



The Effect of Teacher's Digital Literacy Level on the Quality of Online Learning at Adiwerna Vocational School, Tegal

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Abstrak

Penelitian ini bertujuan mengungkapkan hubungan antara kemampuan literasi digital guru dengan kualitas pembelajaran daring di Sekolah. Metode penelitian menggunakan pendekatan kuantitatif dengan tipe penelitian korelasi. Sampel dalam penelitian ini adalah seluruh guru pengajar sejumlah 64 guru. Pengumpulan data melalui instrumen skala literasi digital guru dan skala kualitas pembelajaran daring. Dengan reliabel variabel X sebesar 0,750 dan variabel Y sebesar 0,837. Analisis data dilakukan dengan regresi sederhana dan product moment. Hasil penelitian menunjukkan: 1) Tingkat literasi digital guru di SMK Negeri 2 Adiwerna termasuk dalam kategori baik dengan perolehan skor 80,56% dari 100% dengan skor rerata 97,08, 2) Kualitas pembelajaran daring di SMK Negeri 2 Adiwerna termasuk dalam kategori baik dengan perolehan skor 77,85% dengan skor rerata 101,98, 3) Terdapat hubungan antara tingkat literasi digital guru dan kualitas pembelajaran daring di SMK Negeri 2 Adiwerna, bahwa tingkat literasi digital berpengaruh positif terhadap kualitas pembelajaran daring di SMK negeri 2 Adiwerna.

Abstract

This study aims to reveal the relationship between teachers' digital literacy skills and the quality of online learning in schools. This research uses a quantitative approach with the type of correlation research. The researchers used a teacher digital literacy scale and online learning quality scale instruments to gather the data from 64 teachers as the sample of this research. The reliability of variable X is 0.750 and variable Y is 0.837. Next, the analysis of the data uses simple regression and product moment. The result of the research showed that (1) teachers' digital literacy level at SMK N 2 Adiwerna is good in the category at 80,56% with an average score of 97.08, (2) in line with the previous finding, the quality of online learning also has a good result at 77.85% with an average score of 101.98, and (3) there is a relation between the level of teachers' digital literacy and the quality of online learning, in detail the level of teachers' digital literacy has a positive effect on the quality of online learning at SMK Negeri 2 Adiwerna.

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INTRODUCTION

Notwithstanding the Covid-19 outbreaks, many countries have implemented 'lockdown' to contain the spread of COVID-19. Indonesia and even the world must be able to change all patterns of life, from social, economic, health, to education patterns. Especially in the field of education, all countries are trying to make the best policies, in Indonesia itself it is determined to limit all forms of activities in schools, including those that are converted to learning from home, namely distance learning. In accordance with the Education and Culture Circular No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19).

In today's world, distance learning is becoming a more recognized way of dealing with education (Yilmaz, 2015). According to Imania (in Syarifudin, 2020) online learning is a type of delivery of learning as usual which is regulated in internet-based learning. Digital technology has become an inseparable part, especially in the field of education (Benson & Kolsaker, 2015). Digital technology greatly facilitates the learning process, and has been widely used, ranging from obtaining learning resources (journals or e-books), sending e-mails, conducting online quizzes, online discussion forums from various platforms, to accessing learning management systems. Another convenience offered in online learning or e-learning is integrating social media into the entire learning ecosystem (Ramkisson, Belle, & Bhurosy, 2020). Therefore, online learning (e-learning) can be used as a solution to learning problems during the COVID-19 pandemic.

In addition to online learning is considered as a solution, but also has a negative impact, which makes students more familiar with the world of the internet. Sometimes the sophistication of the internet and technology is often used inappropriately, as is the case with online game addiction which results in a lack of motivation for students to learn online, as in the research of junior and senior high school students (Jannah, Mudjiran, & Nirvana, 2015). These deficiencies must be able to be minimized in order to achieve the complete learning objectives. as stated in Law no. 20 of 2003 concerning the National Education System has emphasized that the development of education is aimed at improving the quality of Indonesia's human resources, as well as ensuring equal opportunities to obtain a proper education.

