

Digital Media Literacy in Improving Educators Tasks Based on The Islamic Education Model

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ABSTRACT

This study aims to analyze digital media literacy skills, the use of digital media literacy in increasing assignments, the supporting and inhibiting factors in utilizing digital media literacy, and the successful implementation of media literacy in educators at the Potential University of Utama. The qualitative method with a descriptive approach is the method used in this research. Informants in this study were lecturers from the University of Medan Main Potential. Data was collected using interviews and documentation studies. Data is analyzed by organizing and preparing data for analysis, reading or looking at all the data, starting coding all of the data, using the coding process to generate a description, interrelating themes, and interpreting the meaning of themes. Testing the validity of the data is done through triangulation and member checks. From the results of the study, it can be seen that the Digital Media Literacy Ability of Educators in Enhancing Their Tasks at the Potential Main University of Medan is quite good because it is supported by the role of the University in creating information systems as a form of implementing digital technology development, so lecturers try to apply the use of digital technology in carrying out their jobs. Utilization of digital media literacy in improving the duties of educators at the Potential Main University of Medan is done by utilizing the information system that has been built by the university and the platform provided by Google as a platform that provides a search engine. So that by using the Islamic education model, there are many values of responsibility on the religious side that can motivate lecturers and educational staff to be able to use the system wisely in completing their assignments.

Keywords: Literacy, Digital Media, Educators, Islamic Education Model

A. INTRODUCTION

Due to the growing number of competency requirements that a teacher must meet in order to use literacy skills as a primary program component on a continuous basis, the presence of the Industrial Revolution 4.0 has had a significant impact on the state of education today (Anggraeni et al., 2019). According to Harto (2018) competence is a combination of mastery of attitudes and values that are reflected in a habit of thinking and acting in accordance with their duties and functions. Competence can also be interpreted as the ability possessed by a person to carry out his duties and functions according to performance quality standards. The definition of competence is also contained in Article 10 No. 14 of the 2005 Law, which states that a teacher must have four competencies: 1) professional competence; 2) personality competence; and 3) pedagogical competence. Research conducted by Rohmah (2019) revealed that the four types of competencies mentioned in the 2005 Law in Article 10 No. 14 are not enough for teachers to have because there must be other competencies that need to be possessed to balance with the current developments in Information and Communication Technology (ICT).

The Main Potential University (UPU) is one of the universities that continues to grow in the city of Medan, where it started with computer and English language courses in 1994 under the name PLSM (Community Outside School Education) Potential Main, and in 2003, based on permission from the Directorate General of Education High School (DIKTI), PLSM Potensi Utama was upgraded to STMIK (School of Information and Computer Management) Main Ptensi. In 2014, STMIK Potential Utama changed to University Potential Main with a permit from the Ministry of Education and Culture with Decree No. 424/E/O/2014 with the motto: "We are here to educate the life of the nation" (Wikipedia, 2023). (Habibullah, 2022) states that in 2021/2022, it is known that the number of permanent lecturers is 521 lecturers while the number of students is 7,508 students, with a ratio between permanent lecturers and students of 1:14.

The role of the lecturer as a teacher is not only responsible for the teaching program but is also required to be a role model for students, from their attitude to their behavior, because students will always pay attention and there is a possibility of a culture of imitation. In carrying out his duties and responsibilities, a lecturer must have several professional abilities so that he is able to carry out his work in accordance with the professional references set by the UPU and fulfill the expected competencies in accordance with the goals of the university. Educators who will hereinafter be referred to as lecturers at UPU have various characteristics, ranging from cultural characteristics to characteristics based on title, position, and age. Of all the characteristics mentioned above, an analysis will be carried out regarding the level of digital literacy skills possessed by lecturers at UPU. However, in dealing with the development of Information and Communication Technology in each generation, it will be different.

The Head of the Office of the Ministry of Religion of Palangkaraya stated that the competencies possessed by teachers were not sufficient only in the four competencies mentioned above but there had to be an additional five other competencies, namely: 1) competence in educating with internet-based

learning; 2) competence for technological commercialization, namely competence in instilling entrepreneurial traits by using commercial technology; 3) not culturally stuttering, which means having global competence in cultural development and having problem-solving skills; and 4) having the ability to predict things quickly because everything is currently very volatile. (5) have the competence to consult students because, in the future, children's problems will no longer be material but more related to psychology and increasingly complex pressures. (Rohmah, 2019).

