*LET: Linguistics, Literature and English Teaching Journal*
||Volume||12||Issue||2||Pages||286-306||2022||
|P-ISSN: 20869606; E-ISSN: 25492454|
Available online at: http://jurnal.uin-antasari.ac.id/index.php

# Digital Literacy Level and English Language Proficiency of College Students in Banjarmasin to Support Independent Learning Campus in the Technological Era 4.0

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**Article History:**

Received: 30 August 2022

Accepted: 25 November 2022

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**Keywords:**

digital literacy level; english language proficiency; merdeka belajar; kampus merdeka

In this digital era, it is essential for individuals to be literate and to be able to communicate effectively in English as the international language. Foreign language proficiency certainly requires training which the process itself cannot be achieved instantly. Since the beginning of college, students should begin to know and be trained to understand and utilize English. Therefore, it is crucial to employ English as a second language in the classroom so that students can meet the challenges of the globalization era in the future. This research aims to analyze the level of digital literacy and the distribution of students' English skills in the City of Banjarmasin in supporting the readiness of independent campuses to learn in the technology era 4.0. This research effort employs exploratory questionnaires as its methodological technique (exploratory research). The analysis was performed using simple regression. According to the finding of the research, it illustrates that the distribution of digital literacy levels and the distribution of students' English skills in Banjarmasin is almost evenly distributed.

## INTRODUCTION

*Merdeka Belajar Kampus Merdeka Curriculum*

A primary goal of education is to assist students grow into responsible, confident, self-reliant, and economically independent adults. Thus, educational nuances should strive to provide opportunities for students to always think independently and critically when determining their identities. In this context, the most important thing is not providing students with positive information that is taken for granted, but rather teaching them how to reason. Giving students the independence to be directly involved in the learning process and knowledge transfer is one of the efforts that can be made. Students are considered the main subject in this case, rather than just an object of an educational process.

The Independent Learning-Freedom Campus as well-known as "Merdeka Belajar-Kampus Merdeka" (MB-KM) curriculum initiated by The Indonesian Ministry of Education, Culture, Research and Technology is one of the breakthroughs in the digitalization era in the education sector. This program facilitates student exchange while also expanding the boundaries of (physical) classrooms into digital spaces.

The MBKM program is implicitly a response from The Ministry of Education, Culture, Research and Technology to produce graduates with superior skills. Faced with social, cultural, occupational, and technological changes that are accelerating throughout the time of the Digital Revolution 4.0, student competencies should be enhanced in accordance with current trends. It is possible for the Independent Learning Program, also known as MBKM, to take the form of either a university program registered in the Higher Education Database or a national program that was prepared by the Ministry. Merdeka campus refers to a form of learning that is independent and adaptable that can be found in higher education, so as to foster an innovative, unrestricted, and student-centered learning culture.

Learning independence, as defined by Nadiem Makarim in the MBKM guidebook published by the Director General of Higher Education at the Department of Education and Culture (2020) is the provision of freedom and autonomy to educational institutions, as well as independence from bureaucratization. As a result, lecturers are liberated from complex bureaucracy, and students are free to choose their own areas of study. The design of the program anticipates that students and instructors will gain new experiences that can enhance their insight, moral excellence, and networking skills.

In accordance with Permendikbud Number 3, 2020 as well as those outlined in MBKM guidebook published by the Ministry of Education, Culture, Research, and Technology, universities are required to offer off-campus study areas for their students so that they may learn to work independently and adapt to the professional world. The MBKM Program depends on the dedication of participating universities to both providing and facilitating it. To this end, the MBKM offers nine distinct programs: (1) Student Exchange; (2) Professional Work Practice; (3) Teaching Assistance in Education Units; (4) Research/Research; (5) Humanitarian Projects; (6) Entrepreneurial Activities; (7) Independent Studies/Projects; (8) Village Development/Projects; and (9) State Defense Training.

The most important factor in ensuring that the MBKM policy is successfully put into effect in higher education is the readiness to make the transition away from a curriculum that is based on fixed content to one that is based on adaptable and flexible learning outcomes in order to better prepare students to function successfully as independent adults. Study programs face the challenge of developing a curriculum that is both flexible and able to adapt to the ever-quicker developments of the times, all while maintaining their commitment to the goal of producing graduates who have learned in accordance with the outcomes that were previously determined. In addition, the implementation of the MBKM policy necessitates collaboration and cooperation with partners or other parties

related to their respective scientific fields and participation in supporting the desired learning outcomes.

