

**DIGITAL LITERACY SKILL AMONG UNDERGRADUATE
STUDENTS OF TEACHER TRAINING AND EDUCATION
FACULTY AT TRIDINANTI UNIVERSITY**

A Thesis by

Oni Setiawan Paranginangin

Student's Number 2004410005

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS TRIDINANTI

2026

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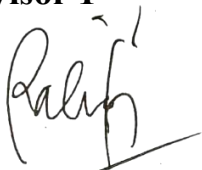
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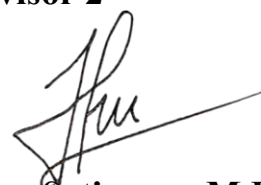
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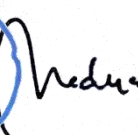



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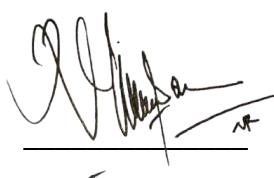
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Nwayu Lulu Nadya, M.Pd

MOTTO
“LABOR OMNIA VINCIT”
(Hard work conquers all)

DEDICATION

This thesis is dedicated to:

- **To Lord Jesus Christ, who has bestowed abundant blessings upon me throughout the process of completing this thesis. He is the place where I turned to share my worries and frustrations when I almost felt like giving up on this work, and the One who continually gave me the strength to go through every stage of this journey.**
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya sendiri dari pengarahan pembimbing Yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (s-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, 14th March 2026

Mahasiswa



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ABSTRACT

The accelerating integration of digital technology into higher education has intensified the need for university students, particularly prospective teachers, to develop comprehensive digital literacy competencies. This research aimed to examine the level and dimensions of digital literacy among undergraduate students of the Faculty of Teacher Training and Education at Tridianti University. Employing a quantitative approach with cross-sectional survey design, the study involved 144 respondents selected through total sampling from a population 162 students. Data were collected using 36 items closed-ended questionnaire adopted from the Digital Literacy Scale developed by Amin et al. (2021), encompassing nine dimensions of digital literacy. Descriptive statistical analyses, including mean score, standard deviation, and percentage distribution, were conducted to interpret data. The findings indicate that the majority of students demonstrate a high level of digital literacy (51.39%), with an additional 12.50% categorized as very high, yielding an overall mean score of 128.4. Citizenship emerged as the most dominant dimensions, reflecting strong ethical awareness and responsible digital engagement, followed by creativity and collaboration. However, curation, copyright and connectedness were identified at a medium level. These results suggest that while prospective teachers exhibit solid digital competence, targeted reinforcement in critical information evaluation and academic knowledge management remains necessary.

Keywords: *digital literacy, undergraduate students, digital literacy dimensions.*

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CHAPTER I

BACKGROUND

In this chapter, the researcher discusses: (1) the background of the research, (2) the problems of the research, (3) the objectives of the research, and (4) the significance of the research

1.1 Background of the Research

Technological progress has fundamentally transformed the ways in which individuals access information, exceeding the limitations of conventional media such as newspaper and books that are constrained by their physical form. Contemporary digital technologies enable people to obtain information easily from their homes through a wide range of diverse and engaging sources comparable to traditional news outlets. This transformation highlights the critical importance of digital literacy, which encompasses the ability to use technology appropriately for information seeking while critically assessing the credibility and authenticity of digital content. As emphasized by the OECD (2019) the rapid adoption of digital tools requires the development of competencies to address misinformation and unethical content. Digital literacy serves as a foundational framework for understanding technological systems and keeping pace with innovation, thereby empowering users to distinguish reliable sources from fabricated information and to counter the spread of false news by malicious actors. Furthermore, UNESCO (2018) asserts that digital literacy is essential for reducing technological illiteracy and ensuring equitable participation in modern society, including in daily life, employment, and education. Consequently, fostering digital literacy is imperative to mitigate the risks associated with misinformation and to support responsible engagement in the digital environment.

Digital literacy refers to a set of competencies that include the ability to identify, assess, use, and disseminate information through digital platforms (Gilster, 1997). In line with this view, Simanjuntak et al. (2024) define digital literacy as the capacity to locate and collect data, comprehend written materials across digital media, critically evaluate the credibility and relevance of information, and effectively share and exchange knowledge within collaborative environments. Islamia and Arif (2024) further emphasize that digital literacy is the ability to find, evaluate, utilize, share, and create ideas while paying attention to ethics and responsibility in using digital technology. This perspective underscores the reality that, despite the growing accessibility of the internet, many individuals continue to face challenges in interpreting and utilizing information in a meaningful and effective manner. A survey conducted by Asosiasi Penyelenggara Jasa Internet Indonesia (2024) indicated that internet users in Indonesia are still predominantly young people (Millennials and Gen Z). Although Millennials have the highest penetration rate in terms of proportion, Gen Z contributes the most to the total number of internet users due to its larger populations. Baby boomers are relatively less involved with the internet than younger generations. Hanim et al. (2025) found that internet usage in Indonesia differs significantly between generations. Millennials and Gen Z are the most active internet users, especially via smartphones for social media, entertainment, learning, and work. Generation X uses the internet at a moderate level, mainly for information and work needs, while baby boomers use the internet the least, mainly for basic communication and accessing information.