The OECD in Supyani & Fikri F (2021) states that there are many advantages when lecturers and students apply digital technology compared to those who do not. Likewise, according to Goodfellow and Lea in Supyani & Fikri F (2021) the use of Information and Communication Technology (ICT) in academic life can have an impact on improving the quality of education in general. This is evidenced by the smooth process of communicating between lecturers and students through the application of digital media, the ease of searching for and accessing information and literature, and the variety of learning methods that can be applied.

Based on the background of the problems described above, the researcher has conducted pre-research by conducting interviews and observing several permanent lecturers at UPU. The researcher can then conclude that overall UPU lecturers have basic skills in digital literacy because they know and understand hardware and software; they know and understand the internet and internet or wifi connections in public spaces; they are able to explore information search engines; they understand chat applications and social media; and they know digital wallets, marketplaces, and digital transactions. However, what needs to be known is whether the basic abilities possessed by UPU lecturers have been applied in carrying out their duties as teachers or not. So that the digital media literacy skills possessed by educators or lecturers will affect the lecturer's duties as a teacher and will affect the learning process carried out by students. Besides that, it is necessary to make adjustments to the concept of the Islamic education model, which can be used as supporting indicators and factors that influence performance in completing tasks that are responsible for the ranks of lecturers as educational staff within UPU.

B. LITERATUR REVIEW

2.1. Digital Communication Model in Information Theory Perspective

This digital communication model explains that the internet produces two basic signals: the message will be decoded using a code, and the code will be decoded or encoded from the original source, which is analog in nature, and then transmitted using a digital communication channel into a digital message format. This can happen depending on the type of media; it can be in the form of text, images, sound, video, etc., which will be translated procedurally. How the form of the media data is used will also depend on the communication channel and the communication protocol applied. This is what will control the presentation of communication content in a certain format and serve as a place to process the communication itself.

Concepts from the perspective of information technology, according to Ziemer & Peterson Ziemer & Peterson state that digital messages will be processed using information technology and also received using information technology. In this perspective, communication that occurs requires information technology media, channels, and computers to process the messages that are transmitted. This can be illustrated by writing an e-mail. The e-mail that is written will then be encrypted by the system or encryptor, and then a number of technological processes will be carried out before the codes are described through the system or decryptor before finally the message reaches the recipient.

Nasrullah (2021) mentions the two concepts regarding digital communication that have been described above: there are two important elements in digital communication: elements of communication and technology or media activities. Therefore, it can be concluded that digital communication is the activity of sending and receiving messages between entities as producers and recipients of messages through the medium of internet technology. In addition, the term computer-mediated communication (CMC) or computer-mediated communication refers to a process of human communication via a computer that involves audiences in certain contexts where the process utilizes media for certain purposes. Cantoni and Tardini in Nasrullah stated that computer-mediated communication is interaction between individuals that occurs via a computer.

2.2. Socio-Cultural Changes in Digital Communication

According to Freeman C (1990), information technology is the latest long wave of the socio-economic evolution of mankind, bringing changes in all lines of human life, including social, economic, and political. The birth of digital communication has brought changes to people's social behavior, including shifts in culture, ethics, and existing norms. Research on information technology and social change has progressed significantly, ranging from speculative studies of their potential effects on social and economic life to detailed analyses of digital communications. The discussion of digital communications and social change is part of the wider literature on innovation theory and begins with Shannon's 1948 conceptualization of "digital" in telecommunications.

Boestam & Derivanti (2022) explain that a phenomenon in the development of communication technology today has occurred where the use of devices such as smartphones and the convergence of telecommunications, the internet, and broadcasting have a direct impact on changes in the intensity of face-to-face social interaction. There have been many changes in the form of social interaction from physical to virtual through digital communication technology, so now people can easily interact digitally. Currently, there has been a communication revolution, giving birth to a social revolution. What used to be considered "virtual" activities in cyberspace are now bigger and more dominant. Activities in cyberspace are no longer valued.

