

DIGITAL LEARNING MEDIA IN SHAPE STUDENT LEARNING BEHAVIOR**Saiful Anwar**

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Abstract

The development of digital media in learning facilitates the transfer of knowledge for students. For teachers, this digital media can be used as a learning reference. Using media and technology as learning media can positively impact student behaviour in education, including learning activities that are more fun and impressive, students become more active and more confident, students can use digital media well, and learning can achieve educational goals. This study aims to explain the benefits of technology and media used as learning tools in shaping student behaviour in education, describe the formulation of strategies for utilizing digital literacy, describe the implementation of utilizing digital literacy and explain the impact of digital literacy. This study uses qualitative research and a type of case study. The subjects in this study were all essential elements in educational institutions. The data collection techniques used were documentation, interviews, and observation. Miles and Huberman's interactive model analysis is used in this study. The study results found that strategies for utilizing digital literacy were formulated by mapping gadget ownership to students. Using mobile phones, students can communicate with teaching teachers using applications such as Whatsapp, video calls and others. Implementation of the use of digital literacy in the learning process both online and offline. Implementation is done by providing training and outreach. The impact of using media and technology is the ease of learning as a positive impact, while the negative impact caused by using this media and technology is that students hold cell phones for too long. Hence, using excellent and directed media and technology increases student learning behaviour.

Perkembangan media digital dalam pembelajaran mempermudah dalam proses transfer keilmuan bagi siswa. Bagi guru, media digital ini dapat dimanfaatkan sebagai referensi pembelajaran. Pemanfaatan media dan teknologi sebagai media pembelajaran ini dapat memberikan dampak positif dalam membentuk perilaku siswa dalam belajar diantaranya kegiatan pembelajaran lebih menyenangkan dan mengesankan, siswa jadi lebih aktif dan lebih percaya diri, siswa dapat menggunakan media digital dengan baik serta pembelajaran dapat tercapai tujuan pendidikan. Tujuan penelitian ini adalah untuk menjelaskan manfaat dari teknologi dan media yang digunakan sebagai sarana pembelajaran dalam pembentukan perilaku siswa dalam belajar, menggambarkan rumusan dalam strategi pemanfaatan literasi digital, mendeskripsikan implementasi pemanfaatan literasi digital serta mendeskripsikan dampak literasi digital. Penelitian ini menggunakan penelitian kualitatif dan jenis studi kasus. Subjek dalam penelitian ini adalah seluruh elemen penting yang dilembaga pendidikan. Teknik pengumpulan data yang digunakan

adalah dokumentasi, wawancara, dan observasi. Analisis model interaktif Miles dan Huberman digunakan dalam penelitian ini. Hasil penelitian menemukan perumusan strategi pemanfaatan literasi digital dilakukan dengan cara pemetaan kepemilikan gadget pada siswa. Dengan menggunakan handphone siswa dapat berkomunikasi dengan guru pengajar dengan memanfaatkan aplikasi seperti Whatsapp, panggilan video dan lainnya. Implementasi pemanfaatan literasi digital dalam proses pembelajaran baik daring maupun luring. Implementasi dilakukan dengan memberikan pelatihan dan sosialisasi. Adapun dampak dari pemanfaatan media dan teknologi ini adalah adanya kemudahan dalam belajar sebagai dampak positif, sedangkan dampak negatif yang disebabkan pemanfaatan media dan teknologi ini adalah siswa terlalu lama memegang handphone. Sehingga dengan penggunaan media dan teknologi yang baik dan terarah menjadikan perilaku belajar siswa semakin meningkat.

Keywords: Digital Literacy, Learning Media, Learning Behavior.

