Literacy Culture in Building Student Learning Independence

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Abstract

The low quality of human reso thaturces (HR) is motivated by the low literacy skills of the community, including students as academics. Literacy is seen as the ability to manage information as well as utilize or implement it in everyday life, so that learning independence is very necessary to be able to achieve learning success in the So thatciety 5.0 era. The aim of this research is to analyze and describe literacy culture in creating learning independence for FIP UNESA students in the Era of So thatciety 5.0. This type of research is survey research with descriptive quantitative research methods. Data collection techniques using online observation and questionnaires via Google Form. Then the analysis and applied techniques are through data examination, data classification, data tabulation, calculating data frequencies, further calculations, visualizing data, and interpreting data. The novelty of this research is that variables have not been studied before. The results of research on literacy culture in building the independence of FIP UNESA students in the Era of So thatciety 5.0 stated that based on the results of the average answers from 208 respondents, 23 answers had a good classification and 5 questions had a very good classification. Meanwhile, the average results of the answers from 208 respondents were 17 answers had a good classification and 2 questions had a very good classification.

Keywords: Literacy culture; Independence of learning; Thatciety Era 5.0.

INTRODUCTION

The abundance of human reso thaturces (HR) in Indonesia today is not accompanied by good quality. One of the causes of the low quality of human reso thaturces in Indonesia is that the literacy skills of people in Indonesia are still very low, regardless of the layers within (Afghani et al., 2022). This makes human reso thaturces in Indonesia less competitive and their ability to master science and technology is limited (Adawiyah, 2021). So that, in order to improve the quality of human reso thaturces, it is felt that it is very necessary to foster a culture of literacy in people's lives, especially among academics as a pillar of science in Indonesia.

Literacy is generally defined as a perso thatn's ability to read and write. In fact, more than that, according to UNESCO, literacy is defined as the ability of a perso thatn (literate) who has

knowledge and can be utilized in every activity where the activity requires an active and effective literacy function in people's lives and there is an intention to develop it (Asso thatciation, 2020). In the world of academia, literacy skills really encourage progress in scientific development, so that that literacy and the level of so thatlution for each individual, especially in so thatlving problems in their lives, will be higher when compared to individuals or groups who have low levels of literacy skills (Lalbakhsh, 2022).

The academic environment is no exception, including students, as students at university (college) level are one of the keys to successful learning and development of the application of knowledge in so thatciety. Their literacy skills will make it easier for students to identify learning so thaturces, both academic and non-academic (Renu, 2021). Students who can carry out literacy activities will be able to access, manage, evaluate as well as be able to integrate science and the field, then be able to create information that can be used as learning material in scientific discussions, and will be able to understand ethics, rules or laws regarding all access. needs in life (Santoso that et al., 2023). So that that, it will create independent learning for each student as an individual learner.

The complexity of student learning at university level does not allow it to be fully carried out only in the classroom, so that it is very necessary for each individual to be independent in carrying out their learning.

Independent learning is defined as a learning activity that can be done without depending on other people but is done because of one's own awareness to be able to apply and so thatlve problems in everyday life, including academic problems (Adawiyah, 2021; Misdalina et al., 2017). With this independence, it will give birth to generations of superior human reso thaturces (HR), namely those who have a critical spirit towards their environment and are able to adapt quickly in the So thatciety 5.0 era. Therefore, based on the urgency that has been explained, it is necessary to conduct research related to "Literacy Culture in Efforts to Build Student Learning Independence", where in this research we will look at how literacy culture is able to create student learning independence.

Based on this background, this research attempts to answer the question whether literacy culture can build student learning independence and how literacy culture builds student learning independence.

METHODS

The type of research carried out is survey research. The research method used in this research is quantitative research with a descriptive approach. In this survey research, the population is active students from the 2020, 2021 and 2022 FIP UNESA classes. Data so thaturces were obtained based on primary and secondary data, namely through observation and distribution of questionnaires as well as the results of documentation and archives of FIP UNESA students.