Pavlik & Shawn (2004) explained that the phenomenon of technological convergence occurs when computer technology, telecommunication, the internet, broadcasting, and print media are collectively integrated into one digital unit. Pavlik and McIntosh provide an understanding that

convergence is a fusion of computers, telecommunications, and media in a digital environment. Digital convergence can also be understood as collaboration between information and communication service providers. Although the definition of convergence has not yet reached agreement, in essence, convergence is an increase in communication technology, so it is highly likely that an increase will also occur in creative or professional circles, as well as in industry, society, and even government.

2.3. SMCR Communication Model (Source, Message, Channel, and Response)

According to Putri (2021), a communication model is a visual representation of how a communication process works. It can be said that the communication model is the embodiment of running communication. Starting from a message sent until the message is received. Experts classify communication models into three types: linear communication models, transactional communication models, and interactional communication models. Of these three models, David Kenneth Berlo introduced the term SMCR as a description of one type of linear communication model. According to Warsita (2014), , liner means that the message is sent and then received by the recipient. So the communication process in Berlo's communication model does not occur continuously; it continuously alternates from the sender of the message to the recipient of the message.

Berlo dalam Idris (2017) places more emphasis on communication as a process that involves several components. According to Berlo in Suryanto (2015), there are four important components that are emphasized in this communication model: sender, message, channel, and Receiver. Because of these four components, the Berlo communication model is also called the SMCR communication model. The following is an explanation, according to Suryanto (2015), of the components of the SMCR communication model:

1. Source

According to Suryanto (2015), , the sender or source of the message is the source of the message, or it can be said that the person giving the message The source of communication can be called a communicator. Sabrinah (2017) explains that sources can consist of one person or several people, namely groups. Groups here are like organizations, parties, or certain institutions. The source is also often said to be the source, sender, or encoder.

2. Message

What is meant by message or message elements in Berlo's communication model is the substance sent by the sender or source to the recipient of the message. Messages sent by the sender or source can be in the form of sound, text, video, or other media. The message is the content of the communication that has value and is conveyed by someone (the communicator). Messages are entertaining, informative, educational, persuasive, and can also be propaganda. Messages are conveyed in two ways, namely verbally and nonverbally. Can be face-to-face or through a medium of communication. Messages can be described as messages, Content, or Information.

3. *Channel* (Media and Communication Channels)

In communicating, the sender or source must choose a communication channel to carry or transmit the message. There are several factors that influence the elements of the channel or communication channel, namely: Hearing, Seeing, Touching, Smelling, Tasting, and receiving

2.4. Digital Media Literacy

Digital literacy is the ability to understand and use information in multiple formats from multiple sources when it is presented via a computer. Digital literacy, also known as computer literacy, is a component of media literacy skills, which are proficiency in using computers, the Internet, telephones, PDAs, and other digital devices. Digital literacy refers to efforts to recognize, search for, understand, assess, analyze, and use digital technology. According to Wright (2015), , there are ten important benefits of digital media literacy: Save time, Learn faster, Save money, Make it safer, always be connected, Make better decisions, make better decisions, make you work, and Influence the world.

Harjono (2018) explains that digital literacy is an indicator in education and culture to create a critical and creative way of thinking in students. Digital literacy triggers students from being passive recipients of information to becoming active. Digital literacy is the ability to understand and use various types of information widely and freely obtained through digital assistance. The widespread and free use referred to is, of course, within the scope of norms, ethics, and culture. To be wise in digital literacy in education, students need to pay attention to and be guided by several bases, namely: basis culture, cognitive, constructive, communicative, creative, critical, and social responsibility. The cultural basis is that students must be able to understand the various contexts and cultures of digital literacy users. On a cognitive basis, students are able to assess and choose digital literacy content. On a constructive basis, students play an active role in creating fact-based information. On a communicative basis, students understand network performance and are able to communicate well via digital. On the basis of responsibility, students are responsible for the information obtained and passed on to the public and must be able to provide accurate and useful information. On a creative basis, students are able to innovate new things to increase their knowledge. According to critics, students do not only receive information from digital sources but must also be able to select good, effective, and efficient information to achieve learning goals. On the basis of social responsibility, students are proficient in digital social media. So it can be concluded that digital literacy is a very broad tool and has a big influence on education. In this case, students must know and understand the basis of digital literacy to be able to use it effectively and efficiently to achieve educational goals.