Social, cultural aspects, the world of work and technological progress are developing very rapidly in the current era of the digital revolution 4.0. This is in accordance with the Indonesian Minister of Education and Culture's regulation No. 3, 2020 on National Standards for Higher Education (Kemendikbud, 2020), which establishes the necessity of cooperation between universities and the business and industrial sectors (DUDI). It is anticipated that this will make it simpler for university graduates to immediately adapt to the needs of the job market. As educational institutions, universities are required to develop curriculum plans.

According to Hamalik (2013), the curriculum is defined as subject matter or subjects, whereas the new view defines the curriculum as all activities that directly or indirectly contribute to the success of education. The term curriculum comes from Law no. 20 of 2003 chapter I which defines it as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve specific educational goals. Curriculum is one of the most important parts for any educational activity. Curriculum is used as a guide for education user and as a tool to improve teaching quality. As a result, its existence is important as a determinant of teaching quality. We can recognize the role and function of a very complex curriculum in the implementation of formal and non-formal educational programs due to our understanding of its significance. A curriculum reveals a clear picture of an educational system.

Considering the rapid development of the modern era, along with the development of society, science, technology, and globalization, innovation in education is essential for keeping up with the changes and demands of the times.

In this context, "innovation" refers to new approaches to teaching and learning. To be truly innovative, one must first conduct a needs analysis, which can then be used as a guideline for determining which factors should be prioritized when designing a curriculum. Various scientific studies on curriculum

development in the field of language are required for a comprehensive analysis of the needs, including: 1) Widodo (2017) on Approaches to Needs Analysis in ESP Curriculum Development, 2) Nurjannah. (2018) on Needs Analysis as a Basic Concept in the Development of Arabic Curriculum at MAN Curup, and 3) Isnaniah, I., & Hayati, NM (2020) on Needs Analysis in Developing English Curriculum for Early Childhood and Elementary School Students: A Case Study. All of them prioritize to analyze the needs for developing curriculum. Therefore, it is essential to carry out a needs analysis for the Merdeka Belajar Kampus Merdeka (MBKM) curriculum, which should include an assessment of whether or not students are prepared to apply MBKM in their educational pursuits. This is inextricable from the significance of digital literacy and English proficiency for MBKM readiness.

Providing needs analysis is one of the fundamental tenets of curriculum development in the field of education. Needs analysis is a procedure used to gather data on student requirements. This is an early stage that must be emphasized in educational program planning. The development of the language curriculum should also begin with the needs of the students as its foundation. In addition, the design needs to be based on the most recent or current theory of language curriculum design, and it needs to make reference to other scientific findings, in particular by identifying the competencies and tasks that are required of students (Thobroni & Arif, 2012).

*Digital Literacy in Indonesia*

Digital literacy in Indonesia has actually been detected since the ICT (Information and Communication Technology) curriculum became part of the 2006 curriculum or KTSP. On the grounds that ICT learning can be integrated into other subjects, the subject of ICT was omitted from the 2013 curriculum, causing controversy among educators. Several studies have been conducted to determine the level of digital literacy in Indonesia, which is reflected in Table 1. Most groups with diverse backgrounds have different digital literacy skills. However, in general, those groups of people have already good access in this skill. This is

reflected in the ownership of the device and the frequency of the utilization. This data is in line with the wearesocial survey which states that there are 355.5 telephone users in Indonesia.

Table 1. Literacy Level of Certain Groups in Indonesia

| Source | Informant | Digital literacy rate |
|---|---|---|
| (2) | Student | • Have basic digital literacy skills, namely being able to operate hardware and software<br>• Possess high understanding background information skills (motives and process of information being produced)<br>• Have high digital literacy key skills<br>• Have a high attitude and perspective on the use of information |
| (3) | Kauman Dongkelan Society | • Have access to television and internet<br>• Do not have the skills to analyze media messages<br>• Do not have the ability to evaluate information due to a lack of skills.<br>• Unable to produce content |
| (4) | Children (10-14 years) | • Have access skills, especially accessing television (level 5), radio (level 3), and internet<br>• The children's average is at level 5 for analysis, evaluation and content production skills |
| (5) | Productive business women | • Have skills in accessing cell phones<br>• The most frequently accessed social media is Facebook |
| (6) | Housewives | • Have smartphone access<br>• Have the skills to choose media content to be consumed<br>• Have the skills to produce content such as selling content or minimal budget home decoration |