Table 1. Population

Batch	FIP UNESA
2020	850
2021	900
2022	1.370
Total	3.120

Data collection uses questionnaires and observations. The data processing and analysis techniques applied in this descriptive research are carried out through data examination, data classification, data tabulation, calculating data frequencies, further calculations, visualizing data, and interpreting data (Bogdan & Biklen, 1997; Riyanto et al., 2023).
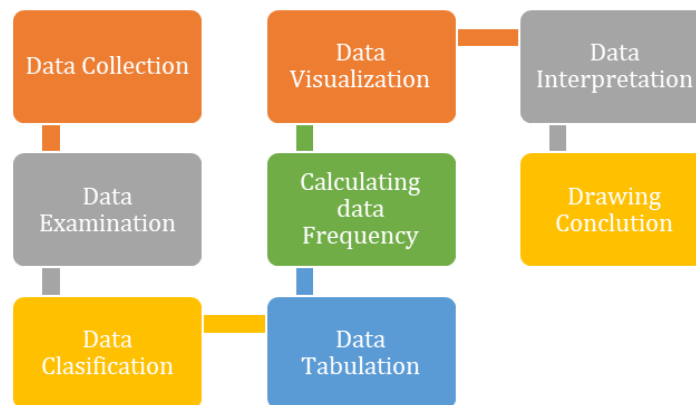
Figure 1. Data collection techniques.

RESULTS AND DISCUSSION

Literacy Culture

Culture is literally defined as a way of life shared by a group of people which is passed down from generation to generation (Fitriana et al., 2020). Culture is a perspective regarding understanding the truth and principles of human behavior within the framework of life(Aslan et al., 2019). This culture was created because of the meeting between people, thus creating so thatcial patterns that adapt to each other. This opinion is in line with the assumption that "culture as a set of attitudes, values, beliefs, and behaviors, shared by a group of people, but different for each individual, communicated from one generation to the next" (Setyaningrum, 2018). Where in the definition of culture it can be seen that culture is a unity of behavior, values in a particular group which is then passed down to the next generation.

Literacy is a compound formed from knowledge, skills and attitudes(Heryanto, 2021). In the current context, literacy is defined as the ability to be aware of technology, politics, think critically, and be sensitive to the surrounding environment. Furthermore, in the UNESCO declaration, literacy is defined as a perso thatn's ability to identify, determine, find, evaluate, create effectively and organize a concept (Tzafilkou et al., 2022). The concept of literacy is defined as the ability to include speaking and counting skills (Marmoah & Poerwanti, Suharno, 2022). Developing again, literacy is defined as the ability to access information and knowledge. So that literacy can also that be defined as so thatmething that can be applied (Shliakhovchuk, 2021).

The 2015 PISA (Progamme for International Student Assessment) survey stated that Indonesia ranked 64th out of 72 countries surveyed regarding the interest and literacy abilities of its people. This is a slap in the face for Indonesia to have to deal with this literacy skills problem seriously. Therefore, to be able to encourage increased literacy skills, the government continues to strive for the National Literacy Movement through several programs including the School Literacy Movement, Community Indonesia Movement, and Family Literacy Movement, in which students are no exception. This aims to synergize all potential, expand public involvement, especially in efforts to grow, develop and civilize literacy in Indonesia. During the implementation of the program, refer to the following principles:
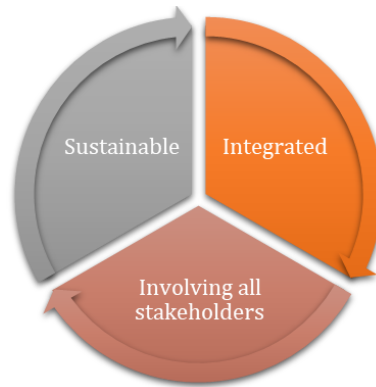
Figure 2. Principles of Implementing Literacy Programs

So that from the definitions of culture and literacy that have been presented, it can be concluded that literacy culture is a habit that is created in a particular group, where the group in this research are students, especially in the ability to create an academic atmosphere through speaking, writing, arithmetic, and the ability to interpret scientific concepts. and to apply (implementation) in their lives (Kiptiyah et al., 2021).