2.5. The Urgency of Digital Media Literacy in an Islamic Perspective

According to Wahyudi (2021), the problems that the younger generation is currently facing are getting more complicated. This is because digital media, with its internet network, provides space without geographical boundaries, so that every individual can interact with anyone, access information from anywhere, and disseminate information to anyone very easily. Apart from that, the problems of life, both individual and social in nature, which used to be limited in scope, are now being transformed into something wider, even infinite. In this regard, it is necessary to increase digital literacy skills for the younger generation of Muslims.

Wahyudi (2021) explains that *ulul albab* are a group of people whose hearts and minds are always linked to God. Transcendental attachment to *Ulul Albab* shows the depth of the spiritual aspect in him. In various conditions, they always remember Allah, either only with their hearts or with their hearts accompanied by their mouths, namely by saying *thayyibah* sentences or by praying. For *Ulul Albab*, there are three important aspects that are the main components in his life. According to Wahyudi (2021), there are three important aspects that can become a framework in efforts to improve the digital literacy skills of the young Muslim generation based on the life of *Ulul Albab*, namely: Strengthening the *Dhikr* Aspect, Increasing the *Fikr* Aspect, and Improving the Quality and Quantity of Good Deeds.

C. RESEARCH METHODS

This study uses a descriptive research method with a qualitative approach. Satori in Aan Komariah (2011) revealed that qualitative research was conducted because researchers wanted to explore descriptive phenomena that could not be quantified. In addition, Sugiyono (2017) suggests qualitative research as a research method based on post-positivism philosophy, used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are triangulation, data analysis is inductive or qualitative, and the results are qualitative research that places more emphasis on meaning than generalization.

In this study, informants are lecturers at UPU who become informants, with aspects of selection including lecturers born between 1930 and 1980 becoming the main informants because they belong to generation X. Furthermore, researchers chose lecturers born between 1980 and 1995 to be the main informants because they belong to generation Y (Millennials) and the last one. The researchers chose lecturers born between 1995 and 2010 to be the main informants because they belong to generation Z.

3.1. Research Data Sources

The data source, according to Tanzeh (2006) is the subject from which the data will be obtained. In this study, data sources will be classified into three parts: data sources that include persons or people, data sources that include places or places and objects, and data sources that include paper or symbols that are in accordance with the study documentation. The sources of data in this study were obtained from two sources, namely:

1. Primer Data

According to Tanzeh (2009), primary data is data obtained directly from people who have an interest or individuals who use the data; the data obtained is based on the results of interviews. The primary data in this study were obtained through statements from permanent lecturers from the Potential Main University. Lofland in Moleong (2012) says that primary data sources are words as well as actions and written data sources.

2. Secondary Data

Secondary Data According to Moleong (2012), secondary data is information that interested parties collect covertly. Secondary data includes reports and notes that have been neatly arranged and are used as documentation. Which is used as secondary data, includes documentation in the form of information obtained from archives kept by UPU, which includes profiles, responsibilities, vision, and mission, as well as programs carried out by UPU in assigning assignments to lecturers as educators.

3.2. Data collection technique

Sugiyono (2017) explains that data collection techniques are used to collect data according to research procedures so that the required data can be obtained. Data collection techniques in this study used interview techniques and documentation: Wawancara

1. Interviews in research occur when researchers are chatting with informants with the aim of digging up information through questions and using certain techniques Moleong (2012).

2. Dokumentasi

According to Bungin (2021) "Documentation is a method used to trace history." The documentation method is used to collect digital media literacy abilities possessed by lecturers as educators in carrying out their duties.

D. RESULTS AND DISCUSSIONS

4.1. Digital Media Literacy Capabilities of Educators in Improving Their Tasks at the Potensi Utama University of Medan

The development of information and communication technology, which is quite significant, requires lecturers to have high digital media literacy. At least a lecturer has the ability to master the use of tools from the results of developments in information and communication technology, has critical judgment, and has the ability to communicate effectively. The following is an excerpt from an interview with Rodia Afriza regarding the abilities a lecturer should have:

"...as a lecturer, at least you have to master basic skills such as using basic media, yes, even though the media you use is still limited, right... it's okay... what's important is that he knows the basic

functions and can be used for more specific purposes, from the use of tools and media. He has the capacity as a user to be able to critically analyze the limited information he gets.

