as abbreviations, emoticons, and slang can hinder writing skills and good use of Indonesian (Anugerah, 2017). Apart from these challenges, there are also social and psychological factors that influence effective literacy development when learning Indonesian in the digital era. For example, there may be accessibility gaps related to technology or internet connectivity that may limit some

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students' ability to access the digital resources and learning experiences they need. In addition, dependence on technology and digital media can cause decreased concentration and difficulty maintaining sufficient attention (Irawati & Prasetyo, 2021).

Online distractions and interruptions can distract students and prevent them from fully understanding the learning material. Additionally, the pressure of social media and the need to maintain an online presence can also influence students' motivation and interest in learning Indonesian. In building effective reading and writing skills, it is important for educators to pay attention to this aspect and create a learning environment that supports and motivates students to learn Indonesian well (Dewi, 2015). By understanding these challenges, educators can develop appropriate strategies to build effective literacy skills in learning Indonesian in the digital era. Teachers can create learning environments that encourage students to learn critically, teach information evaluation skills, practice appropriate writing, and encourage the use of information.

The Role of Literacy in Indonesian Language Learning

The role of literacy in Indonesian language learning has a significant impact on students' reading, writing and critical thinking abilities in the digital era. First, literacy helps students improve their reading comprehension. In the digital era, we now have wide access to various types of text, including articles, e-books, blogs and social media. Good literacy skills enable students to understand and analyze the information they encounter, recognize the structure and purpose of texts, and better interpret messages. Apart from that, reading and writing skills also play an important role in improving writing skills (Putri & Syahrul, 2019). Students can use their reading and writing skills to learn and understand the correct rules for writing Indonesian in the digital era, both in formal and informal formats.

One can also use reading and writing skills to structure arguments and express ideas clearly, thereby making your writing more creative, informative, and persuasive. In addition, reading and writing skills function to improve students' critical thinking abilities. In the information-rich digital era, students must use critical thinking skills to evaluate the reliability, validity and relevance of the information they encounter (Lubis & Nasution, 2023). Literacy allows a person to categorize and interpret data objectively, recognize bias trends, and identify strong arguments. When learning Indonesian, reading and writing skills also help students develop text analysis and interpretation skills. Teachers can analyze linguistic elements in a text, such as sentence structure, language style, and rhetoric, to understand the purpose of communication and the message conveyed by the author. Literacy also helps students interpret texts critically, recognize the assumptions they contain, and obtain and relate relevant information.

Apart from that, literacy skills also help students develop general skills. By combining information from various sources, teachers can build new knowledge, develop ideas, and develop a broader understanding of Indonesian. Literacy also allows students to create writing by integrating various information and arguments and expressing their ideas in a structured and coherent manner. The role of literacy in learning Indonesian in the digital era also includes the ability to participate actively and critically in online discussions and interactions.

Learners can use their reading and writing skills to communicate appropriately, respect others' points of view, and participate effectively in virtual communities. Literacy allows students to engage in meaningful discussions, respond intelligently, and express ideas clearly and persuasively (Fajarini et al, 2023). Apart from that, literacy also supports the development of students' critical and creative thinking in dealing with Indonesia's complex problems in the digital era. Students can use literacy to explore different perspectives.

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Strategy and Approach

First, educators can develop learning programs that target reading, writing and critical thinking skills in digital contexts. The goal is to teach effective reading strategies such as understanding key words, using context, and evaluating information. Educators can also teach good writing techniques, such as creating coherent paragraphs, using evidence and strong arguments, and creating text that fits the digital context. Apart from that, educators can utilize digital technology as a tool for learning Indonesian (Hidayat, 2020).

Educators can improve students' reading and writing skills by using online learning applications and platforms that provide interactive materials and exercises. Educators can also use blogs and online forums as a forum for exchanging texts and encouraging important interactions and discussions. Educators can also use project-based or inquiry-based learning approaches to strengthen students' literacy skills (Sari & Nuswowati, 2017). By choosing relevant and interesting topics, students can develop reading, writing and critical thinking skills while collecting, analyzing and organizing information in Indonesian.

This approach also encourages students to collaborate, communicate clearly, and produce a meaningful final product. Apart from that, educators can encourage students to become consumers and producers of Indonesian content in the digital era (Ratama et al, 2022). Students may be asked to explore and evaluate various online sources (both text and multimedia) to gain a deeper understanding of Indonesian. Educators can also encourage students to participate in creating creative and informative content such as blogs, podcasts, and videos to improve writing and critical thinking skills. Additionally, educators can teach students about the ethics of using digital media to protect privacy.

Students can discuss the importance of using digital technology responsibly and wisely, as well as how to prevent the spread of invalid or harmful information. In the Indonesian context, educators can also teach students about copyright law, valid reference sources, and the importance of proper attribution of copyrighted works. Educators can also encourage students to read and write widely in a variety of genres and media. Students can be assigned to read books, articles, short stories and poetry in Indonesian by various authors. Additionally, one may be asked to write in different formats, such as essays, novels, book reviews, blog posts, etc.

CONCLUSION

In the digital era, the role of literacy in Indonesian language learning is very important in influencing students' reading, writing and critical thinking abilities. Literacy enables students to understand and analyze the information they encounter, produce good texts, and develop critical and creative thinking skills. Listening, speaking, reading and writing skills in the language learning process are designed as a modern learning process that is relevant to the context which not only focuses on strengthening old reading and writing skills, but also focuses on strengthening new reading and writing skills. Integrated to strengthen four language skills. Educators focus on teaching literacy skills, use of digital technology, project-based approaches, active participation as consumers and producers of content, understanding digital ethics, inclusive literacy, connection to everyday life, etc. Educators can use strategies and approaches to improve reading comprehension and strengthen students' abilities. Writing skills in learning Indonesian in the digital era.

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