Educators as the main factor in learning interactions will determine the success of the learning process. The role of teachers in realizing quality learning is largely determined by the competencies possessed by teachers, in accordance with Government Regulation Number 16 of 2005 concerning National Education Standards, there are four teacher competency standards, namely pedagogic competence, personality competence, social competence and professional competence. The necessity of using ICT for learning is related to the core competence of teachers in the realm of pedagogic competence, and the ability of teachers to teach while developing the ability to use ICT, related to the realm of professional competence. The ideal and professional profile of a teacher must be able to carry out tasks by teaching and educating (Nasir, 2013). Teachers must be able to take advantage of the ease of internet access and have the ability to process information from the internet. This term is known as digital literacy.

The term digital literacy was popularized by Paul Gilster in 1997 in his book *Digital Literacy* (in Shopova, 2014). Digital literacy is the attitude and ability to properly use, use digital tools and devices to define, access, manage, integrate, evaluate, recognize and integrate digital resources to acquire new knowledge, represent media and communicate with others (Martin, 2006).

Head of the Education and Culture Information and Communication Technology Center (Kapustekkom) of the Ministry of Education and Culture Gogot Suharwoto said that only 40% of non-information and communication technology (ICT) teachers who were ready with technology were delivered after the opening of the International Symposium on Open Distance and E-learning" (Kemdikbud: Hanya 40 Persen, 2018). This sounds sad in education circles. For teachers, digital literacy skills are an absolute must, because teachers are a reference for learning resources for their students. A person must be able to process the information he has obtained correctly, and it is also important for the teacher to convey information to his students, related to the teacher's ability to operate the device.

As with others, the importance of information and communication technology skills in vocational education as a support for teaching and learning implementation. The vocational school sector is a concern because the goal is to produce experts in accordance with their fields

(Ardi, Syahril, & Anwar, 2019). The learning process at Vocational High Schools or Vocational High Schools which emphasizes more on practice is a challenge for teachers in teaching, especially when learning online. There is an opinion that based on the results of his research the use of blended learning models for vocational students or vocational education is effective and can be used as a virtual learning solution during the same pandemic (Khuluqo, Ghani, & Fatayan, 2021).

The ability of teachers to teach is very important, namely as learning designers to be able to make the online learning process in Vocational High Schools can be said to be of high quality. As the results of research conducted by Martini, Yudana, & Natajaya (2014) shows that professional competence contributes significantly to the teacher's ability to manage the learning process. The quality of learning is characterized by effectiveness in the learning process, according to Kyriacou (in Setyosari, 2017) includes two main things, namely active learning time and quality of instruction, the same applies to online learning.

At the preliminary research by interviewing the Vice Chancellor of Student Affairs at SMK Negeri 2 Adiwerna, it was found that several obstacles in conducting online learning were located in the facilities owned by students, ranging from cellphones that were not yet android, internet quotas that swelled, activities at home that interfere with learning activities resulting in delays in collecting assignments, delays in taking test exams, and lack of focus in studying. In addition to student problems, teachers also have obstacles such as looking for various innovations so that learning becomes more fun and can be understood by students. Some older teachers also need more adjustments to implement online learning. In certain majors, which should be practiced, can only be practiced at home. As well as the assessment process faced by the teacher is also constrained so that it focuses on cognitive assessment, with affective and psychomotor assessments that are less than optimal. On this basis, the researcher considers it necessary to study more deeply about the influence of the digital literacy level of teachers on the quality of online learning.

This research has theoretical benefits in providing benefits for the scientific development of educational technology, especially references to professional teachers with digital literacy competencies as online learning facilitators and

the results of this study can be used as evaluation material for teachers and institutions to improve human resources and as reference material or research references. The next is related to digital literacy and the quality of online learning.

