THE ENHANCEMENT OF DIGITAL LITERACY

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Abstract
The purposed of this research is to determine the enhancement of digital literacy. This paper proposes a framework to identify three aspects concerning the enhancement of digital literacy. As a result, the study reveals the enhancement of digital literacy consists of learning process, skills and competencies, and practices. This paper also shows the table analysis of review and the figure proposed research framework.
Keywords: digital literacy, development, teaching & learning, enhancement.

1. Introduction

Digital literacy is the capability to easily use computers and the Internet to publish a work or create content from digital media. This can include exertion in daily activity; cognition; and understanding participation and security in the digital world. Nowadays, with the Internet have surround and able to access almost anywhere, and at any time, digital literacy surely is one of the crucial process of lifelong learning both as formal and informal learning. Digital technology plays a major in technological development. Another definition of digital literacy is the individual with digital literacy must be able to use technology as the digital's age information management tools (Kaephanuek et al., 2018).

Although access to technology has increased, there is nevertheless still a small group which does not participate in this modern information society. Any individual that has ability to use technology as a tool properly in order to facilitate information and create, present a new form of information, able to solve any issue and apply digital literacy in daily practice also known as one the definition digital literacy. Information professional should take a few step ahead in improvising the digital literacy among youth and students.

The aim of this study is to measure the enhancement of digital literacy. In order to achieve this objective, this research proposed a framework to identify three main aspects of the enhancement of digital literacy. The remainder of this paper is organized as follows. Section 2 is literature review. Proposed framework is in Section 3. Final section contains some concluding remarks.

2. Literature Review

This research is to evaluate the enhancement of digital literacy. For the enhancement of digital literacy, we focus on three main aspects; learning process, skills and competencies and practices.

2.1 Learning process

In the process of the digital literacy development, clearly the digital literacy enhancement of students and their skills in using ICTs is a major part for the successful performance and achieving better results in the learning process (Kaeophanuek, 2018). In order to develop skills from the learning process aspect, students have to think critically, evaluate, making decision and select information which higher order thinking skills take place in today's current era of the world. The information science students should be taught every necessary skills and knowledge in order to manage digital creation project while being literate at the same time. In order to create effective teaching and learning environment, it require the organization or the university to create a clear policy to support the basic structure of technology usage. The structure of the technology will align with the curriculum and content in each subject is adjusted according to each subject adjusted well by include the digital skills into related subjects.

Moreover, instructors have to adopt optimal techniques, teaching methods and evaluation that encourage students to develop their thinking skills to question, discuss, debate and create projects using proper digital tools. Information professional may also encourage students to become aware of the important role of an information professional as digital content creator. The learning process can also occur by proposing a learning system for digital literacy attach with knowledge basic which then develop into a certain feature. Digital divide in some country requires digital literacy delivered through several knowledge mechanisms (Rahmah, 2015). Some of the informal initiatives focusing in parenting with the parents themselves as the role model. Sharing with students' textual example provide opportunities for analyzing how multiple text and multiple media use as a particular composing concept. As composing with many assignment, student needs various example of the media the composed in. Having an access to such text can be challenging when working with emerging media and when working with limited sources. Student can also use reflection method and analyze their ability to apply the concept they have learned in the previous lesson. Engaging with unfamiliar media and analyzing media comparatively facilitates the acquisition of critical media awareness and media adaptability which benefits students in the class and future. In dealing with rising of the technologies, students need to be encouraged and ready to obtain lifelong knowledge and learning environment (Baharudin, 2016).

Digital literacy is preferred to use for student applying the skills in real life for the knowledge seeking purpose. Some ideas for classroom-ness can be one of many choices which possible since student will gain a great impact technologies provided. In order to increase the knowledge practice and develop a sturdy strength in communication, online surfing and social media would be a decent choice in delivering the internet-based task. The implementation of blended learning model leads to improvise the digital literacy among students (Patmanthara, 2018). Student nowadays are familiar with the word digital, hence the implementation of the learning model which combining conventional and blended learning is a breakthrough. By obtaining the basic skills of literacy and competences in digital literacy, one should be able to access, obtain, analyze and merge information, new knowledge and skills. By improving the

digital literacy skills, student will achieve a better result in the learning process (Shopova, 2014). Most of the student who attend to university do not have the skills needed for using the internet and information technology when it comes to solving problem or perform various task individually or in team. The necessity of providing the student guidance, courage, motivation and support in the direction of developing skills needed.

2.2 Skills and competencies

One who got the digital literacy skill must be able to utilize the use of technology as the current information management. They also able to aware and acquire the basic knowledge of laws and ethical issue regarding the information access (Kaeophanuek, 2018). The researcher has divided the selected related information and divided the digital literacy skills into three parts which are information skills, digital tools usage, and digital transformation. Other than those three skills, the researcher does mention the importance of digital skills in current era of today world. According to Simpson (2014), in order to develop digital literacy, one must have two types of skills which are practice of language by using technology and the practice of the technology itself. From the competencies scope, the researchers have found that youth's or student's high self-evaluated competence and clear over confidence compared to the actual performance showed which showed low. This gap was especially obvious with the concern of social related skill which estimated higher compared to actual performance of social task was found to be the lowest (Porat, 2018). Effective education for digital literacy will help the competencies of youth and students in order to become a skilled and competence digital literate student and able to use the technology to the fullest. In order to enhancing the skills and competencies of the students in digital literacy, a learning strategy is another key close to it as mentioned by Pamnthara (2018). Learning strategy by using social media platform such as Edmodo, it offers a rare opportunity to build a connection between teachers and the student in creating information and the learning becoming more fun. An adequate digital literacy skills elevate students to practice a creative thinking skills. One of the researcher found that by enhancing the digital literacy of students and their skills in using ICTs plays a crucial part and one of the major condition for successful performance and achieving a greater result in the learning process (Shopova, 2014).