In this digital era, people are required to be able to master literacy and communicate using English as an international language in order to connect with the world. Foreign language proficiency certainly requires training which the process itself cannot be achieved instantly. Students should begin to know and be trained to learn and use English since the beginning of college(7,8). Therefore, it is

crucial to incorporate English as a second language into classroom instruction, so that students are able to face the demands of the globalization era in the future. English has now become one of the basic needs for students in the current era of globalization, because its function is an international language and is almost used in all fields.

Information about the level of digital literacy and the distribution of students' English skills in the city of Banjarmasin in supporting the readiness of an independent campus to learn in the era of technology 4.0 is very important to support campus independence which is marked by innovation and changes that have an impact on the economy and culture. Digital literacy and the mastery of English are very important elements in the Industry 4.0 era so that students can understand and master information technology and be able to put it to use to increase their expertise, productivity, and efficiency in a variety of fields. This study's objective is to conduct an analysis of the current level of digital literacy and the distribution of students' English skills in the City of Banjarmasin in supporting the readiness of independent campuses to learn in the technology era 4.0.

*Trends in Digital Literacy Research in Indonesia*

In the last decade, the trend of digital literacy research in Indonesia has been the study of literacy in the use of electronic media as the scope of research with almost the same objective, namely knowing the skills of certain groups in using digital media. However, up until now, digital literacy research has only been aimed at the private sector, academic environment such as students or campus areas, and the second largest digital content user in Indonesia, namely housewives. (15) (see Table 2).

Table 2. Trends in Digital Literacy Research in Indonesia

| Research purposes | Scope | Media |
|---|---|---|
| Knowing the relationship between digital literacy and the use of e-resources | Electronic media | E-learning |
| Mapping the digital literacy movement at UNY | Electronic media | Internet |

| Research purposes | Scope | Media |
|---|---|---|
| Knowing the use of digital media by women entrepreneurs | Electronic media | Internet |
| Knowing the digital literacy level of students | Electronic media | Internet |
| Mapping the digital skills of housewives | Electronic media | Internet |

In general, there are two measuring tools used in digital literacy research, namely the Individual Competency Framework from the European Union and David Bawden. These two measuring tools have differences not only from the unit of analysis, but also conceptually. These distinctions are shown in table 3.

Table 3. Collection of Digital Literacy Measurement Tools in Indonesia

| Source | Media | Data collection technique | Measuring instrument | Indicator |
|---|---|---|---|---|
| (2) | *E-resources* | Questionnaire | • Basic literacy skills | • Able to use hardware<br>• Able to use software |
| | | | • Information knowledge background | • Understand how information is produced both digitally and non-digitally<br>• Able to distribute both digital and non-digital information |
| | | | • The main competencies of digital literacy | • Able to produce and distribute digital information<br>• Able to evaluate information<br>• Able to generate new knowledge |
| | | | • Attitudes and perspectives of information | • Able to learn independently<br>• Understand the use of information<br>• Understanding |

| Source | Media | Data collection technique | Measuring instrument | Indicator |
|---|---|---|---|---|
| | | | users | about copyright |
| (16) | *E-learning* | Interview & observation | • Use skills | • Device ownership<br>• Ownership of social media accounts<br>• Use of a computer or laptop |
| | | | • Critical understanding (critical thinking) | • Ability to understand media content and function<br>• Have knowledge of media and media rules or regulations<br>• Checking news sources |
| | | | • communicative abilities (communicative abilities) | • Able to produce messages or content<br>• Able to participate<br>• Able to build social relationships |
| (17) | Internet | Questionnaire | • *Use skills* | • Device ownership<br>• Ownership of social media accounts<br>• Use of a computer or laptop<br>• Frequently visited sites<br>• Download and upload |
| | | | • *Critical Understanding* | • Level of trust in the source of information<br>• Able to distinguish good and bad sites<br>• Understanding of |

| Source | Media | Data collection technique | Measuring instrument | Indicator |
|---|---|---|---|---|
| | | | | government regulations<br>• Ability to maintain privacy<br>• Cross check source information |
| | | | • *Communicative Abilities* | • Able to produce messages or content<br>• Able to participate<br>• Able to build social relationships |