Strategies that can be used to foster a culture of literacy in the world of education, especially among students, are thematic and practical. Thematically, literacy is carried out through discussion and teaching activities, while practically, literacy is grown through the practice of implementing the results of discussions that have been carried out, so that that the benefits can be felt directly by every literate actor (Pradana, 2020). In student life, literacy can be done through classroom learning activities, active discussions, group presentations, even by answering pretest-posttest questions which can hone critical and scientific sharpness as academics (Baharun & Rizqiyah, 2020).
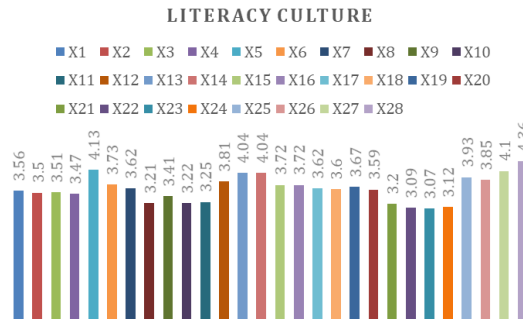

Figure 3. Literacy Culture Diagram

Based on Figure 3, it can be seen from the results of the answers to the questionnaire statement given in item (40.9%) answered quite agree, and 16 people (7.7%) answered disagree. The average of answers to X1 is 3.56, and the total percentage of answers to question X1 is 71%.

In item people (8.2%) answered disagree. The average of answers to X2 is 3.50 and the total percentage of answers to question X2 is 70%. In item, 13 people (6.3%) answered disagree. The average of answers to X3 is 3.51 and the total percentage of answers to question X3 is 70%.

In item quite agree, and 20 people (9.6%) answered disagree. The average of answers X4 is 3.47 and the total percentage of answers to question X4 is 69%. In item quite agree, and 2 people (1%) answered disagree. The average of X5 answers is 4.13 and the total percentage of answers to X5 questions is 83%. In item, and 4 people (1.9%) answered disagree. The average of answers to X6 is 3.73 and the total percentage of answers to question X6 is 75%. In item agreed, and 10 people (4.8%) answered disagreed. The average of X7 answers is 3.62 and the total percentage of answers to question X7 is 72%. In item agreed, and 34 people (16.3%) answered disagree. The average of X8 answers is 3.21 and the total percentage of answers to X8

questions is 64%.

In item, answered quite agree, and 16 people (7.7%) answered disagree. The average of X9 answers is 3.41 and the total percentage of answers to question X9 is 68%. In item, 38 people (18.3%) answered disagree, 2 people (1%) answered strongly disagree. The average of X10 answers is 3.22 and the total percentage of answers to X10 questions is 64%. In item quite agree, and 31 people (14.9%) answered disagree, 1 respondent (0.5%) answered strongly disagree. The average of X11 answers is 3.25 and the total percentage of answers to X11 questions is 65%. In item agree, 5 people (2.4%) answered disagree and 2 people (1%) answered strongly disagree. The average of X12 answers is 3.81 and the total percentage of answers to X12 questions is 76%.

In item answered quite agree, and 1 perso thatn (0.5%) answered disagree. The average of answers to X13 is 4.04 and the total percentage of answers to question X13 is 81%. In item answered quite agree, and 2 people (1%) answered disagree. The average of X14 answers is 4.04 and the total percentage of answers to X14 questions is 81%. In item answered quite agree, and 7 people (3.4%) answered disagree. The average of X15 answers is 3.72 and the total percentage of answers to X15 questions is 74%. In item answered quite agree, and 6 people (2.9%) answered disagree. The average of X16 answers is 3.72 and the total percentage of answers to X16 questions is 74%. In item answered quite agree, and 9 people (4.3%) answered disagree. The average of answers to X17 is 3.62 and the total percentage of answers to question X17 is 72%.

In item quite agree, and 10 people (4.8%) answered disagree. The average of X18 answers is 3.60 and the total percentage of answers to X18 questions is 72%. In item, and 38 people (5%) answered disagree. The average of X19 answers is 3.67 and the total percentage of answers to X19 questions is 73%. In item answered quite agree, and 8 people (3.8%) answered disagree. The average of X20 answers is 3.59 and the total percentage of answers to X20 questions is 72%. In item quite agree, 28 people (13.5%) answered disagree and 2 people (1%) answered strongly disagree. The average of answers to X21 is 3.20 and the total percentage of answers to question X21 is 64%.