2.3 Practices

Nowadays, digital literacy does play a significant role in academic environment. Simpson (Simpson, 2014) argued the involvement of digital literacy in the curriculum. The inclusion of digital literacy will totally become a huge division in order to assist student completed the task given by the teachers by using a correct ethic in using and quoting other people's work. Engaging in a comparative media analysis by comparing the layer between digital and non-digital media, providing the opportunities for the student to observe how layering media concept applies (Blevin, 2017). This study has showed how crucial the digital literacy for this present-day by including it in the curriculum and to support the media awareness. Creer (2018) introduced the class and

include Twitter as an example to everyday digital literacy practices. Creer includes the Twitter as assessment purpose as it connects people in real time. It has said that by using any social media, it does propose a way of understanding the relation between features of the digital text and the environment. Use of digital literacy at home are one of the practice that parents need to be aware too. Exercise activities at home between parents and children based on the technology usage. In spite of the fact that a foundation of digital literacy skills been provided by the school, the influence by parents on how to use the technology affected and complement the formal education in school (Theras, 2016). Digital literacy encompasses the knowledge, skills and behavior in the use of digital technologies. It is important to include in education at all levels for the development in the courses attended by the students.

Table 1: Analysis of Review

Author	Learning process	Skills and performance	Practices
Kaeophanuek (2018)	✓	✓	
Rahmah (2015)	✓		
Simpson (2014)		✓	✓
Blevins (2017)	✓		✓
Baharudin (2016)	✓		
Erez Porat (2018)		✓	
Martín (2017)		✓	
Patmanthara (2018)	✓	✓	
Shopova (2014)	✓	✓	
Creer (2018)			✓
Theras (2016)			✓

3. Proposed Framework

Figure 1 show that proposed framework to guide this research concern the enhancement of digital literacy which are learning process, skills and performances and practices. In this study, we identified those three different independence variables. Independence variables define based on previous discussion in Section 2.1 Learning process, Section 2.2 Skills and competencies, and Section 2.3 Practices. These independence variables are essential due to the enhancement of digital literacy.
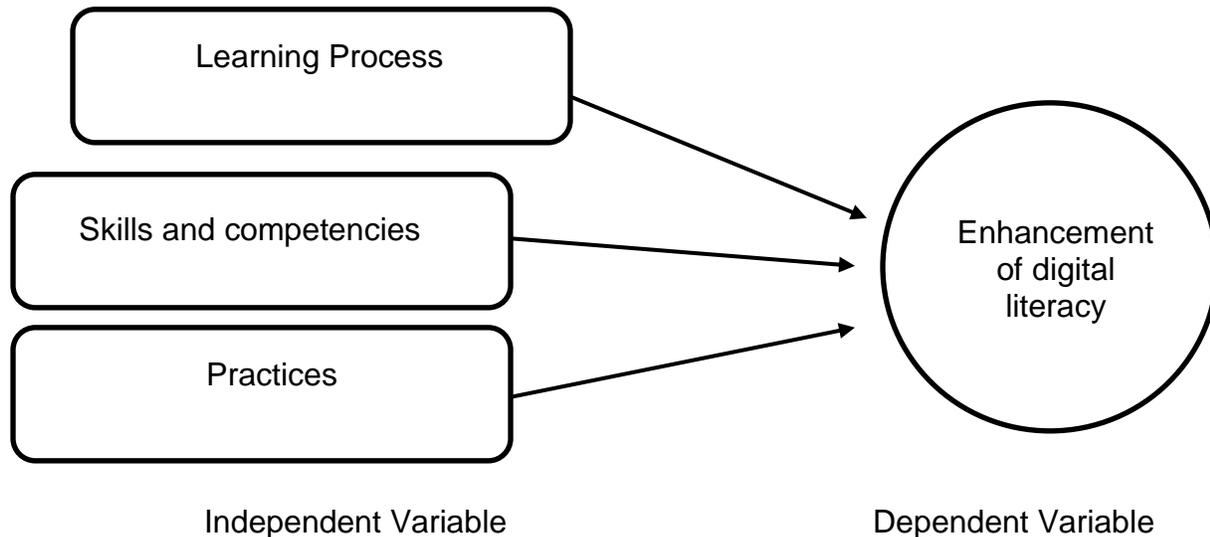
Figure 1. Proposed research framework

4. Conclusions

It has become visible that by using digital media, it does associate student daily practices and helps with their formal assignment and assessment. Based on the previous study, it clearly showed that further and continuing research is needed in order to improvise digital literate among students and youths in order to develop skills and think critically, evaluate, making decision and select information which higher order thinking skills take place in the learning process. According to all previous study, it is hope that further awareness of what action and how the choose when they are online in the internet doing research and assessment. With this, it may develop some objective and plan to help information professional integrate practices of digital literacy in the classroom and reflect today's literacy practice.

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