Table 3 shows that in general there are several components in common in measuring the instruments used. For example, a group is considered to be digitally literate if they are able to use electronic devices, access information, be able to understand messages, and reproduce messages. In digital literacy research in Indonesia, one of the theories used in the analysis of research results is the uses and gratification theory. This theory implies that individuals are autonomous groups who are capable of selecting their own information and media based on their specific needs. This assumption is relevant to one of the skills in digital literacy that requires individuals or groups to identify information needs and select the right media (Table 3).

Trends in the research methodology used in the digital literacy phenomenon in Indonesia can be seen in Table 4. Most of the research was conducted using qualitative methods with different designs. The qualitative method that is widely used is descriptive qualitative, namely by conducting interviews as data collection. In addition to interviews, the research design was also carried out with a survey to descriptively determine the level of digital literacy in certain groups. Students are the group most often used as respondents or research informants. Students were selected using purposive, simple random, or stratified sampling techniques. Students are chosen because they are Y Generation with the largest internet

penetration, and the digital native generation so that media literacy is very relevant.

Table 4. Trends in Digital Literacy Research Methodology in Indonesia

| Source | Method | Sample Technique | Sample or Informant | Area |
|---|---|---|---|---|
| (18) | descriptive qualitative | Purposive | Communication Studies Student and Lecturer | Samarinda, South Kalimantan |
| (19) | Ethnography | Purposive | Cultural, teachers, community leaders | Salatiga |
| (4) | Survey | Cluster sampling | Children aged 10-14 years (n=397) | Belu Regency, NTT |
| (5) | Participation Research Action | Purposive | Women entrepreneurs of SMEs (n=21) | Yogyakarta |
| (6) | Qualitative | - | Housewife | Yogyakarta |

## METHOD

This research was conducted in Banjarmasin on June to August 2022. This research employed exploratory survey analysis (exploratory research method) which is commonly used to reveal the facts, identify problems and obtain justification for ongoing implementation. Purposive sampling was utilized as the observation and sampling method for the purpose of this study. As a result, the number of people who responded was determined by the requirements of the research. 108 people participated in the survey that was conducted for this research. The Respondents came from 8 universities in Banjarmasin (Table 5).

Table 5. Respondent's Universities

| No | University |
|---|---|
| 1 | Politeknik Negeri Banjarmasin |
| 2 | STKIP PGRI Banjarmasin |
| 3 | STKIP Sabilal Muhtadin |
| 4 | UIN Antasari Banjarmasin |
| 5 | Universitas Ahmad Yani Banjarmasin |

| | |
|---|---|
| 6 | Universitas Islam Kalimantan Muhammad Arsyad Al Banjari |
| 7 | Universitas Lambung Mangkurat |
| 8 | Universitas Sari Mulia |

Data collection was obtained by questionnaires and interviews. The questionnaire consists of 2 parts, the first is about digital literacy and the second part is about English language skills among students in Banjarmasin. Each statement is rated using the Likert scale. The procedure for this assessment follows the method described by Rahma et al (2021).

For collecting the data, the researcher use a questionnaire with a Likert scale. The goal is to determine the level of agreement among respondents with the statements provided. There are forty questions in the questionnaire that must be answered, forty about the level of digital literacy and forty about the English language skills of students in Banjarmasin.

Questionnaires were created with the Google Forms application and distributed to respondents. There are several steps involved in processing the collected data: coding, data entry, cleaning, and analysis. The collected data was processed and analyzed descriptively using the Microsoft Excel 2013 program, SPSS version 16.0 for Windows, and the Statistical Program for Social Science (SPSS). The information is provided in the form of tables, bar graphs, and numerical data expressed in percentages.

*Data Analysis Technique*

The Pearson correlation test was used in this study because each variable is normally distributed. The test was carried out to determine whether or not there was a statistically significant correlation (p0.05) between different variables of digital literacy and different levels of English language proficiency among Banjarmasin's college students. The correlation coefficient value follows the rules of Sugiono (2016).

