

**PRE-SERVICE TEACHERS' DIGITAL LITERACY
COMPETENCES PERCEPTIONS: EVIDENCE FROM THE
UNESCO DIGITAL LITERACY GLOBAL FRAMEWORK**



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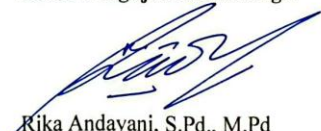
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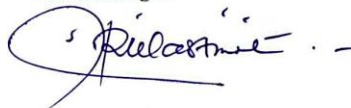
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TABLE OF CONTENTS

LEMBAR PENGESAHAN	ii
LEMBAR PERNYATAAN ORISINALITAS	iii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
ABSTRAK	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of Study	1
1.2 Research Question.....	5
1.3 Purpose of the Study	5
1.4 Scope of the Study	6
1.5 Significance of the Study	7
1.5.1 Theoretical Significance.....	7
1.5.2 Practical Significance	7
1.6 State of The Art	8
CHAPTER II LITERATURE REVIEW	13
2.1 Digital Literacy	13
2.1.1 Conceptualizing Digital Literacy	13
2.1.2 Digital Literacy in Education and English Language Teaching.....	15
2.2 Digital Literacy Competences	16
2.2.1 Digital Literacy Competences among Pre-Service English Teachers..	18
2.2.2 Digital Literacy Competences Based on the UNESCO DLGF	19
2.3 The General Concept of Pre-Service Teachers	21
2.4 Perception	23

2.4.1 The General Concept of Perception	23
2.4.2 Conceptualizing Teachers' Perception	24
2.5 Previous Studies	26
2.6 Conceptual Framework	28
CHAPTER III METHODOLOGY	30
3.1 Research Design	30
3.2 Time and Place of the Study	31
3.3 Data and Data Sources	31
3.3.1 Data of the Study	32
3.3.2 Source of Data	33
3.4 Research Instrument	33
3.5 Data Collection Procedure	35
3.6 Data Analysis Procedure	37
CHAPTER IV FINDINGS AND DISCUSSION	42
4.1 Findings	42
4.1.1 Pre-service teachers' perception of their digital literacy competences with reference to UNESCO DLGF's five domains	42
4.1.2. Pre-service teachers' perception of the areas in need for further development	52
4.2 Discussion	64
4.2.1 Pre-service teachers' perception of their digital literacy competences with reference to UNESCO DLGF's five domains	64
4.2.2. Pre-service teachers' perception of the areas in need for further development	67
4.3 Limitations of the Study	68
CHAPTER V CONCLUSION AND RECOMMENDATIONS	70
5.1 Conclusion	70
5.2 Recommendations	71
REFERENCES	73
APPENDICES	83
ABOUT AUTHOR	137