The university needs to make an effort to provide comprehensive and equitable facilities and infrastructure to improve an educator's digital literacy skills. The following is an excerpt from an interview with Fani Budi Kartika regarding digital literacy skills:

"... at this time, especially after we were hit by the COVID-19 pandemic, the digital media literacy of lecturers must be further improved due to the use of information and communication technology, because for now, digital media literacy skills have become a basic requirement so that we as educators can be successful in carrying out learning and teaching activities...

If an individual already has the ability to be literate in digital media, then he has the ability to process and understand a variety of information and communication activities that he can run effectively, especially in various forms of digital space. The following is an excerpt from an interview with Arbana Syamantha regarding matters that may include skills in digital media literacy: "Digital media literacy ability is how we collaborate on what we will convey with the way we work, which is still governed by ethics. In other words, we know when and how to use digital technology. But there is one thing that needs to be known: we as individuals, especially as lecturers, must already have an awareness in terms of critical thinking, especially those related to both positive and negative impacts."

An individual must start to learn so that he can carry out two-way communication interactions so that he can become an active provider of information, and this will affect the digital literacy competency possessed by a person. Because if a person's digital literacy competence is lacking, he will be left behind and, as a result, can be eliminated because of competition for a job and social interaction. It is well known that times have begun to change rapidly; moreover, the movement of these changes has accelerated with the COVID-19 pandemic, which has forced all human beings on earth to carry out all forms of activities from home, and this has changed the learning system and utilization of information technology and communication. The following is an excerpt from an interview with Muhammad Ihsan regarding changes in the way educators teach:

"A lecturer should really understand that there are changes in our current teaching system caused by technological developments, so a different way of learning is needed to understand them, and they must have a different mindset both in the classroom and outside the classroom. Actually, there are a number of things that we as lecturers can do to maximize our assignments. The first is that we must be able to accept that there is a need for change because the world today has indeed changed, and I am sure there will continue to be changes in a direction that will indeed be extraordinary. Then the second is that as educators, what must be understood is that technology that is currently developing can help us achieve something extraordinary, so actually, as educators, we really need digital literacy to maximize our duties as lecturers through collaboration, communication, critical thinking, creativity, citizenship, and character education.

A lecturer must have digital literacy competencies in order to carry out their duties and functions, especially in the New Normal era as it exists today. This competence makes the lecturer a professional educator who has big duties and responsibilities in the world of tertiary-level education. For lecturers who only have basic skills in digital literacy, an attitude of adaptation and participation is needed in this digital era, and if they do not have the awareness to adapt and participate, they will slowly be sidelined in academic life.

Digital literacy is the skill of creating, understanding, assessing, and writing about various types of information using various digital sources. The following is an excerpt from an interview with Syahputra Amri regarding literacy as a form of skill:

"Literacy is a skill that we have. In my opinion, literacy is a technical skill as well as a conceptual skill. So if it is related to the activities of the lecturer, literacy is the skill of the lecturer in searching, reading, selecting, collaborating, rewriting, understanding, and critically evaluating all the information obtained from various digital sources."

In carrying out its activities on the internet, a lecturer must have several abilities in searching, selecting, and critically assessing information through search messages.

4.2. Utilization of Digital Media Literacy in Improving the Tasks of Educators at the Potential Main University of Medan

The primary medium that lecturers currently use to complete their assignments is the internet. The following is an excerpt from an interview with Fani Budi Kartika regarding the use of the internet in completing his duties as an educator:

"Oh, very often, sir, almost every 24 hours... Most of the literature is digital; I think it's easier, although media like books are still offline, so I still use them too."

The following is an excerpt from an interview with Fenti Zahara Nasution regarding the use of the internet in completing his duties as an educator:

"...often because we get information from outside through the internet... On the internet, I use Google Scholar. With Google Scholar, all you have to do is click on the psychology title to appear or publish Fheris. We can say about anxiety from what year to what year.

The following is an excerpt from an interview with Irfan Adly regarding the use of the internet in completing his duties as an educator:

"Almost every day, often... Learning various kinds If I create new ideas, I look at the internet; I usually go to the field, so to make it faster, I use the internet."

The use of the internet, which has become a necessity, causes lecturers to be able to improve their abilities and competencies in utilizing the technology that has developed now. Through university-owned portals, the use of the internet can transform hardcopy learning materials into softcopy. The following is an excerpt from an interview with Arbana Syamantha regarding the platforms or portals used to support her work as a lecturer:

"Many, all social media such as Google, Instagram, and Facebook..." How I share learning materials with students is that I sort them first and then modify them. simple, so PowerPoint..."

