Integrated Digital Literacy Program Management To Improve The Quality of Learning in Schools

Muhammad Taufiqqurrohman[1], Eni Fariyatul Fahyuni[2]

Universitas Muhammadiyah Sidoarjo[1,2]

ABSTRACT

The integrated digital literacy program for subjects to improve the quality of learning is carried out because the students interest in reading SMP Muhammadiyah 6 Krian is shallow. Low interest in reading impacts the quality of learning that runs ineffectively and inefficiently. This study aims to analyze and describe 1) how the management of subject-integrated digital literacy programs improves the quality of learning in schools and 2) what the obstacles and obstacles encountered in the implementation of subject-integrated digital literacy programs to improve the quality of learning in schools. This research uses a qualitative descriptive case study approach with a sample of 24 subject teachers as respondents—retrieval techniques in the form of interviews, observation and documentation. Interviews were conducted by sampling from 20 teachers at Muhammadiyah 6 Krian Middle School and observational data on document observation of student learning outcomes for grades 7, 8 and 9 at Muhammadiyah 6 Krian Middle School. The data analysis technique used is data collection, data reduction, data presentation and conclusion. Based on the research results, it is known that the achievement of student learning outcomes increases with indicators of increasing students digital literacy interest and student learning interest in each subject.

KEY WORDS AND EXPRESSIONS: Management, Digital Literacy Program, Learning Quality.

INTRODUCTION

The low interest in reading occurs in the world of education today. This is influenced by many factors, including: low reading culture from an early age, inadequate school facilities, and inadequate book production in Indonesia. The habituation of literacy culture in an increasingly sophisticated and modern technological era is a challenging thing to achieve. Gadgets are a challenge in itself. Gadgets with exciting and challenging features are the main obstacle to this literacy culture's growth. In some cases, gadgets will become addictive for children and teenagers. Gadget addiction has a terrible impact. There are 6 bad influences, namely: 1) irregular sleep patterns, 2) visual disturbances, 3) deteriorating health, 4) mental changes, 5) reduced learning ability, and 6) disrupt social activities.

Based on the evil influences above, two things have a terrible influence on childrens academics. First, mental disturbance due to experiencing gadget addiction and loss of other interests besides the world of gadgets. Second, they no longer have other hobbies, are lazier, and in the end, it affects their academic condition. This gadget addiction makes it difficult for them to complete the work they are correctly given because they feel they do not have enough time. As a consequence, academic grades

decrease. In the digital era and followed by the era of artificial intelligence (AI), schools as education providers must always prepare themselves to face changes that are increasingly fast and limitless, increasingly sophisticated and modern technology must be considered. Schools must try to adapt. This adaptation applies to all fields, including literacy programs. Literacy programs that have so far focused on print literacy must immediately be shifted to digital literacy. Digital literacy is a skill to understand and use information technology from various digital sources efficiently and effectively. It requires a critical thinking process to evaluate information found in digital media (Gilster, 1997). Literacy habituation is expected to support the optimal achievement of the learning process (Bawden, 2001). The goals of digital literacy include; 1) forming students into readers, writers and communicators. 2) Improve the ability of thinking habits. 3) Exploring motivation and interest in learning. 4) Develop independent learning so that it is creative, productive, innovative and has character [1] .

Interest in reading at SMP Muhammadiyah 6 Krian is shallow. This can be seen in the small number of student visits to the school library. Schools have tried to solve this problem by creating reading corners. However, these efforts were also still fruitless; the books provided are rarely touched. In addition to the low interest in reading, students spend more time surfing in cyberspace. If they have a little free time, they immediately open their gadgets and the games they like. They can quickly obtain quality and helpful information from the internet. These two things significantly impact the low quality and quality of education in these schools. To deal with these two things that will threaten the future of SMP Muhammadiyah 6 Krian, the school must take concrete steps to solve them. The step taken is to create a literacy program integrated into the subjects. The literacy program also uses digital literacy. This digital literacy was chosen because almost all SMP Muhammadiyah 6 Krian students carry gadgets. Not only because of that digital literacy provides many conveniences and has many advantages.