Table 6: The Coefficient of Correlation (Sugiono, 2016)

| Coefficient Interval | Correlation Level |
|---|---|
| 0.00 – 0.199 | Very low |
| 0.20 – 0.399 | Low |
| 0.40 – 0.599 | Medium/Average |
| 0.60 – 0.799 | Strong |
| 0.80 – 1,000 | Very strong |

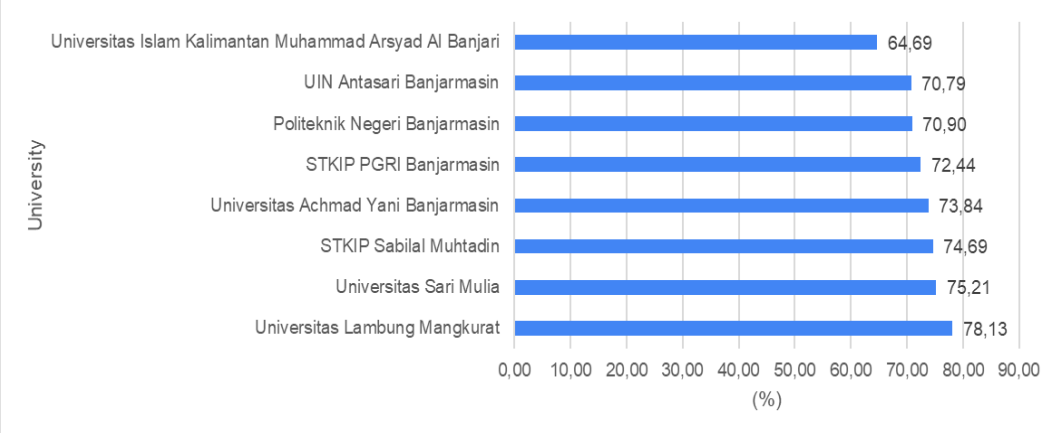
## FINDINGS AND DISCUSSIONS

*Digital Literacy Level for Students in Banjarmasin*

Education in the industrial era 4.0 is required to be able to make better use of digital technology in improving the quality of students in the city of Banjarmasin. Digital literacy plays an important role for students to improve their language skills. Besides that, digital literacy can also be used to provide an understanding of linguistics through the use of language elements that are applied in a text. A lecturer through assignments to students to literate digital texts then makes the digital texts used as data sources related to morphology. Students who take morphology courses are given assignments after being given material on morphological processes that exist in English. Students are assigned to literate texts available in online media. Assignments to students can be done in groups. Each group is given the task of looking for morphological processes in texts according to the desired theme, for example from texts in the fields of health, education or politics. Assignments with different text themes aim to get a varied vocabulary.

Students are asset to our country for determining the continuity of leadership. Thus, students' digital literacy skills as change of agents are expected to make them wise and critical media users. In this study, the literacy rate between universities in Banjarmasin is almost evenly distributed. Among other universities, Lambung Mangkurat University students had the highest literacy rate (78.13%), while Kalimantan Islamic University students Muhammad Arsyad Al Banjari had

the lowest (64.69%). The distribution of digital literacy levels among students in Banjarmasin can be seen in the following graph.




Graph 1. Distribution of Student's Digital Literacy Levels in Banjarmasin

The draft of digital literacy is constantly changing. Initially, this concept was known as media literacy, and it advocated the importance of viewing television critically. This idea was repeated until the advent of communication technology and the internet. The concept of media literacy began to be adopted into skills possessed by individuals to be able to operate computer devices during the birth of computers. When the internet is widely used, this concept gradually transforms into information literacy. This is due to the internet's broad availability of information. The term that is commonly used these days is "digital literacy."

Literacy in the digital age refers to the ability to make productive use of various forms of media in order to find relevant places and information. The United Nations Educational, Scientific, and Cultural Organization defines digital literacy as the capacity to use information and communication technology (ICT) to access, evaluate, use, create, and share content with cognitive, ethical, social, emotional, and technical dimensions. Martin defines digital literacy as an individual's awareness, attitude, and ability to use digital tools and facilities appropriately in order to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources; build new knowledge; create media expressions; and communicate with others in the context of specific life situations; to enable

constructive social action; and to reflect on a series of processes. Digital literacy is also defined by Koltay as the ability to enable constructive social action; and to reflect on a series of processes.

