Innovation In English Language Learning Model Based Digital Literacy To Construct Young Learners’ Character

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Abstract
Learning English for children is important, apart from making it easier for children to enter a higher level of education, it also accustoms children to face the demands of the times that use English as an international language, children will be able to communicate well. The aim of this study was to innovate English language learning model based digital literacy to construct young learners’ character. The method used quantitative research with the one group pretest-posttest with the total sample 43 students. Based on the results of study show that learning using software in the form of digital literacy-based English learning media to develop the character education of children. The English learning model applied is not only oriented towards pure science which prioritizes students' cognitive abilities, but is also oriented towards psychomotor and affective abilities, namely the construct the character of the children. It can be concluded that using applications like Canva, Sparkol Video Scribe, and Wordwall, students find studying English to be enjoyable, and this is done in an effort to build the characters of the students.

Keywords
Construct Character
Digital Literacy
English Learning Model
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Introduction

Recent years have seen a great deal of innovation and revolution in technology-enhanced learning due to the rapid progress of information technologies (Zou et al., 2018). The implementation of the learning process may be made easier by the availability of digital technological infrastructure (Menggo et al., 2021). The learning process is no longer dependent on scheduled in-person instruction in classrooms (Sukmawati et al., 2022 Sukmawati, 2023). In contrast, interactive media was the main focus of classrooms with frequent and reliable internet connectivity in dynamic learning environments. The way that learning is implemented in light of the availability of digital technology will change and offer fresh perspectives on the optimal learning environment (Fauzan, et al., 2022; Espitia, et al., 2023).

In the current era of globalization, the development of integration technology in the teaching and learning process has developed rapidly (Sujarwo, 2020; Nurhikmah H et al., 2021; Farida Febrinati et al., 2022; Taufiq, 2022). The use of technology in learning has become a necessity in the teaching and learning environment in the current technological era (Kahveci, 2021). Technology integration in learning refers to the use of technological media and information in daily classroom activities (Nurhidayat et al., 2022). In language learning, technology has a very important role, especially the function of English which is used as an international language (Okfia & Jaya, 2021).

A literate individual has attained a high level of literacy when they can read a sign or symbol (Inderawati & Sofendi, 2017). Like any relatively new idea, there are many definitions of digital literacy. The term "digital literacy" was initially established by Gilster (1997), who described it as the ability to understand and use information when it is presented via computers in multiple formats from a wide range of sources (Gilster, 1997). Some are quite prescriptive, focusing on what someone who is digitally literate should be able to perform, while others take a more broad approach, focusing on what someone who is digitally literate should be able to achieve (Nascimbeni & Vosloo, 2019).

It is possible to think of digital literacy as a catch-all term that encompasses a range of meanings, from the capacity to use digital tools and software to the ability to create and consume digital content to actively engage in digital communities (Alexander, et al., 2016). The terms "digital literacy," "digital skills," and "digital competencies" are also used and understood in a variety of ways (Brown et al., 2016). Additionally, there are several sister concepts to digital literacy, including computer literacy, information literacy, 21st century skills, new media literacies, and media and information literacy. Digital literacy, as defined by UNESCO, is the capacity to read and comprehend any type of text, including oral, written, and screen-based discourse (UNESCO, 2019). Digital literacy is the capacity to use technology successfully and efficiently for a variety of tasks, such as employment, school, and other endeavors (Haryanto, et al., 2022).
The method of communicating ideas in speaking serves as the framework for conveying information and ideas. When it comes to helping students become more motivated and dramatically enhance their speaking abilities, the teacher's involvement is crucial (Lee et al., 2013). The instructor needs to try to provide students with instructional resources that will help the students to learn, such as literacy-based learning. One method of assisting young learners in enhancing their language skills to meet the demands of life is to teach them English. Language exercises and activities in the classroom can support young children in recognizing and comprehending their environment through spoken communication (Rezeki, et al., 2022).

There is a pressing need for character-rich human resources. This is done to boost the country's competitiveness and get ready for global challenges. Character education is a deliberate effort that is planned and directed through a learning environment for the growth and development of all human potential who have a beneficial impact on nature and society and have a good personality and moral character (Rustan, 2014). Constructivism was born from the ideas of Piaget and Vygotsky, both of whom emphasized that cognitive change only occurs if previously understood concepts are processed through a process of imbalance in forgetting to understand new information (Mardiyanto, 2022).