PENDAHULUAN

According to Imam Syafi'i, he once said, "*Ta'allam falaisal mar'u yuuladuu 'aaliman*" in jewels of wisdom. The meaning of the phrase is "Learn because no one is born with knowledge." Every human being is born in the same state, which is sinless and uneducated. However, God has endowed humans with a learning instinct, allowing them to learn from speaking, writing, and knowing the names of both objects and vegetation in their environment (Ikhwan, 2018);(Anwar, 2022). The verse below discusses human ignorance prior to the creation of the universe.

"And Allah brought you out of the wombs of your mothers in a state of not knowing anything and He gave you hearing, sight and hearts so that you may be grateful." (QS. An-Nahl [16]: 78).

This verse of the Qur'an is an invitation to develop all of one's talents; by doing so, one can enhance their sense of awe and gratitude toward Allah for His bounties. Allah Swt teaches us something we did not know before, such as when He removes a baby from its mother's womb without our knowledge or comprehension. God has given us reason to comprehend something and distinguish between good and evil. God also opens the five human senses to see what has never been seen before and gives humans ears to hear the sound of their conversations, allowing us to understand, distinguish, and recognize one another based on these conversations (Hermann, 2017);(Whiten, 2013);(Ewers, 2013).

It is evident from this statement that education's most significant obstacle is learning (Ikhwan, 2021b). Some individuals can interpret a learning concept effectively. The fundamental idea can be interpreted in numerous ways, depending on who and how the learning concept is understood (Septialana, 2020). Additionally, some activities can be considered educational. Therefore, an action is deemed to be learning if it satisfies the nature of a learner, which is the ability to alter

behaviours, such that before and after the activity, changes are observed in the learner's daily behaviour and speech (Suryabrata, 2002);(Henrique, Roberto, & Wilkerson, 2023).

As a life guide, specifically, the Al-Qur'an and Hadith, which we are encouraged to study, students can acquire diverse knowledge through reading and writing by beginning to study. As stated in the Al-Quran:

“Read in the name of your Lord who created. Who has created man from a clot of blood. Recite in the Name of your most glorious Lord. Who has taught humans by means of reading and writing” (QS. Al-‘Alaq [96]: 1-5).

Noble Islamic teachings devote considerable attention to the issue of literature. Surah Al-'Alaq is the first revealed verse that demonstrates this. The emphasis on reading in this verse's "read" clause is achieved by reading the word up to three times and writing it once. To indicate that the word "read" is highly recommended or emphasized (D'Aiglepieere & Bauer, 2018).

Learning is a process of self-development with multiple components and both conscious and subliminal elements. The existence of Islamic education has both positive and negative effects. Several factors influence the impact of learning on student behaviour (El Rayess, 2020). These are the approach factors in learning, including internal and external factors. Internal factors are factors that students themselves control. Non-internal factors are outside influences on the student. These factors include the academic environment, the household environment, the community environment, and the peer environment (Abdullah, Sumardiono, & Nila Praja, 2019).

Through a learning process guided by teachers/educators both inside and outside the classroom, students are hoped to learn most effectively. In these learning activities, the learning behaviour of one student varies from that of another. Consequently, the teacher can modify the diverse pupil learning behaviours. Pupil learning behaviour can be determined by observing how they engage in learning activities. When a pupil applies Islamic behaviour, it is reflected in their daily activities, such as their skills, dispositions, etc (Djaali, 2015).

A student's learning behaviour can be influenced, among other things, by the guidance of their family or school. The world of education's themes, community setting, and media and technology usage (Nawawi al Bantani, Sholeh Darat, & Hasyim Asy, 2017). In the modern era or the millennium, educational institutions use a broader range of instructional materials to facilitate learning. If in the past only a book was used as the primary source of instruction, now the book is no longer even the most important thing. This is not to say that books are unnecessary. Still, as times progress and more sophisticated methods are discovered, the primary source of teaching materials is also changing, such as using media and technology to find the primary sources of learning (Skyles, 2019);(Jedrzejczyk, 2021).

