

CHAPTER I INTRODUCTION

This chapter focuses on presenting the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

A. Research Background

Digital technology cannot be separated from everyday lives in this era, particularly in the field of English education. Through a variety of digital technology platforms, English teachers and students can quickly access teaching and learning materials. Teachers and students need to be digitally literate in order to use digital technologies. This is corroborated by a number of studies that show how crucial digital literacy is for English teachers in order to improve the effectiveness and efficiency of their instruction as well as increase students' enthusiasm for language learning in the age of digital learning.

In recent years, the integration of technology into education has become increasingly common, which has led to changes in traditional teaching methods and requires educators to adapt to the digital environment. This transformation is especially important for English teachers who are responsible for teaching students essential skills such as English language proficiency and digital literacy, which are critical to thriving in today's interconnected world. The emergence of the Millennial and Gen-Z groups as educators has led to unique perspectives and competencies regarding the use of technology in the classroom. The digital era has revolutionized all aspects of life, and regardless of personal preference, adapting to current trends and the millennial generation is necessary in all areas of work (Postelnicu & Câlea, 2019; Arriscado et al., 2019). This reality motivates the education industry, particularly English teachers, to adapt every learning process to the advancements in information technology and communication (Nariyati et al., 2020).

Digital literacy, according to Gilster (1997) argues that, is the capacity to comprehend and apply knowledge in a variety of formats from a broad range of

sources that may be accessible through computers, digital media, and communication technologies. All knowledge and insights into teaching materials may be accessed with ease by English teachers who possess digital literacy abilities through digital tools. Digital literacy is defined by Hossain, Hashmi, and Mezbah (2019) as a collection of professional and academic behaviors that are facilitated by a range of emerging technologies. Moreover, the inclusion of digital literacy in the education model of Islamic boarding schools represents a significant transformation (Wati et al., 2021). It enables students to access information sources such as news, e-books, journals, and video tutorials that are not exclusively available within the walls of the school. However, there are many challenges in the integration of digital literacy. Not all Islamic boarding schools follow the digital era and adopt technology to develop teaching literacy. Wati et al. (2021) emphasize that the introduction of digital literacy is important because it is a starting point to bridge the academic gap between students and the outside world. It presents opportunities for the students to manage and access as much information as possible.

According to the Organisation for Economic Co-operation and Development (OECD) in Supyani and Fikri (2021), the application of digital technology in teaching and learning has numerous benefits compared to traditional methods. Similarly, Goodfellow and Lea in Supyani and Fikri (2021) suggest that the use of Information and Communication Technology (ICT) can significantly enhance the quality of education. This is evidenced by the smoother communication between teachers and students through digital media, the ease of accessing information and literature, and the availability of varied learning methods.

The term "millennial generation" or "millennials" refers to be used in American newspapers in August 1993. This generation makes extensive use of social media sites like Facebook and Twitter as well as instant messaging apps like SMS, e-mail, and instant messaging. Put another way, Gen-Y is the group of people who grew up during the explosive growth of the internet.

In Stillman's research (2017), there is such a thing as Gen-Z. The term "net generation" or "internet generation" refers to the newest workforce, defined as those born between 1995 and 2012. This research indicates that Gen-Z is distinct from millennials or Gen-Y. The changes are explained in Stillman's book from 2017, *How the Next Generation Is Transforming the Workplace*.

The age range for Generation-Z (henceforth referred to as Gen Z) and Gen-Y, or millennials, as defined by Dimock (2019). In 2020, Gen Y, or those born between 1981 and 1996, will be between the ages of 24 and 39. Gen-Z comprises individuals born in 1997 and later, and they are under 23 years old (as of 2020). Research on Gen-Y has gained traction as companies recognize that this generation has unique expectations for the workplace, which impact management styles and the culture of the workplace as a whole. (Abdul et al., 2018)

In Islamic schools, where technology and religious education are important, it is crucial to understand the level of digital literacy competency for Millennial and Gen-Z English teachers. Although digital literacy has been a significant focus in general education, there is a need for more research to explore digital literacy competencies for English teachers in Islamic schools. With the growth of digitalization, Islamic schools are adapting to the digital era. The advancements in digital technology have brought significant changes to life, providing easy access to various kinds of religious information to the general public (Widyantoro, 2022).

The focus of this research is to study the digital literacy skills of Millennial Generation and Gen English teachers in Islamic schools. By assessing their digital literacy levels, can identify specific training and development needs to enhance the effectiveness of English language teaching in Islamic educational settings. Additionally, Rosyida (2020) states that in the context of modern Islamic school education, digital literacy is utilized to support learning, access information and data, evaluate information, and serve as a curriculum supporting media to encourage the development of media-savvy human resources capable of analyzing content.