A person's character education has the basic function of developing potential so that they can live a good life (Made et al., 2018; Akhiruddin, et al., 2022). In the scope of formal education, character education in schools functions to shape the character of students so that they become individuals with noble, moral, tough, good behavior and tolerant character (Aswat et al., 2022). Learning material is also seen as needing to have character content. This is important because of the widespread anti-cultural behavior of the nation's next generation which can be seen from the waning attitude of tolerance and mutual cooperation of the Indonesian people, in addition to the strong influence of foreign culture in society. Anti-national character behavior is shown by the loss of noble values inherent in the Indonesian nation, such as honesty, politeness and togetherness, and is marked by the emergence of various criminal cases.

Further referring to learning and teaching in Indonesia, especially learning and teaching English, the Indonesian government has regulated this in law including the Minister of National Education Regulation Number 22 of 2006 concerning Content Standards and Law of the Republic of Indonesia Number 20 of 2003 concerning Systems National Education. In elementary schools, English is an optional subject which is usually included in local content lessons, while in middle and high schools, English is a compulsory subject. The 2013 curriculum, which includes attitudes, knowledge and skills in an integrated manner, if it can be implemented well according to environmental conditions and community demands, can shape the character of the nation's children as a whole (Hasnadi, Nur Asiah, 2019). The students can develop cultural values and national character in students so that they have values and character as their own character, as members of society, and citizens who are religious, nationalist, productive and creative (Pattiasina, et al., 2022). So many cultural values and character originate from philosophy, lifestyle, religion, culture and the foundations of the state, namely Pancasila and the Constitution.

The learning strategy discussed this time only emphasizes learning and teaching English in elementary schools (Sukmawati, Sabillah, 2019). Learning English is one
of the many lessons taught in school. As a world language, English can make quite an important contribution to life, both in formal and informal situations (Sujarwo & Akhiruddin, 2020). Because learning English for children is important, apart from making it easier for children to enter a higher level of education, it also accustoms children to face the demands of the times that use English as an international language so that children will be able to communicate well (Okfia & Jaya, 2021).

Students must possess a high level of digital literacy. The claim that having strong digital literacy abilities has a variety of benefits for students serves as the inspiration for this concept (McDougall et al., 2019). Every student is urged to continue adapting to different learning interests, such as finishing multiple college assignments, starting digital enterprises, and maintaining or gaining numerous work chances, because of the apparent progress of digital technology (Gunathilaka et al., 2022).

In the context of 21st century learning, digital literacy or skills in using media and technology as well as the ability to filter information are skills or abilities that are really needed in facing the challenges of the 21st century. (Sasabone et al., 2022). There are 3 categories of skills that are really needed to face the 21st century: First, learning skills or the ability to learn; Second, literacy skills or literacy abilities; and Third, life and career skills or abilities in career and life (Diksani et al., 2022).

Several developing countries have used English for their daily communication (Sukmawati, 2020). Being an English teacher/instructor needs to understand that today's children have different tendencies from previous children (Sujarwo, et al., 2023). Thus, English has become a need that must be met by students in Indonesia (Sujarwo & Akhiruddin, 2020), especially the Manggala Inpres Elementary School. The partnership with SD Inpres Manggala aims to help teachers overcome existing problems. This partnership is implemented by collaborating in providing character education training (character constructivism). The training in question is in the form of digital literacy-based English language learning, increasing knowledge and understanding of character education.

Based on the results of interviews and observations in SD Inpres Manggala Makassar. The principal and teachers stated that students really need an innovation model in learning English language. Even, learning English is still not optimal because it is limited by the short duration of time because English is not included in the core subjects and is only an additional subject (local content).

Some results research related to the this study to be carried out states that technology is used in learning English. The concept of digital-based LL in English language learning is considered very relevant to the concept of 21st century education and the independent learning program where teachers and students are required to have skills/literacy in using technology, information and media (Diksani et al., 2022). There has been an increase in English learning methods which were previously still manual, now shifting to the use of technological tools. The solution offered is to provide reinforcement to trainee teachers that collaborative-based learning can be applied when VR is used as a learning medium (Kurniawati, et al., 2022). Enhancing the students’ use of technology in the classroom has the potential to spark their enthusiasm in utilizing various technologies for language learning objectives (Dashtestani & Hojatpanah, 2022).

