CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Digital literacy profile consists of five competence areas namely information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. This research aims at obtaining the digital literacy profile across gender in the English Language Education Study Program professionally and on daily basis. The instruments were constructed based on UNESCO Digital Literacy Framework and several previous researchers across the world.

Based on the findings with 154 participants comprises of 37 male students and 117 female students, they are categorized in moderate level of digital literacy which shown by mean score of questionnaire items. In other words, the findings revealed promising future. It is because several previous studies showed digital divide among female students while in English Language Education program do not.

Furthermore, male and female students share many similarities, such as in Information and Data Literacy, they prefer internet and social media as supporting studying materials, categorize their files digitally and based on a pattern. For Communication and Collaboration, they have various social media accounts, use those to get to know other students and many purposes besides studying e.g., money

transaction, shopping, and ride hailing. In terms of digital content creation, they have just started to create digital content even though it is for course fulfillment.

Moreover, for safety, they install double security systems, set unique passwords, and consider privacy on social media and their devices. In terms of problem solving, they need other people to fix their infected devices and they are aware of their limits in digital literacy competence areas.

5.2 Implication of the Study

The findings showed that male and female students are in the same level which is moderate. It is promising future as female students in the English Language Education Study Programme are also going to serve various important roles such as mother for family and teacher for communities. It is since students cannot choose who is going teach them and children also unable to choose their mother.

The findings can provide the basis and consideration for further policy and learning strategy in the English Language Education Study Programme. The policy then can be set up by considering students' real condition and the worldwide demands. Also, the best learning strategy can be organized by knowing students' preferences in digital platform and social medias and use those sources to be integrated in the classroom activities.

Moreover, this digital literacy profile and needs can be used as studying material in courses, for instance, Current Issues and Policies in Education. This will be a great discussion talking how the education world transformed and changed

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over years and so does the literacy demand. Also, how digital literacy helps them as students and once they graduated.

5.3 Recommendation

The need of digital literacy is increasing over years and it is impactful for students' self-development for professional purposes and human-being. Thus, it is important for English Language Education Study Programme students to get deeper understanding of digital literacy. The best digital literacy level can be achieved if all stakeholders and students themselves in the university work together and integrate digital literacy daily, inside and outside the classrooms. However, this study has weaknesses which are the indicators used from the UNESCO needs to be further broken down and adopt more digital literacy frameworks from various literatures. It is meant to get clearer measurement of digital literacy profile and basis for developing questionnaire items. This study also needs to be extended which could be done in many ways, such as having more participants of the study or profile based on their academic year to better understand the real condition.

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