In line with this description above, digital literacy skills are regarded as one of the most important things to support student learning in an academic context, particularly when learning English. According to Brown and Lee (2015), a variety of technologies can be useful resources for teachers and language learners. It should be noted that the benefits of using technological tools may be important when considering how teachers use a technology-based approach to language teaching when integrating technology into learning. Pratolo and Solikhati's study (2020), demonstrates that employing computers and cellphones in addition to training educators might enhance Indonesians' digital literacy abilities. Therefore, the goal of this study is to investigate how English instructors at a private high school use digital literacy and how this is represented in their education. The purpose of this research is to look into the digital literacy skills of English teachers in Islamic Junior high schools and how these digital literacy skills are reflected in their instruction.

B. Research Questions

This research intends to examine the following questions, as stated in the preceding description:

1. How are the millennial English teachers' digital literacy competences in Islamic Junior High School?
2. How are the Gen-Z English teachers' digital literacy competences in Junior High School ?

C. Research Purpose

This research is intended to address the following objectives based on the research questions:

1. To reveal the Millennial English teachers' digital literacy competencies.
2. To find out the Gen-Z English teachers' digital literacy competencies.

D. Research Significances

1. Theoretical Significances

This study aims to make a theoretical contribution towards enhancing the digital literacy of Gen-Z and millennial generation English teachers, particularly those teaching in Islamic schools. The research findings was serve as a strong foundation for developing an effective teacher training program that caters to the digital literacy needs of English teachers in this context.

2. **Practical Significances**

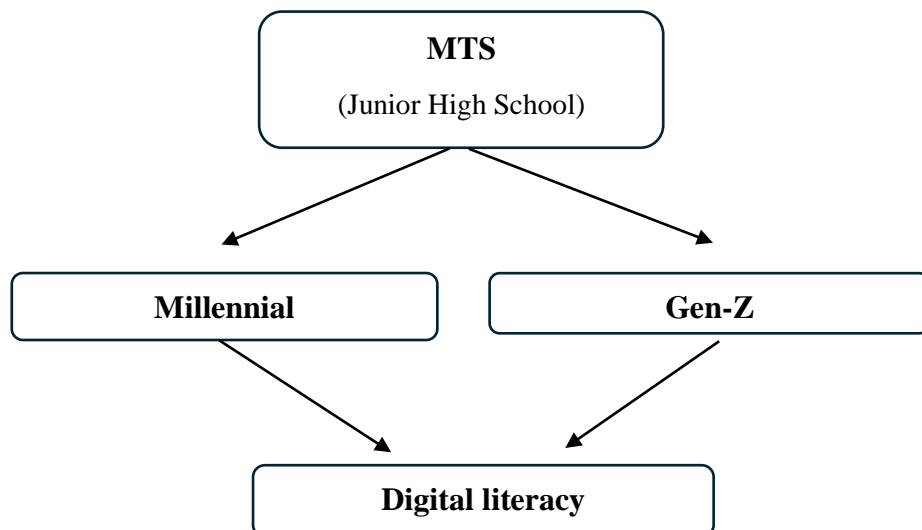
Assist in designing English language teaching programs that incorporate technology to enhance literacy competencies and improve the effectiveness of teaching.

E. Research Scope

This research describes the Digital Literacy Competencies of English Teachers. The next concern is the comparison of English teacher competence between millennials and Gen-Z in digital literacy in Islamic Junior High schools.

F. Conceptual Framework

This research investigates the Digital Literacy Competencies of Millennial and Gen-Z English Teachers. It analyzes teachers' perspectives on their digital literacy competencies implemented in teaching activities in Islamic schools. The researcher describes the theoretical framework as follows:





The dimensions of digital literacy raised by Dudeney and Hockly (2016):

- Language, •
- Information, •
- Connection, •
- (re)design, with sub-categories representing key digital literacies in each dimension

According to teachers who teach teachers refer to the millennial generation. They are a generation that grew up with digital technology and the internet as part of everyday life. Millennial generation teachers must understand that the millennial generation is very close to changes in technology and information. They must be able to use advances in technology and information in a good and civilized direction to help students in the learning process.

According to Michael Dimock (2019), Generation Z, or those born between 1997-2012, it was often called the Internet generation. In 1995, technological developments in the internet world resulted in the birth of a new generation. In many cases, the social, cultural and economic situations that people experience influence how they understand the world.