Based on research results, digital literacy is an alternative that is in line with teacher
needs. This research intends to facilitate teachers with direct experience regarding the use of digital literacy in learning. Apart from using technology and mastering language literacy, prospective teachers are also expected to have strong character and commitment to developing their profession. In this way, teachers can develop their potential to become driving teachers, independent teachers, and teachers who continue to learn (Mayuni et al., 2022).

In an effort to encourage collaborative and student-centered English as a Foreign Language (EFL) learning, teacher professional development needs to be focused on enriching teachers' knowledge and skills in digital literacy through a digital literacy-based English language learning model as an effort to construct about the character of the nation's children especially SD Inpres Manggala Makassar.

Therefore, the researchers were interested in conducting a study of an innovation in English language learning model based digital literacy to construct young learners' character. In order to obtain the values contained in the English language material taught to students as a real solution to develop character education for students at SD Inpres Manggala Makassar.

**Method**

This type of research is quantitative research with the one group pretest-posttest. This way, the treatment results can be known more accurately because they can be compared with the conditions before treatment (Creswell, 2014). This type of quantitative research uses the pre-experimental method (not the actual experiment) as the one-group pretest-posttest method.

| O1 | X   | O2 |

Information:
O1 = Pretest score  
X = Treatment using Sparkol videoscribe media, Wordwall and Canva  
O2 = Posttest score

This study used the learning achievement test method as the primary method, while the documentation method was used as a complementary method. The test method as an instrument can be distinguished from non-test type instruments. If the test measures maximum performance, the non-test measures typical performance. In a typical appearance, participants are not encouraged to show maximum performance reflecting their abilities but to respond honestly according to their circumstances, thoughts and feelings.

This study used total sampling, a technique where the number of samples equals the population. The reason for taking total sampling is because the total population is less than 100 people (Sugiyono, 2018); the entire population is used as a research sample. The samples taken from this study were 43 students. The study sample was class VI students in SD Inpres Manggala Makassar in the academic year 2023/2024.

Meanwhile, the test method used in the study was divided into two, namely pre-test and post-test. A pretest is a test to determine students' abilities before treatment. In this study, the pretest was a multiple-choice test with 20 multiple-choice questions,
with the correct answer being one and the wrong answer being a score of 0. The posttest is a test conducted to determine students' final ability.

After the treatment of learning strategies, the post-test research used speaking test of students. The pre-test and post-test methods in this study collect data by providing evaluations or pre-treatment tests to students in supervising the material that has been given. In connection with this study, the test used as the primary method is the influence of scientific learning strategies on student learning outcomes.

Moreover, the researchers demonstrated that using media effectively in regular instruction. In this study, the researchers carried out several activities, including a pretest, treatment for the control and experiment groups, and a posttest (Ágoston et al., 2015). Developing research instruments aims to facilitate research and obtain the necessary data. The research instruments used in this study were tests as the primary method and documentation as a complementary method.

A method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support the research (Cohen et al., 2017). The document collection method was carried out by collecting existing data from SD Inpres Manggala students before and after using Sparkol videoscribe media, Wordwall and Canva media, attendance lists and photos of activities.

**Results**

The use of science and technology in conjunction with software-based English learning materials to help kids develop their moral character. The application of English learning model is not only focused on pure science, which gives students' cognitive abilities priority, but it is also focused on psychomotor and affective abilities, namely the ability to shape the character of the children.

This study aimed to develop young learners' character through an innovative English language learning paradigm based on digital literacy. The application a digital literacy-based English language learning model as an effort to construct about the character of students including the application of integrative thematic English materials in educational services, providing knowledge through the use of digital-based learning media software, and improving educational services of character learning models through the application of integrative thematic English materials and the use of several English learning applications. Continuous technological advances can cause changes to the way of teaching and learning process, for example using a projector in the process of displaying teaching materials in SD Inpres Manggala like using the application such as Canva, Sparkol Video Scribe, and Wordwall.
Based data pretest results of speaking learning outcomes using technology show that there were 68% students got speaking learning outcomes when used Canva application, 69% students got speaking learning outcomes when used Sparkol, Video Scribe, and 70% students got speaking learning outcomes when used Wordwall in class VI students of SD Inpres Manggala Makassar. It showed that there was improvement in students’ speaking skill before being given technologies as an innovation in teaching and learning English in elementary students.