In item answered quite agree, 43 people (20.7%) answered disagree and 2 people (1%) answered strongly disagree. The average of answers to X22 is 3.09 and the total percentage of answers to question X22 is 62%. In item agree, 45 people (21.6%) answered disagree and 1 perso thatn (0.5%) answered strongly disagree. The average of X23 answers is 3.56, and the total percentage of answers to X23 questions is 61%. In item answered quite agree, 39 people (18.8%) answered disagree and 2 people (1%) answered strongly disagree. The average of X24 answers is 3.12 and the total percentage of answers to X24 questions is 62%. In item agree, 3 people (1.4%) answered disagree and 2 people (1%) answered strongly disagree. The average of X25 answers is 3.93 and the total percentage of answers to X25 questions is 79%.

In item quite agree, and 6 people (2.9%) answered disagree. The average of X26 answers is 3.85 and the total percentage of answers to X26 questions is 77%. In item people (0.5%) answered disagree. The average of answers to X27 is 4.10 and the total percentage of answers to question X27 is 82%. In item and 1 person than (0.5%) answered strongly disagree. The average of X28 answers is 4.36 and the total percentage of answers to X28 questions is 87%. The following are the percentage results and classification of each question item:

Table 2. Classification of Literacy Culture Respondents Answers

Question	Percentage	Classification
1	71%	Good
2	70%	Good
3	70%	Good
4	69%	Good
5	83%	Very good
6	75%	Good
7	72%	Good
8	64%	Good
9	68%	Good

10	64%	Good
11	65%	Good
12	76%	Good
13	81%	Very good
14	81%	Very good
15	74%	Good
16	74%	Good
17	72%	Good
18	72%	Good
19	73%	Good
20	72%	Good
21	64%	Good
22	62%	Good
23	61%	Good
24	62%	Good
25	79%	Good
26	77%	Good
27	82%	Very good
28	87%	Very good

Based on table 2, it can be concluded that the average answer from 208 respondents, 23 answers had a good classification, and 5 questions had a very good classification.

Learning Independence

Independence (self-regulated) comes from the word independent which means a perso thatn's ability to do so thatmething in their life, including making decisions, so thatlving problems without help or without depending on other people (Wananda & Prastiwi, 2023). Independence in another definition is implied by creative skills, initiative, the ability to control behavior, the ability to be responsible, able to restrain oneself, having the ability to make one's own decisions.(Ode et al., 2021).

Learning is generally defined as a process or effort made by individuals to achieve change(Khasanah et al., 2020); (Putri & Eliza, 2022; Wiriani, 2021). In this research, the learning process for students is a learning process that is carried out consciously, namely through a process of planning, monitoring and reflection by the student and the superviso thatr. Learning activities are carried out through lectures, discussions, assignments, projects, research, and community service (Misdalina et al., 2017; Wiriani, 2021). Student learning activities occur in a complex manner, so that the independence of each individual is needed to be able to achieve the learning outcomes of each course that has been programmed.

The key to independent learning can be seen from the ability to regulate and organize the learning process (Rubiyanti & Eka, 2020). Independent learning (self-regulated learning) is defined by Zumbrunn and Zimmerman in (Maulidia et al., 2021; Misdalina et al., 2017) as a process that regulates individuals' thinking, behavior and emotions to achieve success in learning. This independence in learning has characteristics, including the following: (1) Have independence in carrying out and carrying out tasks; (2) Have independence in planning the use of time; (3) Has a tendency to adapt to the difficulties faced; (4) Know how to use learning reso thaturces in the learning process; (5) Have a persistent enthusiasm for learning; (6) Has its own strategy in completing learning tasks; (7) Has a tendency to conceptualize the material being studied.

Apart from the characteristics, learning independence also that has indicators that can explain how so thatmeone can be said to be independent in carrying out their learning, including the following (Wananda & Prastiwi, 2023; Misdalina et al., 2017; Ode et al., 2021; Maryuningsih, 2013) etc. Have an awareness of the objectives of the learning being undertaken, Have a sense of initiative, Have a sense of freedom and responsibility for what is being studied, Able to identify learning so thatches, Have a passion for continuous learning, Able to determine learning strategies, Have self-confidence, Active in learning, Creating an efficient learning process, Have

assertiveness and self-control over himself, Able to evaluate their own learning results.