The following is an excerpt from an interview with Erni Damayanti Sijib regarding the platforms or portals used to support her work as a lecturer:

"E-Books, online journals on the internet..." With E-Learning, Whatsapp, email, The following is an excerpt from an interview with Dani Manesah regarding the platform or portal used to support her work as a lecturer:

"I'm just from a journal. The way I share learning materials with students is from Zoom during the COVID period and currently writing on the blackboard."

In addition to platforms or portals that can be used, social media can also be used to complete the assignment of a lecturer. The following is an excerpt from an interview with Fitri Yani: "Yes, of course, because I have digital media applications such as Instagram, Facebook, and Youtube. I uploaded several teaching materials on YouTube. and usually the information I share on social media is related to new regulations. Because I'm in the Law Study Program, we share the new regulations with the faculty group, reputable journals, service schedules, new teaching materials, etc. "There is a lot of information related to my duties as a lecturer that can be completed using social media for almost all lecturer assignments using social media apps."

The following is an excerpt from an interview with Asbon regarding social media that can be utilized in completing a lecturer's assignment:

"...Yes..." The information that I usually share on social media is related to education. "Yes, there is information related to assignments as a lecturer that can be completed using social media." The following is an excerpt from an interview with Irfan Aldy regarding social media that can be utilized in completing a lecturer's assignment:

"On social media, I don't really do much; I just look around and do a lot of interaction..." Information that I usually share on social media is usually interaction: looking at photos of family and friends, then seeing archery and the latest technologies... "There is information related to assignments as a lecturer that can be completed by using social media."

Universities have created websites and portals that can connect lecturers with administration in tertiary institutions. The following is an excerpt from an interview with Nahar Maganda Saragih:

"The task given by the campus to me is that no one has to use a certain application."

The following is an excerpt from an interview with Suheri Nawawi regarding the creation of a website and portal that can connect lecturers with administration in tertiary institutions:

"Assignments given by the campus to me do not have to use certain applications."

The following is an excerpt from an interview with Dani Manesah regarding the creation of a website and portal that can connect lecturers with administration in tertiary institutions:

"Assignments given by the campus to me are like E-learning and reporting using certain applications."

Digital media literacy refers to lecturers' capacity to appropriately access and use information they have

provided regarding instructional materials and the learning process. The following is an excerpt from an interview with Rodia Afriza:

"...actually, the use of learning media at the Potential Main University can already be done on an internet-based basis; for example, UPU has provided a portal that can connect lecturers and students according to the efficacy of the courses. On the portal, lecturers can upload course material according to the meeting, which will later be connected to the student portal according to the course they are taking. So students can easily get material from these courses and can also develop it independently."

The information and technology systems at UPU have been made in an integrated manner where management is handed over to each user and access rights are adjusted to the work function and application of the learning media. The following is an excerpt from an interview with Ratih Puspitasari: "...Conducting the teaching and learning process at UPU has been implemented using information and technology systems; for example, student attendance while teaching already uses online attendance, then student KRS and KHS filling has also used the online system. Apart from that, making SAP/RPS for each lecturer according to the teaching materials taught will be stored in the database." All data and learning materials at UPU have begun to be integrated into one system so that students and other units at UPU can easily find and use them according to what they need. The teaching method that UPU is currently developing is an e-learning teaching method, in which the teaching method is based on digital media. The delivery of material carried out by lecturers using OHPs and the use of social media are also supporting factors in delivering material. The following is an excerpt from an interview with Irfan Fadly regarding reports on learning activities that have also been integrated with information systems:

"Reports on learning activities here already use an information system whereby they will be recorded and stored properly and systematically. With online or cloud storage, it can be used as evaluation material for the results of the learning and teaching process."

The following is an excerpt from an interview with Muhammad Ihsan regarding an integrated information system:

"The courses in the academic system have been integrated into the online information system, meaning that everything has been recorded and programmed according to the current semester. Not only that, all existing lecture programs, both face-to-face and practicum, will also be integrated automatically so that the entire academic community at UPU can access

Through this integrated information system, lecturers, administrative teams, and staff can facilitate the assessment of student learning outcomes. In addition, students can also see their grades directly after carrying out the learning process for one semester online in the academic system.