E-books are a trend for reading books now and in the future, which will continue to be in demand. [2]). Recently, e-books are in demand because of their small size when compared to printed books, and also generally have a search feature, so that words in electronic books can be quickly searched and [3] Another advantage of e-books is that they are more practical and easy to carry everywhere. As long as humans carry electronic devices, smart-phones, laptops, tablets and so on, humans can read e-books which can be available in hundreds, so that humans can read anywhere and anytime. E-books are books that are durable and can even be said to be timeless. It will not break easily with age. In contrast to printed books, the longer it will turn yellow and damaged.

Copying e-books is very easy and cheap, making thousands of copies of e-books can be done easily and cheaply, while printing thousands of books requires expensive fees. [4] . Based on several

advantages of e-books and other considerations, digital literacy was chosen. The implementation of this literacy program will achieve its main goal,which is to improve the quality of education by going through the stages of management. The management stages that must be passed are: planning, organizing, actualing, and proper and good controlling. [5] also expressed the same thing. He stated that management is a distinct process. Management consists of a series of actions in the form of planning, organizing, activating, and controlling. All of these actions are carried out to determine and achieve the targets set through the utilization of human resources and other resources. The first management action is planning. The essence of planning is an activity to set goals to be achieved accompanied by ways to achieve these goals. As stated by [6] that planning is the selection or determination of organizational goals and determination of strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards needed to achieve goals. Decision making is heavily involved in this function, the important meaning of planning is to provide clarity of direction for each activity, so that each activity can be pursued and carried out as efficiently and effectively as possible.

Organizing in general refers to the process of compiling groups of individuals, tools, tasks, responsibilities, or authorities so as to form an organizational structure that can move together in achieving the goals set. Organizing is the step that leads to the implementation of plans that have previously been made. Hence, it is a plausible concept that organizing serves as the second stage in management. The output of the organizing process is an organization that operates as a unified whole. [7] suggests that organizing involves efforts to form effective behavioral relationships among individuals, enabling them to collaborate efficiently and gain personal satisfaction in carrying out certain tasks, especially in specific environmental contexts, in order to achieve goals or objectives. certain. Organizing basically involves trying to arrange implementation plans through an organizational framework. The thing that is very important in organizing is clarity regarding the individual who is responsible for carrying out each activity, the time for carrying out the activity, and the intended purpose. In achieving optimal task results, every operational unit in a government institution must feel responsible for completing these tasks effectively. Each leader has the responsibility of leading, providing guidance, instructions, supervision, and control over the implementation of tasks.

Actuating occupies a leading position as a key management function. While the planning and organizing functions are mostly concerned with the abstract aspects of the management process, the execution function places more emphasis on activities that directly involve individuals in the organization. According Terry; implementation implies efforts to motivate group members in such a

way that they have the desire and effort to achieve institutional goals and organizational objectives. This is related to the fact that members of the organization also have the desire to achieve these goals.Implementation (actuating) is basically an attempt to materialize plans into reality, through various forms of guidance and motivation, so that each employee can carry out their duties effectively according to their respective roles, responsibilities and duties.

The crucial aspect in the actual implementation (actuating) is how an apparatus is motivated to carry out the task if: (1) he feels confident in executing the task, (2) believes that the work will benefit him, (3) is not hampered by personal problems or tasks that are more critical, (4) the task is considered as a mandate given to him, and (5) the relationship between colleagues within the organization runs harmoniously. Supervision is an activity that aims to control implementation so that it is in accordance with the plan, as well as verifying the achievement of institutional goals. Furthermore, Handoko explains that the monitoring process consists of five stages, namely: (1) setting implementation standards, (2) determining the measurement of activity implementation, (3) measuring the implementation of actual activities, (4) comparing the implementation of activities with standards and analyze deviations, and (5) take corrective action if necessary. The four management functions operate effectively to achieve the main objective of the digital literacy program, which is to improve the quality of learning. The quality of education in question is the ability of educational institutions to manage educational resources to increase learning capacity optimally. According to Mulyasa, the concept of quality includes input, process and educational outcomes.

Educational input involves the elements needed to facilitate the educational process. The educational process is related to the transformation from one condition to anothe [8]. Educational outcomes refer to institutional performance, representing the achievements produced by educational institutions through their processes and behavior [9]. In an effort to improve the quality of education in an institution, the step that needs to be taken is to optimize the process to produce quality results [10].