METHOD

The approach that researchers use in this study is a type of quantitative research. This quantitative research approach emphasizes research data in the form of numbers and analysis using statistics (Sugiyono, 2016, p. 7). Based on the type of problem discussed in this study, it is classified as correlation associative research, meaning that it aims to determine whether there is a relationship or influence between variables. Next, the research was conducted at SMK Negeri 2 Adiwerna which is located at Ujungrusi Orchid, Ujungrusi Kec. Adiwerna, Kab. Tegal, Central Java, in the range of February 2021.

Population is a general area formed by objects/subjects with certain properties determined by the researcher, and then conclusions are drawn (Sugiyono, 2016). The population in this study were teachers of SMK Negeri 2 Adiwerna. According to Sugiyono (2016, p. 81) the sample is part of the number of characteristics possessed by the population. The sampling technique used is the non-Probability sampling technique, which is a sampling technique that provides equal opportunities for each element (member) of the population to be taken as a sample. A technique for determining research samples with certain considerations aimed at making the data obtained more representative. The technique used is saturated sampling which is a sampling technique when all members of the population are used as samples, or commonly called total sampling. The sample in this study were all 64 teachers consisting of normative and productive study program as a population.

The instrument used in this study uses a digital literacy level scale and an online learning quality scale by utilizing a 5-category Likert scale to measure the existing variables, the questions consist of positive questions and negative questions. With the classification table of Respondents Achievement Responses referring to Sugiyono (2016, p. 94), as follows.

Test the validity of the instrument with the product moment correlation formula, provided that if r_{count} positive and $r_{count} > r_{table}$, < 0.05 the item is considered valid, and vice versa if r_{count} is negative and $r_{count} < r_{table}$, then

Table 1 Classification of TCR

No.	Achievement Percentage	Criteria
1.	84% - 100%	Very good
2.	68% - 84%	Well
3.	52% - 68%	Enough
4.	36% - 52%	Not good
5.	20%- 36%	Not good

Table 2 Reliability Statistics

Reliability Statistics		
Variable	Cronbach's Alpha	N of Items
Digital Literacy Level (X)	0.75	25
Quality of Online Learning (Y)	0.837	25

the item is declared invalid. From the results of calculating the data using SPSS version 21, it was obtained that the item questions that were valid for the variable (X) were 25 valid questions, and 0 questions were invalid. With rtable 0.242 and obtained a range of validity scores of 0.234 and 0.675 with a mean validity score of 0.460. And for questions that are valid on the variable (Y) as many as 25 valid questions and 0 are invalid. With rtable 0.242 and obtained a range of validity scores 0.243 and 0.760 with a mean validity score of 0.515.

The instrument reliability test uses the Cronbach Alpha formula, provided that the variable is called reliable if it has a Cronbach Alpha value > 0.6. So, if the Cronbach Alpha value < 0.6, then it is not reliable and vice versa if the Cronbach Alpha value > 0.6 means reliable. The reliability test results obtained are as follows.

Data analysis techniques used is to use a prerequisite test which includes normality test using the Kolmogorov Smirnov (KS) test, linearity test through the Test of Linearity, and hypothesis testing with simple regression analysis and product moment correlation.

RESULT AND DISCUSSION

In order to explain the finding of the research, we divided this section into two parts. First, describing the result of the result, second, the analysis of the results. The detailed information will be discussed as follows.

A. Results

1. Digital Literacy Level of Teachers at SMK Negeri 2 Adiwarnas

Table 3 Frequency Distribution of Digital Literacy Level Variables

Value (X)	f	f relative (%)	Information
106 - 125	7	10.93	Very good
86 - 105	52	81.25	Well
66- 85	5	7.81	Enough
< 65	-	-	Not good
N	64	100	

The purpose of the research on the Effect of Teacher's Digital Literacy Level on the Quality of Draining Learning at SMK Negeri 2 Adiwarnas includes describing the level of digital literacy of teachers and the quality of online learning and analyzing the relationship between the level of digital literacy of teachers and the quality of online learning. Recapitulation of questionnaire data regarding the level of teacher digital literacy which consists of four core competencies, namely, Internet Searching (Internet Searching), Hypertext Directions, Information Content Evaluation (Content Evaluation), and Knowledge Assembly (Knowledge Assembly). The results of research on the level of digital literacy of teachers are in the table 1.