The management system is one of the integrated information and technology systems that UPU has made available to lecturers and students as users. Users will be given access rights in accordance with their work functions, both in application and use during the teaching and learning process. Because

the information system is directly integrated, both students and the administration team or staff from UPU, if anyone needs data or information, can be directly connected. Utilization of the information system is intended so that all activities in teaching and learning activities can be recorded and stored systematically so that one day they can be used as material for evaluating the results of the process of teaching and learning activities and also as a record of assignments that have been carried out by lecturers.

Utilization of digital media literacy by lecturers is carried out in order to obtain information, evaluate what has been done, create technology-based learning materials, and so on, that can support the completion of their assignments. The following is an excerpt from an interview with Syahputra Amri regarding the right way to build digital skills:

"The right way to build digital literacy skills in lecturers is to build digital competence, because with lecturers having qualified digital competence, it will advance education in Indonesia through updating the character of both lecturers and students."

The following is an excerpt from an interview with Syahputra Amri regarding the right way to build digital skills:

"... right now the era has experienced a change in the industrial revolution, already at point 4.0, if I'm not mistaken, it will soon go to society 5.0, so actually lecturers should be able to develop their potential in accordance with the current conditions and situation. If lecturers develop, education at the higher education level will also experience development."

Even though students are mature compared to high school (SMA) level students, lecturers also need to provide direction to students on how to use Information and Communication Technology so that it can be more useful. Therefore, the digital competence of lecturers will be greatly affected. The use of the internet in completing lecturer assignments has advantages. The following is an excerpt from an interview with Fani Budi Kartika regarding the advantages of using the internet:

"...certainly there are advantages to using the internet, uhhh the first one is definitely able to exchange various information while being able to communicate, the second makes it easier to provide teaching materials so that lecturers can make it in a structured manner and can be flexible too, scheduled and of course you can always reopened when needed, the third can get information about lecture material that is currently being taught because internet access is unlimited access as long as we know the right keywords, the fourth can carry out discussions anywhere and anytime as long as it is synchronized, which the five lecturers have the ability to think that is not complicated in completing assignments that have been given by the University because lecturers do not need to bother going here and there to complete their assignments, it is enough to use a laptop and use the internet so that the task can be completed properly, and the sixth is to be more economical in fulfilling the needs of teaching, writing and service..."

The following is an excerpt from an interview with Irfan Aldy regarding the need for media literacy in the field of education:

"Actually, digital media literacy has been proclaimed for quite a while, right? Actually, for the Potential Main University itself, it has started to be implemented, starting from the information system so everything is synchronized as well as the lesson planning. Infrastructure development in e-learning media has also begun to be developed as well. With material on e-learning media, we have also started to experience continuous renewal. This e-learning does not only function for students but also for lecturers. In this e-learning medium, there are tasks that must be completed by lecturers as subject tutors."

In principle, e-learning is related to the learning process, where the tool is a communication technology. E-learning itself is not only intended for students but also for lecturers. Lecturers are human resources who cannot stop doing continuous learning, so e-learning applications are also used to complete their tasks as teachers and students. The following is an excerpt from an interview with Ratih Puspitasari regarding her understanding of e-learning:

"E-learning is an application made by each university to make it easier for students to hold discussions with lecturers, and then it is also related to the retrieval of types of information related to administrative systems and assessment systems. Likewise, e-learning itself can be utilized by lecturers in completing some of their tasks, including storing teaching materials, having discussions with students, inputting grades, etc.

The following is an excerpt from an interview with Dani Manesah regarding his understanding of e-learning in digital media:

"E-learning applications during the COVID-19 pandemic could function optimally because teaching was done online. But even though online teaching has begun to switch to offline teaching, our e-learning application is still used. Actually, our e-learning application has been around for a long time, but since the COVID-19 pandemic, the application has been continuously updated according to needs." E-learning is used by human resources who have an interest in learning and completing tasks that can be done anywhere and anytime, and e-learning can also facilitate learning and teaching in order to build knowledge resulting from actions and interactions during the process.