Process optimization involves creating an effective learning environment in helping students understand subject matter quickly, including physical, cognitive, and psychomotor aspects. As a result, the results achieved are of high quality, produce competent alumni, and ultimately improve the performance of educational institutions. This aspect is very important to maintain the existence of the institution and face fierce competition. Without efforts to improve quality, educational institutions will slowly lose their relevance in society. Therefore, quality improvement efforts are important in the context of educational institutions.

METHOD

This study used field research with a descriptive qualitative methodological approach. Descriptive qualitative research method is a research method that observes a group of people, or objects in conditions in one thought or a class of events at the moment with the aim of describing, describing or describing in a systematic, factual and accurate manner according to facts, characteristics and the relationship between phenomena that occurs as revealed by [11] . The approach used is qualitative case study design focused on one phenomenon that is selected and wants to be understood in depth. According to [12] case study is a research strategy that investigates carefully a program, event, activity process, or a group of individuals. Case studies can reveal specific, unique and very detailed things that cannot be disclosed by other studies. The research subject was held at SMP Muhammadiyah 6 Krian and there were some 20 teachers as research subjects. The main source of qualitative research is words and actions, the rest is additional data such as documents and others, [13] The primary data source is the first data through procedures and retrieval techniques in the form of interviews, observation and documentation. Interviews were carried out by sampling from 20 teachers at Muhammadiyah 6 Krian Middle School as well as observational data on document observation of student learning outcomes for grades 7, 8 and 9 at Muhammadiyah 6 Krian Middle School. The data analysis technique used is data collection, data reduction, data presentation and conclusion, [14] .

RESEARCH RESULTS AND ANALYSIS

a. Subject-Integrated Digital Literacy Program Planning

Planning or planning in the management of the integrated literacy program is the result of a joint decision between all parties involved in SMP Muhammadiyah 6 Krian. Good coordination in planning is the basic foundation for continuing program implementation to the next stage. The principal consults with the leadership first to discuss the school program to be implemented. After this program has received approval from other leaders, the formulation of objectives for this program is made. The aim of the digital literacy program which is integrated with subjects is to improve the quality of learning at SMP Muhammadiyah 6 Krian. The strategy adopted is organizing workshops by bringing in expert and practitioner resource persons. This step was taken to equalize views on the program to be implemented. After the workshop is carried out, it will be followed by implementation assistance in class for two cycles. One cycle is provided time allocation for one week.

At the time of implementation, monitoring and evaluation will be carried out to make a follow-up plan. This step was taken because this literacy program does not end only in workshops and mentoring. Before this program was implemented, the school principal invited teachers, education staff and the school committee for socialization meetings. This socialization meeting aims to get input from all stake holders in the school. These inputs are very important because this digital literacy program will require a special time allocation. The required allocation is quite long ± 1 year/two semesters. This relatively long span of time requires management who holds a high commitment. In addition to the administrators who are committed, this program also requires a lot of money. This fee is used for holding workshops; the program responsible for the vacation, making a variety of supporting activities and other needs. Among the inputs obtained is that this workshop should be held on a day that does not interfere with the teaching and learning process. The decision from the results of the meeting was agreed upon by the meeting participants that the school would hold an integrated digital literacy program in subjects to improve the quality of learning.

Table 1 Subject-Integrated Digital Literacy Activity Plan.

1.	Name of Subject	Integrated Digital Literacy Program Activities
2.	Time Allocation	1x workshop by experts and practitioners 1 week of implementation in class 1x mentoring from colleagues for teachers who have not reached the target 1 week of implementation for teachers who, during the implementation in the first cycle, had poor results. Reflection Follow-up plan to cultivate digital literacy for two semesters.
3.	Person Allocation	school principal, 1 vice principal, 20 subject teachers, 1 school operator, 2 school treasurers and 2 education staff = 28 people
4.	Cost Allocation	- Regular Boss Fund - Regional Boss Fund
5.	Allocation of Places	Classrooms and halls

The objectives of the workshop activities are; a) to train pedagogic competence in managing the learning process by making digital literacy-based learning media integrated into subjects; and b) To increase digital literacy insights for teachers which will have an impact on the learning process for students with implications for the quality of learning. After the implementation of the workshop which was immediately followed by implementation in the classroom, this literacy program will be followed up with a follow-up plan (RTL) that will create a culture of literacy at SMP Muhammadiyah 6 Krian.