Every student must have the independence to learn, especially in searching, finding and concluding the topics being studied to be able to complete the learning process which is carried out dynamically and is driven by the thinking process to be able to create life skills (Handayani et al., 2020).

Figure 4. Learning Independence Diagram

Based on Figure 4, it can be seen from the results of the answers to the questionnaire statement given in item Y1: Are you able to carry out your lecture assignments well? The results obtained were 52 respondents (25%) who answered strongly agree, then 126 respondents (60.6%) answered agree, then 29 respondents answered quite agree (13.9%), and then 1 respondent answered disagree (0.5%). Item Y1 has an average of 4.10 and the total percentage of answers to question Y1 is 82%.

In item Y2, are you able to do your lecture assignments independently? The results obtained were 42 respondents (20.2%) answered strongly agree, 119 respondents (57.2%) answered agree, 46 respondents (22.1%) answered quite agree, and 1 person than (0.5%) answered disagree. The average of Y2 answers is 3.97 and the total percentage of answers to Y2 questions is 79%.

In item Y3, are you able to complete your lecture assignments on time, the results obtained were 42 respondents (20.2%) answered strongly agree, 127 respondents (61.1%) answered agree, 38 respondents (18.3%) answered quite agree, and 1 person than (0.5%) answered disagree. The average of answers to Y3 is 4.01 and the total percentage of answers to question Y3 is 80%.

In item Y4, are you able to plan your lecture activities easily? The results obtained were 19 respondents (9.1%) answered strongly agree, 99 respondents (47.6%) answered agree, 78 respondents (37.5%) answered quite agree, and 12 people (5.8%) answered disagree. The average of Y4 answers is 3.60 and the total percentage of answers to Y4 questions is 72%.

In item Y5, are you able to carry out lecture activities according to the plans made? The results obtained were 24 respondents (11.5%) answered strongly agree, 108 respondents (51.9%) answered agree, 66 respondents (31.7%) answered quite agree, 9 people (4.3%) answered disagree and 1 person than (0.5%) answered strongly disagree. The average of Y5 answers is 3.70 and the total percentage of answers to Y5 questions is 74%.

In item Y6, are you able to adapt to the learning environment easily? The results obtained were 33 respondents (15.9%) answered strongly agree, 90 respondents (43.3%) answered agree, 75 respondents (36.1%) answered quite agree, 9 people (4.3%) answered disagree and 1 person than (0.5%) answered strongly disagree. The average of Y6 answers is 3.70 and the total percentage of answers to Y6 questions is 74%.

In item Y7, are you able to adapt to difficulties during the learning process, the results obtained were 23 respondents (11.1%) answered strongly agree, 96 respondents (46.2%) answered agree, 81 respondents (38.9%) answered quite agree, 6 people (2.9%) answered disagree and 2 people (1%) answered strongly disagree. The average of Y7 answers is 3.63 and the total percentage of answers to Y7 questions is 73%.

In item Y8, are you able to find learning redo thatches to support your lecture activities?

The results obtained were 25 respondents (12%) answered strongly agree, 117 respondents (56.3%) answered agree, 61 respondents (29.3%) answered quite agree, 4 people (1.9%) answered disagree, and 1 person than (0.5%) answered strongly disagree. The average of Y8 answers is 3.77 and the total percentage of answers to Y8 questions is 75%.

In item Y9, are you able to use learning reso thatches to support lecture activities, the results obtained were 29 respondents (13.9%) answered strongly agree, 116 respondents (55.8%) answered agree, 58 respondents (27.9%) answered quite agree, 4 people (1.9%) answered disagree, and 1 person than (0.5%) answered strongly disagree. The average of Y9 answers is 3.81 and the total percentage of answers to Y9 questions is 76%.

In item Y10, are you able to create a sense of enthusiasm for learning, the results obtained were 40 respondents (19.2%) answered strongly agree, 110 respondents (52.9%) answered agree, 56 respondents (26.9%) answered quite agree, and 2 people (1%) answered disagree. The mean of Y10 answers was 3.90 and the total percentage of answers to Y10 questions was 78%.