Based on the table 1 the score on the variable (X) level of teacher digital literacy is 6213 with an average of 97.08 so it can be concluded that the digital literacy level of teachers at SMK Negeri 2 Adiwarnas is 'Good'. Moreover, based on the results of the calculation of the TCR (Responses to Achievement of Respondents) the following results are obtained.

Based on the response table of respondents' achievements, it is known that the score is 80.56% (Good) and the category of each indicator of the variable level of digital literacy of teachers at SMK Negeri 2 Adiwarnas.

2. Quality of Online Learning at SMK Negeri 2 Adiwarnas

The indicators on the quality aspect of online learning include learning teachers behaviour, student behaviour or activities, learning climate, learning materials, learning media, and learning systems. The results of the online learning quality research are as shown in the table 5.

Based on the table above, the variable (Y) of online learning quality has a score of 6527 with an average of 101.98 so that it can be concluded that the quality of online learning at SMK Negeri 2 Adiwarnas is in the 'Good' category. Afterwards,

Table 4 TCR Variable (X) Teacher's Digital Literacy Level

Indicator	Question points	N	Average value	Score	Min Score	Score Max	%	Category
Internet Search	6	64	4.38	1682	384	1920	87.60	Very good
Hypertext directions	9	64	4.44	2558	576	2880	88.82	Very good
Evaluation of information content	5	64	3.33	1066	320	1600	66.63	Well
Knowledge Compilation	5	64	3.56	1139	320	1600	71.19	Well
Total	25		4.03	6445	1600	8000	80.56	Well

Table 5 Variable Frequency Distribution (Y) Quality of Online Learning

Value (X)	F	f relative (%)	Information
106 - 125	21	33.81	Very good
86 - 105	43	67.18	Well
66 - 85	-	-	Enough
< 65	-	-	Not good
N	64	100	

Table 6 TCR Variable (Y) Quality of Online Learning

Indicator	Question points	N	Average value	Score	Min Score	Score Max	%	Category
Educator learning behavior	6	64	4.01	1540	384	1920	80.21	Well
Student behavior	6	64	3.71	1423	384	1920	74.11	Well
Learning materials		64	3.87	1238	320	1600	77.38	Well
Learning Media	2	64	3.71	475	128	640	74.22	Well
Learning system	6	64	3.94	1512	384	1920	78.75	Well
Total	25		3.87	6188	1600	8000	77.35	Well

based on the results of the calculation of the TCR (Responses to Achievement of Respondents) the following results are obtained.

Based on the response table of respondents' achievements, it is known that the score of 77.35% (Good) and the category of each indicator of the online learning quality variable at SMK Negeri 2 Adiwerna.

3. The Effect of Teacher's Digital Literacy Level on the Quality of Online Learning at SMK Negeri 2 Adiwerna

The stages of data processing and data analysis based on the results of data acquisition include the following.

a. Normality Test Results

The normality test was carried out to obtain the results of whether the residual value generated from the regression was normally distributed or not. A residual can be said to be good if it has a value that is normally distributed using the Kolmogorov-Smirnov test on SPSS Version 21, as in table 7.

Based on the results of the normality test, the data on the variable (X) level of teacher digital literacy and variable (Y) the quality of online learning has a good Kolmogorov-Smirnov significance value, which is 0.200. The results are normally distributed because $0.200 > 0.05$.

b. Linearity Test Results

The linearity test aims to find out whether there is a linear relationship between the independent variable and the bound variable to be tested. The results of the Test of Linearity are as in table 8.