Digital literacy extends beyond basic technical abilities, such as operating a smartphone or sending emails, and encompasses critical thinking skills, including distinguish factual information from misinformation, safeguarding personal data from digital threats, and understanding ethical principles related to online content sharing (Gilster,

1997; Buckingham, 2007). Scholars such as Hargittai (2002) and Van Dijk (2020) argue that the digital divide is not solely a matter of technologies access, but reflects a second-level divide, wherein marginalized groups, including low-income households and rural communities, lack advanced competencies needed to transform digital tools into tangible opportunities, such as securing employment or advocating for their rights. The COVID-19 pandemic further intensified this divide, as essential activities in education, healthcare, and public services shifted to online platforms, leaving individuals without adequate digital skills at a significant disadvantage. As noted by Helsper (2021) and Livingstone (2020) this crisis revealed that digital literacy is not a luxury but a fundamental survival skill necessary for responding to emergencies, accessing essential services, and maintaining social connectivity in an increasingly digital society. Selwyn (2021) emphasize that addressing this divide is not only a matter of equity, but also a crucial step toward fostering a society in which all individuals are able to thrive, rather than merely survive, in the digital era.

Digital literacy plays a crucial role in higher education, as students are required to navigate extensive digital resources, evaluate the credibility of information, and engage ethically within academic and professional context. Simanjuntak et al. (2024) reported that out of 2.921 surveyed university students in Indonesia, 2.681 research conducted in Indonesia indicates that students demonstrate varying levels of digital literacy competencies, with strengths in information retrieval, communication, digital security, collaboration, and creativity. Nevertheless, challenges remain in socio-cultural understanding and critical thinking skills (Islamia, 2024; Simanjuntak et al., 2025). A study at Universitas Mercu Buana Jakarta further revealed that information literacy, particularly in identifying hoaxes and properly citing digital sources, continues to be a significant area of weakness (Wardhani et al., 2019). National data also suggest that although technical proficiency and device security are relatively strong, ethical

awareness in digital interactions requires further enhancement (Simanjuntak et al., 2025). These findings highlight the need for a holistic integration of digital literacy into university curricula, incorporating critical thinking development, information management, digital cultural awareness, and stakeholder collaboration to design educational programs aligned with the demands of the society 5.0 era.

The gap between theoretical assumptions and empirical conditions in this study is grounded in observations made during the post-pandemic academic period, when campus activities increasingly depended on internet-based platforms. Teaching and learning processes were conducted online through applications such as Zoom and Google Meet, while assignments were distributed via Google forms and other digital tools. Despite the fully online mode of instruction, the vast majority of students were able to actively participate in learning activities. This study is therefore essential for the Faculty of Teacher Training and Education at Tridianti University to ensure that prospective teachers acquire adequate technological literacy, in accordance with the growing significance of technology in the contemporary educational landscape.

Thus, on the explanation above, the researcher plans to conduct survey research entitled "Digital Literacy Skill" at the Faculty of Teacher Training and Education at Tridianti University, this survey aims to examine the extent of the digital literacy pattern of the students.

1.2 The Problem of the Research

1.2.1 The Limitation of the Research

Based on the background explanation, this research was limited at investigating the level of student's digital literacy and the dimensions of student's digital literacy skill.

1.2.2 Formulation of the Research Problems

Based on the limitation of the problem above, the research problems were formulated as follows:

1. What level of digital literacy did the undergraduate students of the Teacher Training and Education Faculty at Tridianti University have?
2. What dimension of digital literacy did the undergraduate students of the Teacher Training and Education Faculty at Tridianti University have?

1.3 The Objectives of the Research

Based on the research problem formulations above, the objectives of this research were as follows:

1. To identify the level of digital literacy that undergraduate students of the Teacher Training and Education Faculty at Tridianti University had.
2. To identify the dimension of students' digital literacy at Undergraduate Students of the Teacher Training and Education Faculty at Tridianti University had.

1.4 The Significance of The Research

The researcher expects that the results of the study are useful for the following groups:

1. The students

This is expected to increase students' interest in becoming more actively engaged in learning about digital literacy during the instructional process, as well as to help them develop a deeper understanding of digital literacy skills in the field of education.

2. The Educators

It is hoped that the results of this study can be useful for lecturers in the process of developing learning methods. For that, this information can be a reference for lecturers to be applied in the teaching process, because in today's era, the development of technology is very rapid, it is hoped that in the learning process, lecturers are no longer confused about the use of digital technology.

3. The Researcher

It is hoped that this study can help the researcher develop his knowledge about the involvement of technology in the learning process and what factors can strengthen the willingness of the research target to develop digital literacy skills. This study also helped the researcher enhance reading experience and contributed to the development of the thesis.

4. For Others Researcher

This research is expected to be a reference for future studies on digital literacy skills.

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