Students are thought to be directly proportional to adult life as social beings in transition. During this time, students learn to recognize the outside world and receive value socialization through the media. Students are exposed to a wide range of information and may form incorrect opinions if they are not accompanied by parents or lecturers. When students interact with the media, they demonstrate their dynamic personality. Students are inherently inquisitive, easily influenced, and tend to take media content for granted. Students, on the other hand, are familiar with technology, are not afraid to try new things, and are idealistic.

Students are a distinct and significant cultural group, as a market segment, as a sub-culture and who are leading the way in the use of new media. The student is the point at which an individual seeks to establish an identity, to form a social group and to negotiate the cultural meanings they have. Among all, the media is the center of it. From this statement, it can be said that students are potential commodification objects for media producers who have intergenerational marketing goals.

The growth and development of students is said to be perfect if they are physically and mentally healthy. To fulfill physical health, it is necessary to have nutritious food in the daily diet. Meanwhile, to fulfill mental health, "nutritious food" is also needed. However, the phenomenon that currently occurs among students is that they are often treated mentally with “less nutritious food”, in this case information from the mass media, and is often treated with “poison information”. Some shows that often appear in the mass media include violent behavior, theft, corruption cases, pornography which clearly have no educational and humanitarian value, are always reported by the mass media and become students' mental food at all times. Mass media shows that are not attractive to students do not even reflect their culture. However, ideally, the mental and mind of students in everyday life must be treated to "nutritious information”. In this

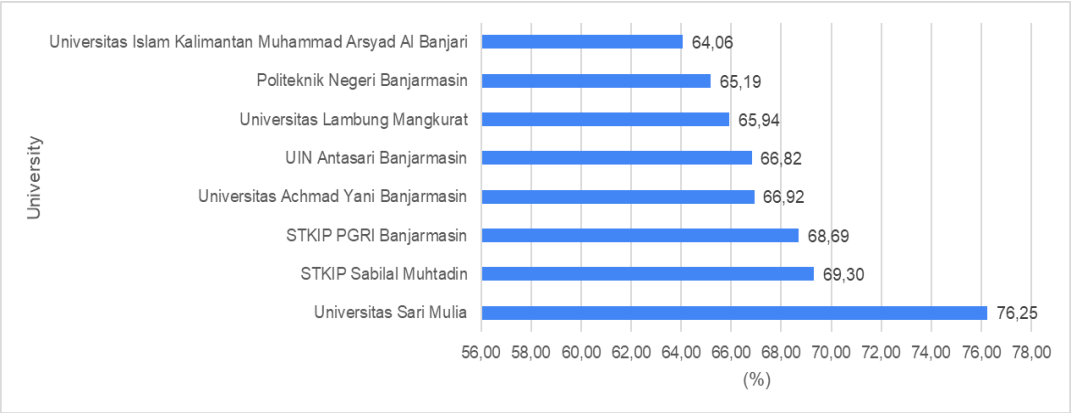
context, the content of mass media must have educational and humanitarian value which is lifted from its own culture which is full of wisdom values.

To comprehend the content of mass media messages, media literacy is required. In other words, media literacy is an umbrella to protect students from the "splash" of mass media information. Media literacy can be used as the key to the formation of intelligent and critical students so that they are not easily eroded by the flow of information from the mass media. Literacy in both traditional and contemporary forms of the media encourages both audiences and communicators to have the ability to read when confronted with various forms of the media. It is possible for media technology, especially new media, to alter the ways in which people learn, play, and interacts socially in the real world. Having to deal with something novel necessitates the development of new skills, which is especially true when the topic in question is a student. Media literacy or better known as media literacy is one of the many terms that are often used on various occasions, both in informal talks to academic discussions. The term is interpreted quite differently.

There is no longer choice to forbid students from consuming the poison of information. Raising students' awareness will enable them to engage in critical discussion, which will aid them in comprehending the significance of their media experience.

*Level of Students' English Proficiency in Banjarmasin*

In this study, the level of English competence among university students in Banjarmasin was found to be nearly identical. Students at Sari Mulia University have the highest level of English proficiency (76.25%) among other universities, while Kalimantan Islamic University students Muhammad Arsyad Al Banjari ranks the lowest in terms of English proficiency (64.06%). The distribution of the level of English proficiency among students in the city of Banjarmasin can be seen in the following graph.