Based on the table above, it can be concluded that a significance value of 0.016 was obtained so that it can be concluded that the variable (X) level of digital literacy and variable (Y) the quality of online learning does not have a linear relationship because the significant value is 0.05.

c. Hypothesis Test Results

Model test has been used to predict how the value of the dependent variable changes when the value of the independent variable

Table 7 Kolmogorov-Smirnov. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			64
Normal Parameters, b	mean		.0000000
	Std. Deviation		8.38146456
Most Extreme Differences	Absolute		.084
	Positive		.084
	negative		-.083
Test Statistics			.084
asympt. Sig. (2-tailed)			.200c,d

Notes: a. Test distribution is Normal, b. Calculated from data, c. Lilliefors Significance Correction, and d. This is a lower bound of the true significance.

Table 8 Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Quality * Literacy Level	Between Groups	(Combined)	2946,789	24	122,783	2,473	.006
		linearity	457,301	1	457,301	9,211	.004
		Deviation from Linearity	2489,488	23	108.239	2.180	.016
	Within Groups		1936,195	39	49,646		
	Total		4882,984	63			

Table 9 Simple Linear Regression Analysis Test

Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	75,655	10,456		7.236	.000
Literacy Level	.271	.107	.306	2,531	.014

a. Dependent Variable: Learning Quality.

Table 10 Relationship Strength Test Results

Correlations			
		Literacy Level	Quality of learning
Literacy Level	Pearson Correlation	1	.306*
	Sig. (2-tailed)		.014
	N	64	64
Quality of learning	Pearson Correlation	.306*	1
	Sig. (2-tailed)	.014	
	N	64	64

*. Correlation is significant at the 0.05 level (2-tailed).

changes. The following table (table 9) are the results of the calculation of the model test using SPSS version 21.

Based on the results of the simple regression test, it is obtained that the value of a or constant number of Unstandardized Coefficients is

75.65. This number is a constant number which means that if you do not have digital literacy competence (X), then the constant value of learning quality (Y) is 75.65. While the value of b or the number of regression coefficients, the value is 0.271. This means that for every 1% addition to the teacher's digital literacy level (X), the quality

of online learning (Y) will increase by 27.1%. The regression coefficient value is positive (+), so it can be concluded that the teacher's digital literacy level (X) has a positive effect on the quality of online learning (Y), so the regression equation is $Y = 75.655 + 0.271 X$.

The relationship strength test was used to measure the linear relationship between two variables. The following table 10 are the results of the relationship strength test.

Based on the table 10 above, the results show that the value of $r = 1$ is a perfect positive correlation so that it can be said that the significance level of the influence of variable X on variable Y is said to be "very strong".

Moreover, contribution analysis has been used to obtain how much contribution can be given from variable X or independent variables to variable Y or independent variables. The calculation of the contribution analysis using SPSS version 21 is as follows (see table 11).

Based on the table above, the results obtained variance the quality of learning that can be explained by the level of digital literacy is 9.4% or 9.4% the quality of learning is determined by the level of digital literacy of the teacher.

B. Discussion

1. Teacher's Digital Literacy Level

Digital literacy is the ability to understand and use various digital resources, not only about the ability to read but also reading and understanding its meaning (Gilster & Watson, 1997). To support the success of learning in the era of technology, teachers are not enough just to master the material but need to have adequate literacy skills. A person will be said to have been able to have adequate digital literacy skills measured by his ability to search the Internet (Internet Searching), Hypertext Directions, Information Content Evaluation (Content Evaluation), and Knowledge Assembly (Knowledge Assembly) (Gilster & Watson, 1997).

In this study, the percentage of teachers' digital literacy levels for each indicator ranging from internet search indicators 87.6% (very good), hypertext guide indicators 88.82% (very good), information content evaluation indicators 66, 63% (good), and indicators of knowledge preparation 71.19% (Good). So, it can be concluded that the digital literacy level of teachers at SMK Negeri 2 Adiwerna is 80.56% in the

Table 11 Contribution Analysis Results

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306a	.094	.079	8,449

'Good' category.

