Literacy digital in Yogyakarta

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ABSTRACT

The expansion of digital technology presents both obstacles and opportunities, particularly for young people. Consequently, educational institutions have been developing digital literacy curriculums. Since digital literacy is not yet included in the national curriculum as a compulsory subject, private schools have constructed digital literacy programmes based on local resources. This study investigates how digital literacy practices are carried out in selected private elementary schools in Yogyakarta, Indonesia, based on ICT learning, an information and media literacy approach, educators' role, and learning points. The data were collected in interviews with: (1) principals, (2) Information and Communication Technology (ICT) teachers, (3) librarians and (4) classroom teachers because, according to previous research, they are the main actors of digital literacy in school. The structured interviews use research instruments derived from two earlier studies and are tailored to the study's needs. This study demonstrates that (a) the digital literacy approach is implemented mainly through an ICT learning and media literacy approach while the information literacy approach is undermined; and (b) principals, classroom teachers, and ICT teachers are the three actors who play the most important roles in digital literacy, while librarians play a minor one. The majority of digital literacy training takes place in computer laboratories, while training in classrooms and libraries is less frequent. The study recommends the school blend ICT learning, information literacy, and media literacy pedagogy more comprehensively, with the library serving as the primary locus. In parallel, school principals should encourage school librarians to collaborate with the computer and class teachers to enhance the inclusive digital literacy curriculum.