In item Y11, are you able to create persistence to complete the assignment given? The results obtained were 31 respondents (14.9%) answered strongly agree, 126 respondents (60.6%) answered agree, 50 respondents (24%) answered quite agree, and 1 person than (0.5%) answered disagree. The mean of Y11 answers was 3.90 and the total percentage of answers to Y11 questions was 78%.

In item Y12, are you able to understand the right learning style to complete learning assignments, the results obtained were 25 respondents (12%) answered strongly agree, 116 respondents (55.8%) answered agree, 61 respondents (29.3%) answered quite agree, and 6 people (2.9%) answered disagree. The average of Y12 answers is 3.77 and the total percentage of answers to Y12 questions is 75%.

In item Y13, are you able to apply appropriate learning strategies to complete learning tasks, the results obtained were 21 respondents (10.1%) answered strongly agree, 111 respondents (53.4%) answered agree, 68 respondents (32.7%) answered quite agree, and 8 people (3.8%) answered disagree. The average of Y13 answers is 3.70 and the total percentage of answers to Y13 questions is 74%.

In item Y14, do you have the initiative to make a summary before each learning activity is carried out? The results obtained were 19 respondents (9.1%) answered strongly agree, 90 respondents (43.3%) answered agree, 84 respondents (40.4%) answered quite agree, and 15 people (7.2%) answered disagree. The average of Y14 answers is 3.54 and the total percentage of answers to Y14 questions is 71%.

In item Y15, do you have a tendency to conceptualize material after learning is finished, the results obtained were 16 respondents (7.7%) answered strongly agree, 78 respondents (37.5%) answered agree, 88 respondents (42.3%) answered quite agreed, and 26 people (12.5%) answered disagree. The mean of Y15 answers was 3.40 and the total percentage of answers to Y15 questions was 68%.

In item Y16, do you have the initiative to make a summary of each lesson that that has been completed, the results obtained were 18 respondents (8.7%) answered strongly agree, 116 respondents (55.8%) answered agree, 63 respondents (30.3%) answered quite agree, 10 people (4.8%) answered disagree, and 1 person than (0.5%) answered strongly disagree. The average of Y16 answers was 3.67 and the total percentage of answers to Y16 questions was 73%.

In item Y17, are you able to decide on the learning activities that will be carried out? The results obtained were 13 respondents (6.3%) answered strongly agree, 103 respondents (49.5%) answered agree, 82 respondents (39.4%) answered quite agree, and 10 people (4.8%) answered disagree. The average of Y17 answers is 3.57 and the total percentage of answers to Y17 questions is 71%.

In item Y18, are you able to accept suggestions and criticism in the learning process well? The results obtained were 53 respondents (25.5%) answered strongly agree, 125 respondents (60.1%) answered agree, 29 respondents (13.9%) answered quite agree, and 1 person than (0.5%) answered disagreed. The average of Y18 answers is 4.11 and the total percentage of answers to Y18 questions is 82%.

In item Y19, are you able to evaluate learning outcomes independently, 26 respondents

(12.5%) answered strongly agree, 111 respondents (53.4%) answered agree, 61 respondents (29.3%) answered quite agree, and 10 people (4.8%) answered disagree. The average of Y19 answers is 3.74 and the total percentage of answers to Y19 questions is 75%. The following are the percentage results and classification of each question item:

Table 3. Classification of Learning Independence Respondents Answers

Question	Percentage	Classification
1	82%	Very good
2	79%	Good
3	80%	Good
4	72%	Good
5	74%	Good
6	74%	Good
7	73%	Good
8	75%	Good
9	76%	Good
10	78%	Good
11	78%	Good
12	75%	Good
13	74%	Good
14	71%	Good
15	68%	Good
16	73%	Good
17	71%	Good
18	82%	Very good
19	75%	Good

Based on table 3, it can be concluded that the average answer from 208 respondents, 17 answers had a good classification, and 2 questions had a very good classification.