Internet search indicators are classified as very good, especially in times and circumstances that require teachers to be able to adapt to the implementation of online learning. This is because the online learning facilities available at schools and at the teacher's own are adequate. Teachers are able to use school facilities such as computers and use personal facilities both laptops and smartphones wisely. As research conducted by (Landa, Sunaryo, & Tampubolon, 2021) that high school teachers increasingly have technical skills in digital literacy, take advantage of the features available in digital technology applications, foster creativity in learning, and make learning innovations.

Digital literacy is not only able to search on the internet, but another thing also that needs to be mastered such as hypertext directions which are texts related to other documents to continue searching for more detailed information. Research result (Tuluk & Kepceoğlu, 2019) explained that teachers and prospective teachers are good in pedagogic knowledge skills but are still lacking in online information search strategies. Hypertext guides rely on information obtained through various sources. With the hope that the information obtained can be compared with other sources to find out the truth.

Its relation to evaluating information content and knowledge organization as stated by Buckingham (in Novi Kurnia, 2017). The concept of digital literacy is not only related to technical mastery of computers but also knowledge and emotions in using digital media and devices including the internet. Inhibiting factors for some teachers in digital literacy skills such as lack of teacher confidence, lack of teacher abilities, and resistance to change and negative traits (Jabor & Etc., 2013). An important factor that becomes the success of teachers at SMK N 2 Adiwerna, the role of the teacher as a teacher is very important in determining the teaching materials and learning resources that will be given to students. Environmental influences can also have an influence on

the attitude of teachers in receiving information and creating new knowledge which will then be given to students as a factor supporting the level of digital literacy of teachers at SMK N 2 Adiwer-na is at good category.

2. Quality of Online Learning

Conceptual learning quality according to Daryanto states that the quality of learning is a level of achievement of the initial learning goals including Monday learning in achieving these goals, just increasing knowledge, skills and developing student attitudes through the learning process (in Prasetyo, 2013:12). While the operational definition of learning quality has several indicators according to the Ministry of National Education (Prasetyo, 2013, 13), namely, the learning behavior of educators (teachers), student behavior or activities, learning climate, learning materials, learning media, and learning systems.

Based on the results of this study, the quality of online learning starts from the learning behavior indicators of educators (teachers) 80.21% (good), student behavior indicators 74.11% (good), learning media indicators 77.38% (good), learning media 74, 22% (good), and learning system indicators 78.75% (good). So that the quality of online learning at SMK Negeri 2 Adiwer-na obtained 77.35% in the 'Good' category.

The quality of learning is closely related to effective learning, because the quality of learning outcomes depends on the effectiveness of learning that occurs in the learning process itself (Setyosari, 2017). The learning process that occurs is aligned with process standards which are standards related to the implementation of learning to achieve graduate competence. The learning behavior of educators (teachers) is important in a quality learning process which includes the planning process by compiling RPP (Lesson Plans) and syllabus, the learning process which includes the ability to open and close learning well, apply appropriate learning methods and models in accordance with paying attention to characteristics of the material, lessons and students and learning objectives, utilizing learning media appropriately, organizing the learning process well and being able to carry out the learning evaluation process to the fullest.

In the implementation of online learning, the behavior or activities of students are of concern because they affect the achievement of the goals of online learning itself. The results showed

that the indicator of student activity got a high score. The form of student learning activities can be seen from the involvement of students in on-line learning such as involvement in the discussion process, listening to teacher explanations, being able to solve problems that occur in the learning process, actively doing assignments and presenting their assignments well.