Digital literacy is an individual's ability to understand and utilize information from various digital sources efficiently and effectively in various formats. Digital literacy was first mentioned in 1997 by American scholar Paul Gilster, who described it as how people understand and use information from various digital sources efficiently and effectively in various formats. According to Eshet-Alkalai and Soffer (2004), digital literacy is more closely related to a person's ability to use various digital summaries effectively. Bawden (2001) provides a more comprehensive approach, describing digital literacy as a means of understanding and utilizing information from various digital sources to understand and utilize information in various contexts.

Digital literacy refers to the ability to use internet technology to communicate and as a source of vital information. Digital literacy, as defined by Dudeney and Hockly (2016), is an individual's ability to use digital technology in

a safe, wise, and productive manner. As a result, they classified digital literacy into four broad categories: language, information, connection, and (re)design, with sub-categories corresponding to the primary digital literacies in each dimension. These dimensions are summarized in Table



Table 1. 1 Dimensions of Digital Literacy

Dimensions of digital literacy	Dimensions of digital literacy
Language (Focus on communication done via digital texts, images, and multimedia)	Print literacy, texting literacy, hypertext literacy, visual media and multimedia literacy, gaming literacy, mobile literacy, code, and technology literacy
Information (Focus on digital information management: searching, evaluating, storing, and retrieving)	Search literacy, information literacy, tagging literacy.
Connections (Focus on social network participation and collaboration)	Personal literacy, network literacy, participatory literacy, and cultural and intercultural literacy.
(Re) Design (Focus on modifying/ adapting digital information)	Remix literacy

Islamic and state schools significantly differ in objectives, curriculum, and costs, distinguishing them as educational institutions that differ in their goals and focus. Ade Imelda Frimayanti emphasized that Islamic schools aim to provide education based on the Islamic religion, while state schools aim to provide general education, not based on religion. Other experts, such as Ulil Amri Syafri, added that Islamic schools have a curriculum focusing more on Islamic religious education, such as Arabic, prayer and Islamic history. In contrast, state schools have a broader curriculum not based on religion. Islamic and state schools have significant differences in objectives, curriculum, and costs, distinguishing them as educational institutions that differ in their goals and focus.

G. Previous Study

Since the development of English language teaching, there have been several studies related to digital literacy skills, including The first previous research was conducted by Paula Dinar in 2023 which focused on the digital literacy competencies of English teachers at Mekar Arum High School, with a focus on the millennial generation and Gen-Z. In the research methodology, the design used is qualitative with a case study approach. This research involved 2 English teachers at Mekar Arum High School consisting of 3 teachers. The

measuring instruments used are interviews, questionnaires and observations. The research results show that millennial and generation Z teachers have different digital literacy competencies. Millennial teachers have better abilities in utilizing digital technology for educational purposes. In contrast, generation Z teachers have better abilities in interacting with students through digital media. This research found several research gaps that need to be corrected.

The second, Anisa Renni (2020) focuses on the digital literacy competency of English teachers at SMA 1 Samigaluh, Kulonprogo, D. I. Yogyakarta with a focus on teacher digital literacy during Covid 19. In the research methodology, the design used is qualitative with a descriptive approach. Participants in this research were Islamic religious education teachers at SMA 1 Samigaluh, Kulonprogo, D. I. Yogyakarta. The measuring tools used are observation, interviews and documentation. The results of the research show that the digital literacy level of Islamic Religious Education teachers at SMA N 1 Samigaluh is generally quite good, especially in terms of their understanding of the importance of digital literacy for teachers today and mastery of a number of digital technology-based learning models. Regarding the importance of digital literacy, PAI teachers at this school already understand quite well that digital literacy is very important in the current era, especially in expanding learning resources and improving the quality of learning.

The third previous study was conducted by Takdir Nurhamdani (2022) focuses on the Influence Of Digital Literacy On Teachers' Pedagogical Competence In The Learning Process. In the research methodology, the design used is quantitative. The participants in the research who constituted the research population were all teachers at MA An-Nur Nusa. The total teacher population consists of 23 people, of which 8 are men and 15 are women. The research results show that digital literacy influences teachers' pedagogical competence in the learning process at MA An-Nur Nusa. The influence of digital literacy on teacher pedagogical competence is 59.6%. From the description that has been presented in the research results, digital literacy influences teachers' pedagogical competence in the learning process at MA An-Nur Nusa.

In conclusion, there are some differences between the current study and the previous studies discussed above. The previous research looked at the Influence Of Digital Literacy On Teachers' Pedagogical Competence In The Learning Process. The previous research only used two instruments: interviews and observations. Previous research also has a context and focuses on the digital literacy skills of high school English teachers in an online context. The previous study focused on the critical digital literacy skills of EFL teachers and young learners at the junior high school level. Meanwhile, the current the current research focuses on English Teachers' Digital Literacy Competences using qualitative methods. Then the current research uses two instruments, namely interviews, and questionnaires.