Graph 2. Distribution of Students' English Language Proficiency Levels in Banjarmasin

Regarding digitalization, proficiency in the English language is crucial, especially in dealing with independent learning activities in the era of technology 4.0. Every university strives to produce graduates who are able to compete internationally. Each university requires its lecturers to prepare teaching materials or modules, as well as provide many activities that practice listening, speaking, reading and writing skills, as well as implementing various methods or techniques that provide opportunities for students to practice communicating, including: role play, discussion, debate and presentation.

In fact, thousands of messages continue to be broadcast to students via traditional media channels such as posters, radio, television, and games. The number of books and other forms of English-language online and offline media produced globally is continuing to increase. The functions of the media naturally follow the technological sophistication of the media themselves. One of the many roles of the media is to provide entertainment. Midway through 2014, data from the Ministry of Communication and Information (Kominfo) showed that 67% of broadcast content was entertainment (which is not always positive for the public), while information, education, and social control each accounted for only about 10%. Looking at that fact, students with good English skills must be able to filter positive information to support the student's career path. Students with good English skills can not only listen but also understand positive and useful information for themselves and those around them.

*Simple Regression Analysis*

Descriptive analysis shows that students' average levels of digital literacy and English proficiency are 72.586 and 67.896. Meanwhile, the standard deviation values of digital literacy and English language skills among university students are 4,001 and 3,786 (Table 7).

Table 3.Descriptive Statistical Value

| **Descriptive Statistics** | | | |
|---|---|---|---|
| | mean | Std. Deviation | N |
| Literacy | 72.586 | 4,001 | 8 |
| Ability | 67,896 | 3,786 | 8 |

Literacy carried out among students will play a very important role in improving their language skills. Students can improve their reading skills and understand their reading well when they are disciplined through literacy. In terms of increasing understanding of the process of word formation in English, lecturers can assign students to collect all vocabulary, for example the assignment of grouping affixed vocabulary in English. The value of R was 0.467, and the significance level was less than 0.05, according to the findings of a Pearson correlation test that examined the relationship between digital literacy and English language skills among students in Banjarmasin City. According to Sugiono (2016), the level of relationship between this correlation value and the variables is moderate.

Table 4. The Value of English Ability in Students

| **Correlations** | | | |
|---|---|---|---|
| | | Literacy | Ability |
| Pearson Correlation | Literacy | 1,000 | 0.467 |
| | Ability | 0.467 | 1,000 |
| Sig. (1-tailed) | Literacy | . | 0.122 |
| | Ability | 0.122 | . |
| N | Literacy | 8 | 8 |
| | Ability | 8 | 8 |

Meanwhile, the output summary model has an adjusted R-squared value of 0.087, which translates to 8.7% and shows that the independent variable (students' English language abilities) contributes to the relationship with the dependent

variable (digital literacy in students). However, other factors account for the remaining 91.3% and are outside the scope of this study.

Table 5. Model Summary

| **Model Summary** | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0.467a | 0.218 | 0.087 | 3.822 |
| a. Predictors: (Constant), Ability | | | | |
| b. Dependent Variable: Literacy | | | | |

Based on the ANOVA test or F test (Table 10), the calculated F was 1.669 with a significant level of 0.244. The regression model cannot be used to predict literacy levels because the probability, 0.244, is significantly higher than the threshold value of 0.05.

Table6. Anova Test or F.Test

| **ANOVAa** | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 24,389 | 1 | 24,389 | 1,669 | 0.244b |
| | Residual | 87,668 | 6 | 14.611 | | |
| | Total | 112,057 | 7 | | | |
| a. Dependent Variable: Literacy | | | | | | |
| b. Predictors: (Constant), Ability | | | | | | |

## CONCLUSIONS AND SUGGESTIONS

Digital Literacy and the distribution of English Language Skills among Students in Banjarmasin to Support Independent Learning Campusin the Technological Era 4.0 have a moderate correlation. This fact illustrates that students' readiness to keep up with the pace of technological development must be able to have fairly good English skills. The practice of digital literacy is an effort to build understanding on the level of human resource development related to comprehending the presence of digital media. This understanding will also be very useful in supporting the independent campus learning process in the 4.0 technology era.

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