Literacy is the capacity to use language and images for reading, writing, listening, and comprehending socially relevant information. Regarding digital, all forms of text, images, videos, and applications are described on computers (Pratiwi & Pritanova, 2016). Thus, digital literacy refers to reading, writing, and utilising digital media such as computers/laptops and mobile phones.

Paul Gilster contends in his book *Rulli Nasrullah* that digital literacy is the ability to comprehend and utilize various forms from various computer-accessible sources (Nasrullah, 2017). After the development of this era in the digital age, accompanied by the development of more sophisticated digital media, it is hoped that it will shape much better Islamic student behaviour and make students more accomplished due to the availability of these digital media facilities.

Digital media is a learning medium in institutions like digital media workstations and laptops. This digital device is extensively utilized in educational institutions, from kindergartens to colleges and universities (Degner, Moser, & Lewalter, 2022). According to the findings of the research conducted by Novi Kurnia and Santi Indra Astuti, more than eight million students (6.3%) utilized digital literacy to enhance their learning process (Kurnia, 2015). This information and communication show that elementary school-aged students have a reason to use the Internet. Through the Internet and social networks, students can study extensively and without boundaries and interact and share their innovations, allowing them to develop and progress (Kurniawan & Kuswandi, 2021).

Excellent infrastructure and facilities are essential for moulding the Islamic behaviour of students at school and home, in shaping students' Islamic behaviour by employing media and digital technology that can be used to enhance the quality of religious and teaching learning activities, and by utilising digital media as a learning aid and a source of instructional materials. Even though there are no Information and Communication Technology (ICT) courses in the curriculum, this can be accomplished by introducing and implementing a variety of digital media and their benefits (Rahim et al., 2019).

Utilizing digital media and technology in the learning process is a solution for meeting the challenges of the times as a resource for moulding the Islamic behaviour of students to make them much sharper and wiser overall. As a result of these developments, media and technology are also used as learning media to prevent students from experiencing learning lethargy, lack of enthusiasm, and lack of interest. To maximize learning, an effective business can also generate realistic expectations. According to the life guidelines, namely (Kurniasih et al., 2018):

"Say: Each person acts according to his own circumstances. Then your Lord knows better who is more righteous in his way" (QS. Al-Isra: 84).

From the verses of the Qur'an, it can be deduced that each person's actions are determined by their circumstances, whether they are on the correct or erroneous path. Indeed, Allah SWT is aware of everything that every person does.

Discusses aspects of human existence about which little is known. Media and technology have become increasingly sophisticated from the era of globalization to the current millennium age. Some numerous facilities and infrastructures meet all human requirements, but excessive media use negatively affects students.

In the digital age, especially with the inclusion of a pandemic such as the current one, teachers must be able to use digital media and technology (Rahmat, Mursyida, Rizal, Krismadinata, & Yunus, 2019). It is no longer the time to study; therefore, a teacher must use media and technology in such circumstances. In the past, for example, children's pastimes required physical mobility and a large area; however, now that this is no longer necessary, social media and digital media have won any competition between the two. In addition to being entertaining, these online games are user-friendly, straightforward, and more efficient (Alty, Al-Sharrah, & Beacham, 2006);(Banks, Dionne, Sayama, & Mast, 2019).

The application of digital literacy, such as computers, laptops, and other electronic devices, to the learning process, elicits tremendous enthusiasm from students. They can readily accept and adapt to the use of computers, laptops, and other electronic devices to learn to draw, sing, and dance and view cultural arts such as recordings of traditional dance arts and additional training, imitating them individually or in groups, etc. However, some students use computers/laptops and other electronic devices to support their education. However, playing games, editing photos/videos, and watching videos outside of the classroom can be distracting to students who are studying (Hidayati, Eliza, & Anwar, 2022).

In addition, educators use technology to influence students' Islamic behaviour. Utilization of digital media and technology is accomplished by assigning schoolwork related to accessing information and communication technology through digital media, along with short messages as evidence of cooperation between parents and the school through parental guidance to assist their children in completing the assignments. However, the presence of pupils who do not have electronic devices makes it difficult to follow the learning process. The researchers acquired the incident and information through observation and interviews with school principals, teachers, students, and parents (Dewi & Tambusai, 2021).