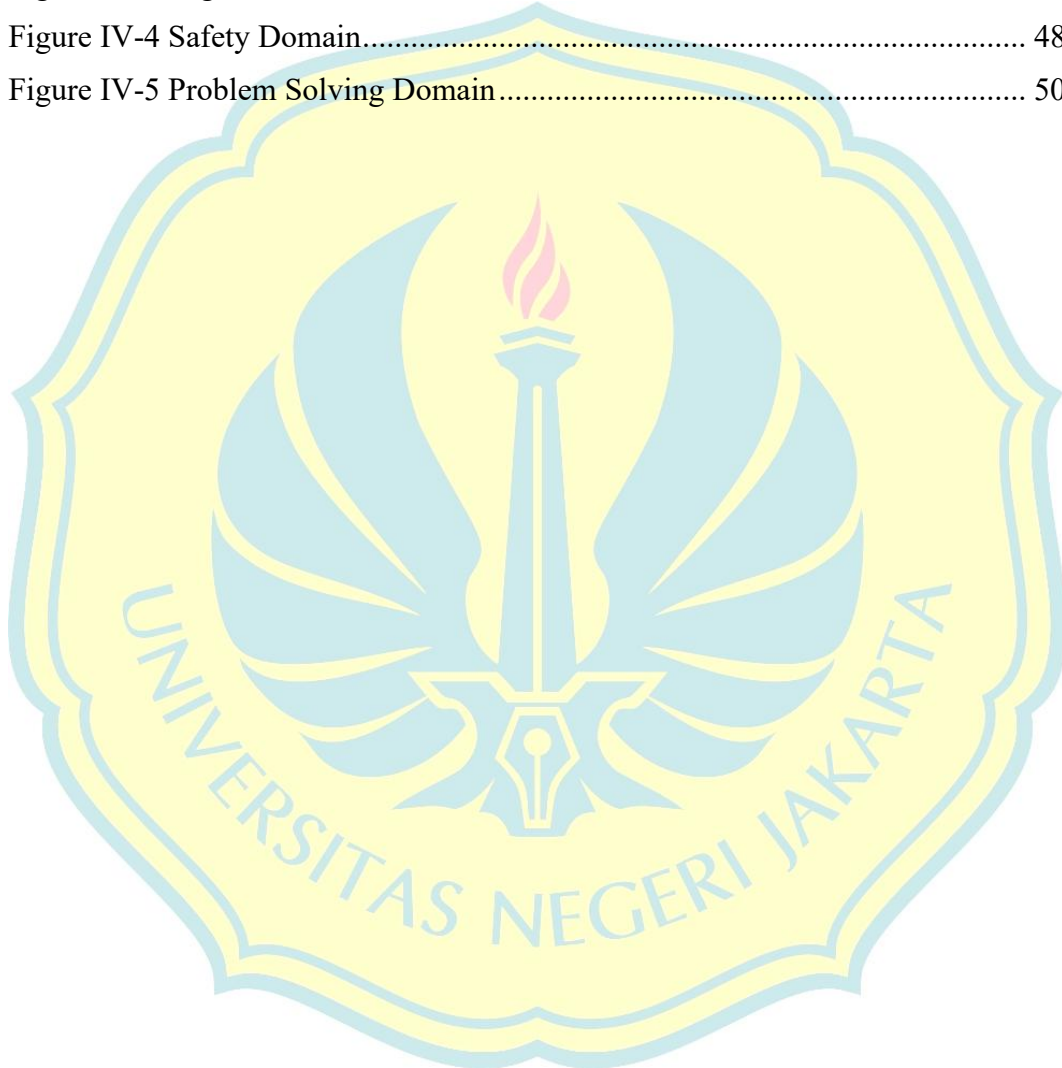
LIST OF TABLES

Table I-1 Previous Studies (State of the Art)	10
Table III-1 Data and Source of Data	31
Table III-2 Interpretation of Mean Scores	38



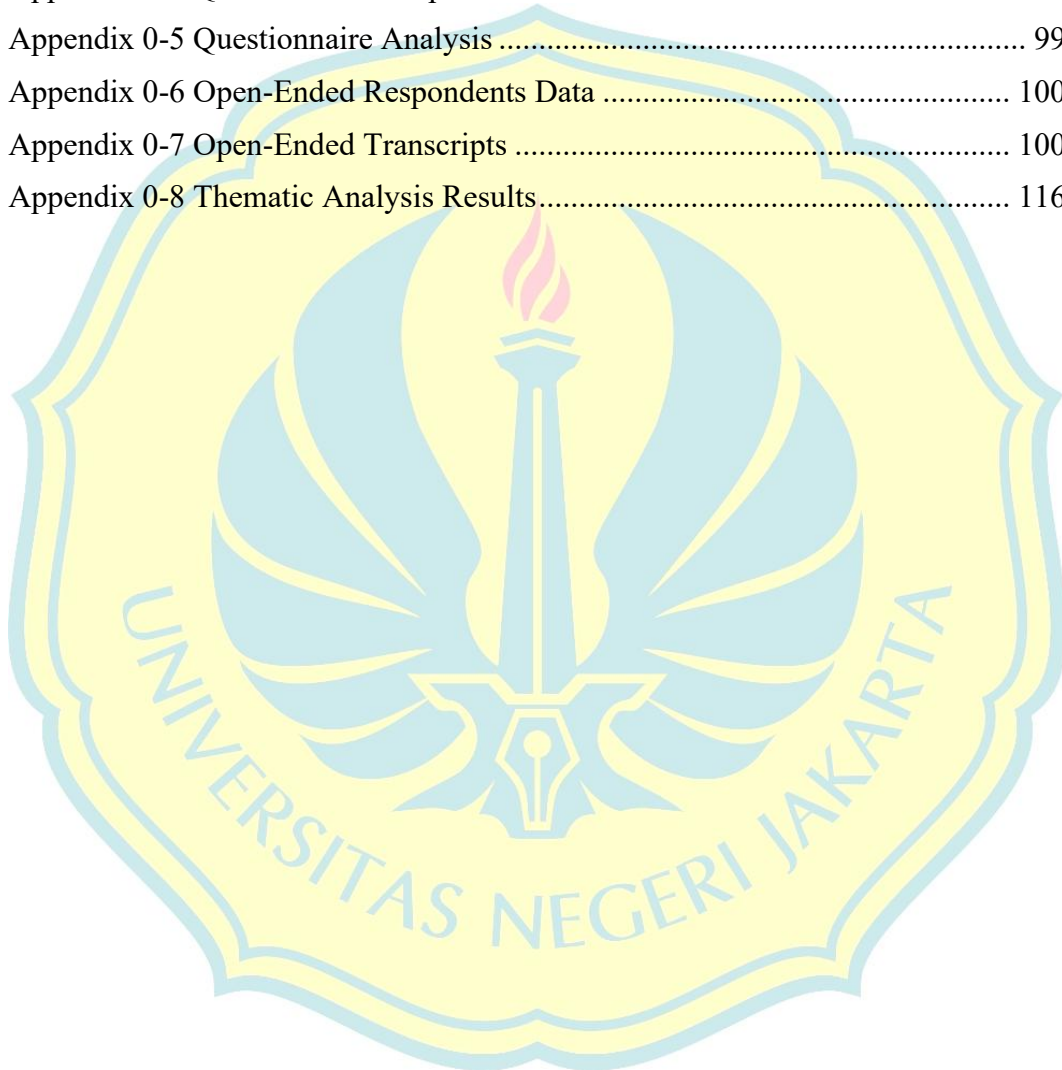
LIST OF FIGURES

Figure II-1 Conceptual Framework of the Study	28
Figure IV-1 Information and Data Literacy Domain	43
Figure IV-2 Communication and Collaboration Domain	44
Figure IV-3 Digital Content Creation Domain	46
Figure IV-4 Safety Domain.....	48
Figure IV-5 Problem Solving Domain.....	50