In learning English, local wisdom can be drawn from various aspects of life, such as social, artistic, technological and community beliefs. Therefore, regional songs and dances, folklore, fairy tales and myths are considered by some Indonesians as references that contain the wise values of our culture. Students are asked to apply the character values from the game in their daily lives, both at school and at home.
Discussion

There are educators who may hold the false belief that they will use technology exclusively in their instruction. It is thought that the more technology is used in the classroom, the more engaged the students are in learning, and the easier it is for them to access the materials. Although the students appear to be interested in learning, in reality, they would rather just observe.

Based on pretest and posttest results for speaking learning outcomes utilizing technology, class VI students at SD Inpres Manggala Makassar demonstrated an improvement in speaking ability when using the Canva program, Sparkol, Video Scribe, and Wordwall. It demonstrated that children's speaking abilities had improved prior to receiving technologies as an innovation in the teaching and learning of English to elementary students.

By using technologies in teaching and learning English, teachers must be innovative and creative in packaging the learning to make it more interesting. Teachers must be able to make the best use of technology. One example is making learning videos. Learning media such as educational games give good results because they are very interesting and fun. This encourages students to learn English and fosters their interest in lessons, resulting in good learning outcomes.

With advances in technology, there has been the emergence of various new learning methods and of course this can help make it easier for students to understand the material provided by the teaching staff. Technological advances have also made changes to previously existing curricula. As various changes occur in the curriculum, both teaching staff and students are expected to be able to adapt these existing advances (Iskandar, et al. 2022).

Teachers should put a lot of effort into increasing their technology literacy. To promote their pupils' academic performance, they should become proficient in integrating technology into their courses and give up on the traditional unidirectional approach of instruction. An instrument that assesses students' levels of technological literacy could be beneficial for technology education and learning.

Some results of studies stated that the dynamic and flexible nature of digital literacy growth is attributed to the ever-evolving skills, abilities, competences, and knowledge required for it. This is evidenced by the rapid advancement of technology and societal change (Pérez-Escoda et al., 2019). The first-year students' perceptions of usefulness and their level of digital literacy were significantly, favorably, and somewhat strongly correlated (Tung & Chung, 2019). The use of digital media as part of the course design, integrating digital literacy skills with more conventional literacy practices in language teaching (Hafner, 2014). Papers and reports recorded presentations and videos, essays, presentation slides and presentation, and answers to questions are examples of digital academic goods that demonstrate digital literacy in EFL course (Iskandar, et al., 2022). The students' research, communication, CGPA, and confidence skills were all significantly impacted by digital literacy (Abbas et al., 2019).

Information technology is developing at a rapid pace, which has made it easier to examine new teaching models. Consequently, technology is integral to the teaching
of English (Shyamlee & Phil, 2012). Providing abundant chances for youth to engage in the literary studies community can enhance their digital literacy, disciplinary literacy, and critical literacy in language class (Rainey & Storm, 2017).

The modern teacher faces new tasks and responsibilities in this new period. With the amazing advent of technology, the practice of teaching English has undergone a significant transformation. Technology offers a plethora of alternatives for both engaging students and improving the productivity of instruction.

Based on the results of the conversations presented, the students became interested and motivated to learn English because the conversation material was based on the needs of SD Inpres Manggala students. This can be proven by the results of the students’ conversations being smooth because the students feel motivated to learn English by using digital literacy-based English language learning model as an effort to construct the character of SD Inpres Manggala Makassar children.

An educational technology, which can be used at any time, it can help overcome the limitations of teaching time and the number of teachers. This technology allows students to repeat what is given. Students can study continuously independently with this application without having to go to school. For teachers, this is also very helpful because they don't have to play existing application so they did not have to repeat what has been given.

**Conclusion**

The digital literacy-based English language learning model as an effort to construct about the character of children, and even in the English teaching and learning process, the students enjoy and motivate to participate from the beginning of the meeting to the end of the activity. Seeing the enthusiasm of the students at SD Inpres Manggala, it is highly hoped that this English learning model can be carried out, especially learning that can generate and increase English learning outcomes such as mastery of vocabulary, speaking skills for students. This can be proven by the results of the students’ conversations being smooth because the students feel motivate to learn English by using digital literacy-based English language learning model as an effort to construct the character of SD Inpres Manggala Makassar children by implementing the application such as Canva, Sparkol Video Scribe, and Wordwall.

It is expected to further researchers to investigate this research by adding the numbers of sample, apply the other kinds of technologies and other location of study in order to gain the different results of study.

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