Several studies are related to research on the use of digital literacy in educational institutions, including those conducted by previous researchers, such as the Utilization of WhatsApp Media as a Medium for Digital Literacy, which Manurung deems deficient. Enhancing students' digital literacy in language skills, including listening, speaking, reading, observing, and writing (Manurung, 2020). Panuntun's quantitative analysis of the effect of parental concern for children on student learning behaviour revealed that parental crisis affected variations in student learning behaviour by 46.2%, indicating that parental concern positively impacts student learning behaviour (Panuntun, 2013). In addition, there are numerous other studies with similar findings. However, this study will focus on strategy formulation, implementation, and the influence of using digital literacy as a learning medium on shaping student learning behaviour.

Method

The research method employed is a qualitative case study in which specific events within a social entity, such as an individual, group, organization, or community, are meticulously described and analyzed. Primary data sources include interviews and observations, whereas secondary data are derived from other relevant literature and references. The author's method for data analysis employs qualitative data analysis by the Miles and Huberman methodology, data condensation, presentation, and verification. Validity of data through data triangulation and auditing (Sukmadinata, 2013);(Samsu, 2017);(Ikhwan, 2021a).

Results and Discussion

Formulation of Strategy, Implementation and Impact of Utilizing Digital Literacy as a Learning Media in Shaping Student Learning Behavior

The formulation of strategies for the use of digital literacy in schools is crucial because it helps to shape the learning behaviors of students. The development of strategies for integrating digital literacy into learning activities at school and at home is extremely beneficial to the self-development of students. In addition, it can facilitate the delivery of learning materials for teachers and educators, make learning unique and engaging, and be readily accepted by students.

Formulating a strategy for utilizing digital literacy is crucial to the school learning process because, with such a strategy. Learning can be conducted effortlessly, quickly, and engagingly. The method for utilizing digital literacy is developed by mapping the ownership of devices to students, forming groups per hamlet, and selecting a student with a mobile phone as a moderator so that they can share information with their group members by conducting home visits to collect assignments.

It should be noted that obstacles must be overcome during the learning process, specifically when utilizing various digital literacy learning methods to achieve maximal learning objectives. The formulation of strategies for employing digital literacy applies in the classroom and at home. In addition to devices, available digital media and technology include Internet access and television. It is anticipated that students will make effective use of digital media and technology facilities.

It can be explained that devices are utilized in developing strategies for using digital literacy as a learning medium for most students. First, WhatsApp is an application used by most students, one of which is as a means of communication and as a learning tool in the network so that it can complete all types of school assignments so that the implementation of education can function efficiently. Second, Video Calls are video communications whose purpose is to enable face-to-face communication without the recipient's physical presence using a device. Thirdly, offline learning is conducted by the school to compensate for the education of students who experience interference with both facilities, such as cellular ownership or who are in an area with a poor signal.

According to Steve Wheeler (2012: 16), nine essential elements must be mastered regarding the use of digital media and technology for information and communication: skills in using various

social network services, skills in using multiple digital platforms, maintaining and managing digital data privacy, using the correct identity, creating appropriate content, organizing and sharing relevant content, and using existing content to produce new content.

During a pandemic such as the current one, there are obstacles to the learning process in the classroom, so implementing digital literacy is highly recommended because it is still used as a learning aid even though students are encouraged to study at home. For optimal learning to occur, one of the endeavours made by the teacher or educators via home visits (home visits) is the correct procedure for overcoming obstacles.

Home visit (home visit) is an alternative method chosen by the instructor to facilitate learning by the teacher or educator visiting the residence of a local student. The teacher or educator explains the topic first, then allows students to ask questions and administers or assigns homework as evidence of learning outcomes.