LIST OF APPENDICES

Appendix 0-1 Competence Areas for the DLGF	83
Appendix 0-2 Questionnaire Items	85
Appendix 0-3 Open-Ended Questions	89
Appendix 0-4 Questionnaire Responses	92
Appendix 0-5 Questionnaire Analysis	99
Appendix 0-6 Open-Ended Respondents Data	100
Appendix 0-7 Open-Ended Transcripts	100
Appendix 0-8 Thematic Analysis Results.....	116



ABSTRACT

Elleonore Laurensia Simon. 2025. *Exploring Pre-Service Teachers' Perceptions on Digital Literacy Competences of English Language Education Study Program Students at Universitas Negeri Jakarta.* A Skripsi: Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

Rapid digitalization in education highlights the importance of examining pre-service teachers' perceptions of digital literacy, as these perceptions shape their readiness to integrate technology effectively in future classrooms. This study explores pre-service English teachers' perceptions of their digital literacy competences using the five domains of the UNESCO Digital Literacy Global Framework (DLGF): information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. Given the limited Indonesian research applying the DLGF in teacher education, this study employs a mixed-methods design to capture both quantifiable competency levels and in-depth contextual insights. Data were collected through a structured online questionnaire administered to 53 pre-service English teachers who had completed microteaching and school-based teaching practicums. Quantitative data from 30 Likert-scale items were analysed descriptively, while qualitative data from open-ended responses were examined through thematic analysis. The findings indicate that participants perceived themselves as moderately to highly competent across all domains, with the strongest competencies in information and data literacy ($M = 3.36$) and communication and collaboration ($M = 3.27$). In EFL contexts, these strengths reflect frequent engagement with digital learning resources, online communication, and collaborative platforms for lesson planning and instructional interaction. However, lower perceived competence was found in digital content creation ethics, cybersecurity awareness, and self-directed digital professional development, suggesting gaps in skills essential for responsible and sustainable technology use in English language teaching. These results emphasize the need for teacher education programs to integrate structured and practice-oriented digital literacy training to prepare ethical, reflective, and digitally competent EFL educators.

Keywords: digital literacy competences, English language education, pre-service teachers, UNESCO DLGF

ABSTRAK

Elleonore Laurensia Simon. 2025. *Exploring Pre-Service Teachers' Perceptions on Digital Literacy Competences of English Language Education Study Program Students at Universitas Negeri Jakarta.* A Skripsi: Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

Pesatnya digitalisasi dalam pendidikan menegaskan pentingnya mengkaji persepsi guru prajabatan terhadap literasi digital, karena persepsi tersebut memengaruhi kesiapan mereka dalam mengintegrasikan teknologi secara efektif di kelas masa depan. Penelitian ini mengeksplorasi persepsi guru prajabatan Bahasa Inggris terhadap kompetensi literasi digital mereka berdasarkan lima domain UNESCO Digital Literacy Global Framework (DLGF), yaitu literasi informasi dan data, komunikasi dan kolaborasi, pembuatan konten digital, keamanan, dan pemecahan masalah. Mengingat masih terbatasnya penelitian di Indonesia yang menerapkan DLGF dalam pendidikan guru, studi ini menggunakan desain metode campuran untuk memperoleh gambaran kuantitatif sekaligus pemahaman kontekstual yang lebih mendalam. Data dikumpulkan melalui kuesioner daring terstruktur yang diberikan kepada 53 guru prajabatan Bahasa Inggris yang telah menyelesaikan mata kuliah microteaching dan praktik mengajar di sekolah. Data kuantitatif dari 30 butir skala Likert dianalisis secara deskriptif, sedangkan data kualitatif dari pertanyaan terbuka dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa peserta menilai diri mereka memiliki kompetensi sedang hingga tinggi pada seluruh domain, dengan skor tertinggi pada literasi informasi dan data ($M = 3,36$) serta komunikasi dan kolaborasi ($M = 3,27$). Dalam konteks pembelajaran EFL, temuan ini mencerminkan tingginya keterlibatan peserta dalam penggunaan sumber belajar digital, komunikasi daring, dan platform kolaboratif untuk perencanaan dan pelaksanaan pembelajaran. Namun, persepsi kompetensi yang lebih rendah ditemukan pada etika pembuatan konten digital, kesadaran keamanan siber, dan pengembangan profesional digital secara mandiri. Temuan ini menegaskan perlunya program pendidikan guru mengintegrasikan pengembangan literasi digital yang terstruktur dan berbasis praktik untuk menyiapkan pendidik EFL yang etis, reflektif, dan kompeten secara digital.

Keywords: *digital literacy competences, English language education, pre-service teachers, UNESCO DLGF*