Era So thatciety 5.0

The advancement of technology and information in the current era has influenced the lifestyle of people from all levels, starting from students, college students, entrepreneurs and the life sector is no exception (Private, 2019). With advances in technology and information, this has influenced the availability of information in abundance and has become so thaumatin that can be found in life (Heryanto, 2021);(Subir, 2020). In the digital era, educational challenges face the integration of technology and developing learning models that are relevant to the changing needs of so thatches (Nguyen et al., 2022). The digital era places demand on students to become independent learners who are able to manage time, reso thatches and information effectively (Bafadal et al., 2021).

In the context of the research being carried out, the era of so that society 5.0 is a concept of technological development that can be utilized in the world of literacy, where literacy cannot be separated from the ability to understand technology (technology literacy) including science and knowledge in the form of information (Beteille et al., 2020; Saragih, 2018). Nowadays, it is becoming easier for students to find learning reso thaturces, including for students, which makes learning activities easier (Burhanudin & Nuryatin, 2020), so that that advances in technology and the ability to understand and utilize them can help create student learning independence (Ode et al., 2021).
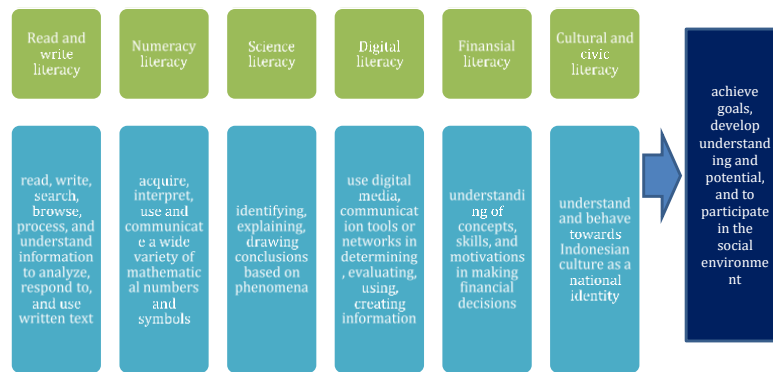
Figure 5. Literacy Component

Based on the results of respondents' answers to variable X as literacy culture and variable Y as learning independence. The variable which is very good. This is actually the main capital for a student to be able to survive and develop themselves optimally to maximize their views, knowledge and hone their critical mindset.

Meanwhile, variable Y shows that students' ability to learn independently is demonstrated by their ability to complete lecture assignments and accept suggestions and criticism during the learning process, providing excellent answers. This independence in learning can encourage an individual to be creative and orient himself in learning and getting to know many things. So thatlving a problem in learning is also that a process of independence and the process of self-acceptance of criticism and suggestions can help so thatmeone to open up a change and recognize their identity in a better direction. In the era of so thatciety 5.0, it is hoped that all elements of so thatciety can participate in efforts to develop and progress the nation, especially the participation of the younger generation. The presence and involvement of technology in the process is an important indicator. The best use of technology by students is a demand and necessity in the teaching and learning process.

The cultural literacy process of FIP UNESA students has shown a very close relationship. These various indicators have met optimal requirements. The number of questions asked on these two variables was 47 items. A total of 7 question items stated the "very good" category and as many as 40 question items stated the "good" category. From the results of this analysis, it can be seen that the relationship and process of literacy culture towards student learning independence has a close continuity.

CONCLUSION

One of the reaso thatns for the imbalance between the abundance of quantity and the less competitive quality of human reso thaturces in Indonesia is low literacy skills and limited mastery of science and technology. The importance of cultivating a sense of independence in individuals will encourage self-awareness to overcome various problems. So that that it will improve human reso thaturces who are superior and have a creative, innovative spirit and are able to adapt to the Era of So thatciety 5.0 which collaborates with technology as a process of progress. Literacy culture in building the independence of FIP UNESA students in the So thatciety 5.0 Era states that based on the average answers from 208 respondents, 23 answers have a good classification, and 5 questions have a very good classification. Meanwhile, the average results of the answers from 208 respondents where 17 answers had a good classification, and 2 questions had a very good classification. The highest indicators are cultural literacy skills in the communication process between colleagues, students' ability to use technology when searching for lecture material, students' ability to use technology when doing lecture assignments, the ability to be disciplined, understanding polite attitudes towards other people and the ability to complete lecture assignments. and the ability to accept suggestions and criticism during the learning process.

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