The indicators of student activity are said to be good, namely relating to all student activities both physically and spiritually in distance learning or known as online learning, namely learning able to solve problems, be able to work together, be able to express ideas or ideas to help gain understanding for themselves regarding the material being taught. As has been discussed by Nurhayati (2020). The supporting factors for the quality of learning for COVID-19 are the carrying capacity of adequate network access and the ability to access the internet for both teachers and students (Hamid, SENTRYO, & HASAN, 2020). In addition, the inhibiting factor in online learning is the limited ability to use LMS applications for positions as teachers and students (Khuluqo et al., 2021).

The quality of online learning is also influenced by a factor, namely the learning climate. The online learning climate is required to be able to influence students' learning motivation, if in offline learning the teacher can control and create a conducive classroom atmosphere that is different from online learning with limitations in virtual space. Ideally, the online learning process can accommodate students' learning needs to be able to develop their talents and interests according to their education level (Sari, 2020). It is a challenge for teachers to do various ways to create innovations so that the student's learning climate can support student learning motivation.

3. The Effect of Teacher's Digital Literacy Level on the Quality of Online Learning

We all understand that digital technology is very helpful for teachers in carrying out teaching and learning activities, especially during this Covid-19 pandemic condition. This happens when the teacher can have a good level of digital literacy. All learning processes starting from the learning planning process, the process of teaching and learning activities, teachers can deliver student material through various application platforms or even through virtual meetings so that it is easier for teachers to reach students

through internet access.

In this regard, teachers need to choose information or material obtained from the internet, look for valid sources of information and compare them with other sources of information so that the information conveyed to students is more accurate. And for the sake of evaluation of learning, teachers also take advantage of digital technology by using various number processing applications such as Microsoft Excel or the like to get objective, accountable and practical evaluation results. So that the learning process can be said to be of high quality.

Another study by Borthwick and Hansen (2017) stated that the US Department of Education's Office of Educational Technology (OET) found that teachers have good skills and abilities in using technology so that they are able to design learning activities to be more creative, productive and accustomed to solving problems. Learning is not only oriented to the results achieved but also involves the process of learning activities (Landa et al., 2021). The results of other studies reveal that the higher the level of digital literacy, the higher the quality of learning, as evidenced by students becoming independent and getting better control over their learning outcomes (Hee & Etc., 2019).

Educators do not just give their knowledge to students but have the responsibility to guide them to find out for themselves the potential of each student to be explored according to their respective characters. The results of the research findings show that the level of digital literacy possessed by teachers affects the quality of online learning. Teachers who have a good level of digital literacy are proven by being able to have the skills to operate digital technology so that they can help teachers carry out planning, implementation and evaluation of learning well, and teachers are able to access valid learning resources provided to students. In so doing the quality online learning can be created.

This can be seen from the results of this study showing that teachers at SMK Negeri 2 Adiwarna Tegal have a good level of digital literacy and can carry out online learning well so that it affects the quality of good online learning as well. Based on the results of SPSS data output on a simple linear regression test, it can be seen whether the relationship between the X variable and the Y variable is negative or positive. From the research results, it is said that the level of digital literacy of teachers (X) has a positive effect

on the quality of online learning (Y). Based on the results of SPSS data output on a simple linear regression test, it can be seen whether the relationship between the X variable and the Y variable is negative or positive.

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CONCLUSION

Based on the results of the research that has been done, it can be concluded that the response of respondents' achievements in the assessment of the digital literacy level reached 80.56% from 100% with a mean score of 97.08. Overall, the digital literacy level of teachers at SMK Negeri 2 Adiwarna is in the 'Good' category. In addition, the response of respondents to the quality of online learning reached 77.35% from 100% with an average score of 101.98. Overall, the quality of online learning at SMK Negeri 2 Adiwarna is in the 'Good' category. The level of digital literacy of teachers on the quality of online learning at SMK Negeri 2 Adiwarna has a regression coefficient value of positive (+), thus it can be said that the level of digital literacy of teachers (X) has a positive effect on the quality of online learning (Y), so the regression equation is $Y = 75.655 + 0.271 X$.

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