According to the findings of observations made by researchers regarding the implementation of digital literacy, it is crucial because literacy is required to support learning in influencing student learning behaviour. The utilization of digital literacy in the learning process is urgently needed because students must improve their skills, and instructors or educators must increase their knowledge and creativity when teaching digital literacy. Training in using or applying information and communication technology in school development is one of the most prominently emphasized strategies for implementing digital literacy in schools.

In the current digital era, it is essential to be able to use digital media and technology; therefore, it is highly recommended to have access to such media and technology. During this pandemic, cell phones and computers/laptops are utilized to implement digital literacy in the online and offline learning processes since most students have mobile phones, so the WhatsApp learning process can be carried out optimally. Implement digital literacy as a learning medium at home, specifically the provision of cell phones, so that parents can guide and assist their children in learning to adapt to the current digital era or not fall behind. It is a form of parental involvement in using digital media and technology essential for supporting learning at home, in school, and in the community.

According to Douglas A.J. Belshaw, developing digital literacy requires eight essential elements: culturally, cognitively, constructively, communicatively, responsibly, creatively, and critically (Suhardi, 2017). Collaboration between homeroom instructors and student guardians regarding the use of digital literacy as a learning medium in shaping student learning behaviour is crucial to produce students who are well-behaved and proficient in the application of media and digital technology.

Researchers observe various effects regarding the impact of digital literacy as a learning support in shaping student learning behaviour. One of the positive effects of using digital literacy to shape student learning behaviour is that children receive information more quickly, have access to facilities for self-development through education, Islamic and creative entertainment, health services, the latest world news and religious teaching, more exciting learning, and increased

student motivation. Increase. In addition, parents can relax because their children can communicate effectively with their family and friends, they can make good friends, their thinking becomes creative and full of ideas, they can learn many new things, and they enjoy taking breaks to play games and watch videos.

In addition to the positive effects of using digital literacy as a learning medium in shaping student learning behaviour, there are adverse effects, such as children becoming addicted to mobile phones, having access to shows that are not worth watching, children's emotions becoming unstable and students' comprehension is poor. Children spend a great deal of time using mobile phones instead of studying. Because students are less likely to rely on tools, manual literacy, or literature, social interaction among students is diminished. It isn't easy to shape their Islamic behaviour because they rarely interact face-to-face.

As mentors and facilitators in shaping student learning behaviour at school and home, parents and teachers or educators must monitor and encourage students to take advantage of digital literacy, such as digital media and technology.

CONCLUSION

Developing strategies for employing digital literacy is accomplished by tracing pupil device ownership. Form groups per hamlet and select a pupil with a cell phone to be a moderator. The majority of these devices are utilized as a means of communication and for network-based learning by using applications such as WhatsApp. In addition, the purpose of video calls is to enable direct face-to-face communication without the presence of the recipient's device. Moreover, offline learning is incorporated into the online strategy formulation. The principal provides digital media such as computers, Internet access, type recorders, etc., so teachers can utilize available digital media.

During this pandemic, mobile phones and computers/laptops are utilized to implement digital literacy in the online and offline learning processes. It is a form of parental involvement in using digital media and technology. Students are taught to use information and communication technology intelligently and wisely. To maximize the internet in finding and understanding data and knowledge, etc., teachers and academic staff are trained in using or using digital media in learning.

As a means of developing technical skills and practical learning, a means of socializing with friends online, making learning more enjoyable, increasing student motivation, as a means related to cross-border communication, and broadening friendships as widely as possible because it is not limited by location, and as a means of developing latent talents, many high-achieving children make use of media and technology. While the negative impact can lead to students being more self-centred than other people because of social networking sites, all content can be accessed, resulting in inappropriate access for students, violence or crime, forgetting time so that they

frequently neglect their responsibilities, such as worship, eating and drinking, completing schoolwork and homework, etc., and an addiction to using digital media.

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