a. Organizing Subject-Integrated Digital Literacy Programs

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The next stage after planning is organizing. At this stage it is determined who will serve as the implementing committee. This committee will be fully responsible for the implementation of the subject-integrated digital literacy program workshop. Awareness of the importance of growing a literacy culture including digital literacy, the school principal consulted again with the leadership to form an organizational structure for the literacy program at SMP Muhammadiyah 6 Krian. The organizing function is the accuracy in determining who and what tasks are most appropriate for him. The description of duties and authorities is described as follows:

1. The duties and functions of the chief executive are as follows; 1) As an executor who is responsible for all literacy program activities, 2) as an adviser on the emergence of problems that exist when the literacy program is implemented at Muhammadiyah 6 Krian Middle School, 3) As an assessor to evaluate the literacy program is going well or vice versa.

2. The duties and functions of the deputy chairman are; 1) Helping the chairman to lead the subject-integrated literacy program at Muhammadiyah 6 Krian Middle School, 2) Assisting the chairman in providing solutions to obstacles and obstacles during the literacy program was implemented, 3) Helping the chairman assess and evaluate the subject-integrated literacy program.

3. Duties and functions of the Secretary are as follows; 1) Recording all activities during the process of implementing the subject-integrated digital literacy program, 2) Making an assessment instrument for class activities for both teachers and students, 3) Preparing accountability reports for the subject-integrated literacy program at SMP Muhammadiyah 6 Krian.

4. The duties and functions of the Treasurer are; 1) Manage related financial budgets while the subject-integrated literacy program is run, 2) Make financial accountability reports during the program running for one semester.

For workshop activities, the organizing stage after the names of the committee have been appointed with their respective positions is to prepare everything needed either in the form of determining the required budget, work journals, activity schedules, correspondence, instruments for evaluation, etc. When everything has been thoroughly prepared, the third stage, namely the implementation, is just to be carried out at the appointed time. While RTL cultivates subject-integrated digital literacy programs, the person in charge of compiling a work program and designing supporting activities for the success of this program.

b. Implementation of Subject Integrated Digital Literacy Program

The implementation phase begins with workshop activities. This workshop took the theme "Students Enjoy Reading, Achievement Increases". This workshop is part of a digital literacy program

that is integrated with the subject matter. This workshop is the first door that is expected to be able to unite views on digital literacy that is included in every lesson. With this integration, the quality of learning will increase and the quality will also increase. The workshop implementation process was carried out one day ahead of the schedule determined by the committee. This workshop should have been held on Saturday, finally it was submitted on Friday because of a request from the speaker. The duration of the workshop is 8 hours including regression and rest. The implementation of the workshop is divided into two terms. The first term is in the form of exposure to material about learning tools or lesson plans that integrate digital literacy with the learning process (KBM) and the practice of making lesson plans that will be used in implementation in class. The second term is exposure to material about media that is integrated into the subject. From this material, participants gained enrichment about forms of media literacy and also the advantages and disadvantages of digital literacy. At each term both the preparation of lesson plans and digital literacy-based learning media. This workshop was given the opportunity to present the results of his work. From representatives who presented lesson plans and media that had been integrated with the subjects being taught, resource persons provided feedback as well as reflection. Whereas on Saturday, the teachers were asked to perfect the deficiencies, complement, and discuss with each other the results of the workshop on Friday. Then the workshop participants were given the task of one week to implement similar activities in their respective classes so that the impact on student learning outcomes in class could be identified.

The next activity is implementation in class. This activity begins with the division of the monitoring and evaluation schedule which of course is carried out together with the implementation in class. Then the head of implementation provides an assessment instrument for teachers who will implement the results of the workshop in class. This instrument must be filled with actual conditions so that it can be used to see the achievement of these activities. Data validity is needed to make improvements. Several monev instruments that must be filled in, namely: a) learning observation instruments, b) activity results evaluation instruments (implementation in class), c) instruments for the impact of literacy programs that are integrated into subjects, and d) instruments for achieving student's wellbeing. The learning observation instrument is filled out by colleagues who accompany the implementation process. The instrument for evaluating the results of the activity is filled out by teachers who have the opportunity to implement this digital literacy program, while the instrument for the impact of the literacy program that is integrated into subjects and the instrument for achieving student's wellbeing is filled out by students. This data will be used as evaluation material. In the second cycle, the opportunity is given first to participants who have not reached the target in their

implementation. But before they repeat, they get assistance from participants who have reached the target. In this second cycle, those who have not had the opportunity to implement it are also prioritized. In the implementation implemented in the second cycle the process is the same as the first cycle. Even in this second cycle, monitoring and evaluation was carried out, the results of which were used as evaluation material and continued with reflection to provide feedback, improvements and design follow-up plans.

c. Subject-Integrated Digital Literacy Program Controlling

The final stage of controlling or evaluating the integrated digital literacy program is obtained from research results through observation, study of documents and interviews. The implementation of the subject-integrated digital literacy program is evaluated for one semester twice with evaluation and monitoring, to measure the achievement of the literacy program with student learning outcomes. Monitoring activities are carried out for all subject teachers without exception through the academic supervision program. Monitoring the implementation of the literacy program by supervising learning in class by the school principal. Supervision activities are carried out twice a year. Collection of learning tools including lesson plans that have been integrated with digital literacy programs. The ultimate goal of the subject-integrated digital literacy program is to improve the quality of learning at SMP Muhammadiyah 6 Krian.

This study shows that planning in the management of integrated literacy program subjects at SMP Muhammadiyah 6 Krian is the result of a joint decision of all parties. This shows that school management coordination is going very well. Planning that originates from the root of the problems that occur is the basis for implementing subject-integrated digital literacy programs. Planning with good coordination is a strong foundation for the continuation of the program to the next stage. This is in accordance with Syafaruddin's statement citing the theory of Terry, planning is determining an activity that must be carried out by a group to achieve a goal. The planning process includes decision making and alternative decisions that are made and mutually agreed upon. Planning for a subject-integrated digital literacy program begins with the implementation of a workshop. The main target is all educators. However, in this activity the educational staff at SMP Muhammadiyah 6 Krian were also involved. The involvement of all parties will equalize the point of view on a problem. The workshop was held by bringing in the school supervisor as one of the resource persons. Another resource person is a literacy movement activist. By bringing in these two sources, it is hoped that they will be able to stimulate the growth of a literacy culture, especially digital literacy which is integrated into subjects. The results of monitoring the activities of the subject-integrated literacy workshop

resulted in data indicating the successful implementation of the workshop. Of the 24 people who filled out the workshop implementation monitoring instrument, the average score of the filled in instrument was 96. This is a very high achievement score.

After the workshop, participants were given the task of implementing digital literacy activities integrated into their respective classes. All participants are required to practice the designed learning tools, in the form of lesson plans which already contain integration of digital literacy with the subjects they teach, learning media, worksheets, and learning resources. In carrying out the implementation, the teacher is accompanied by colleagues who collect monitoring and evaluation data. They made observations during the implementation. The involvement of colleagues in the implementation of supervision because the number of people being supervised is quite a lot and the time is too short, a maximum of two weeks. The data filled in by the supervisor all shows the number 100. This data must be validated with other data. The data in question is data on student learning outcomes after the implementation of the digital literacy program which is integrated with the subjects. Student learning outcomes data reach an average score of 83, when the student's achievement is converted to predicate B.

The data above was also re-validated with the results of the impact of success on improving the quality of student literacy. The impact of this program on improving the quality of student literacy is up to a score of 82. And the achievement of student wellbeing is 81. So from these data a decision was finally made not to continue in the second cycle. The organization of subject-integrated digital literacy program management is seen as quite effective and efficient. It can be obtained from the number of implementation committees, duties and functions of each person. The duties and functions of each person are clear and brief so that the flow of implementation is very easy to carry out. Management practices to improve school quality can be seen from the process of organizing the division of work that is given to each individual appropriately according to ability and allocating resources to achieve organizational goals.The implementation of the integrated digital literacy program for Subjects is going according to the plans made. Every teacher is very enthusiastic about running a subject-integrated digital literacy program even though there are many obstacles and obstacles.

CONCLUSION

The quality of learning is very dependent on how professional the teacher is in designing learning in the classroom. The material provided, the media and teaching materials as well as the learning methods used are very influential on student learning outcomes. Understanding learning material is the

main key to being able to understand learning material. The subject-integrated literacy program has been running very effectively and efficiently for almost a year at SMP Muhammadiyah. The aim of this program is to restore low literacy interest, especially in understanding and extracting information from a text or existing learning materials.

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