There are many benefits resulting from the use of digital media for both students as students and lecturers as teachers. The following is an excerpt from an interview conducted with Arbana Syamantha regarding the benefits of digital media in education:

"Digital media, if used properly, has many benefits. Firstly, lecturers can easily update teaching materials, which are their responsibility. So don't be afraid to teach the same courses every semester, but the form of the material isn't updated at all, so it has to be updated according to scientific developments. Second, they can develop themselves by conducting various research projects so that their insights also increase. Third, being able to control the learning activities of students, such as using the portal provided by the Potential Main university, where there is a menu for uploading teaching materials, Fourth, being able to check student assignments For example, via e-mail, the lecturer gives a deadline for submitting assignments. Via email, you can find out whether the student sent their

assignment past the agreed deadline or not. Fifth, being able to check the answers sent by students and informing them of the results of the assessment is important, and at the same time, students can see firsthand the assessment of the results of their learning.

The use of the internet will produce digital literacy if this utilization has a positive value. Good use of the internet will result in increased levels of interaction between lecturers and students, as well as between lecturers and the structural parts of the university. The following is an excerpt from an interview with Suheri Nawawi regarding the internal interactions that result from using the internet: "Now the internet can generate a lot of action and interaction; for example, students can interact with lecturers outside of teaching hours about lecture material they don't understand because there is limited time and relatively low self-confidence, so they don't have the courage to ask questions. Another example of interaction can also be established between lecturers and structural sections, where lecturers can complete their obligations or tasks that have been given by the structural sections of the university anywhere and anytime without having to go to campus.

Thus, there is time flexibility in carrying out tasks and responsibilities so that lecturers can reach all activities in fulfilling their duties as the Tri Dharma, and now space, place, and time are not the most important obstacles in completing lecturer assignments as educators because interactions resulting from internet use can be a source in completing the task. Information and Communication Technology continues to develop from time to time so that it assists lecturers in developing teaching materials by perfecting and updating teaching materials that are adapted to the demands of scientific developments. In addition, teaching methods can also be developed based on feedback given by students as students or on the results of evaluations carried out by lecturers with students. Before developing teaching methods by utilizing digital media, lecturers must master digital knowledge and skills, or, in other words, their digital skills must be in a good position. Then, lecturers must also provide motivation to each other regularly so that fellow lecturers have the same skills and knowledge about the use of communication technology.

4.3. Digital Media Literacy Ability of Educators in Improving Their Tasks

Based on the results of the research, it can be seen that UPU built an information system that regulates administrative systems that maintain the relationship between the university and lecturers and also the relationship between the university and students. Various kinds of facilities have been provided by UPU in the information system that has been built, including an academic information system that regulates student learning schedules and teaching schedules from lecturers and manages grades from students. The use of the information system created by UPU will make it easier for the university to retrieve and process information and data related to lecturers and students. Then it will be much easier for UPU to carry out activities related to the collection and retrieval of the required data. Related to the media literacy used by lecturers, the university also has its own interest in collecting various information

and data needed, so the level of human resources (lecturers) increases sharply so that it can increase the selling value of a higher education institution such as UPU.

Based on the research results, it can be seen that the organizational communication used by UPU is related to the media literacy used by lecturers in completing their duties as Tridharma by using instructional communication. The formation of digital media literacy skills cannot be done by lecturers as individuals because they must be supported by the institution as the lecturer's shelter. Instructional communication carried out by the UPU has a flow of information that moves formally with the flow of messages from higher authorities to lower authorities. The type of communication flow in question is downward communication. Downward communication is used to convey a variety of information related to directions, objectives, tasks, orders, questions, and general policies. The use of information systems at UPU is an obligation that must be carried out by lecturers as a sign that their obligations have been carried out in carrying out teaching assignments. Based on this, it can be seen that the type of information provided by UPU to lecturers related to the application of media literacy is

a. Information about how to do the job

The stages of inputting data into information systems or e-learning that have been designed by UPU have been systematically arranged so that lecturers only need to read instructions or orders when carrying out work.

b. Information regarding the rationale for doing work

All information related to steps in carrying out their duties as a lecturer can be obtained in a system that has been designed in an application that is implemented as a facility to facilitate the work of a lecturer.

c. Information about employee performance

Through the information that has been input by the lecturers as educators, the effectiveness of their performance will be illustrated.

d. Information to develop a sense of mission

The information system application and e-learning that have been provided by UPU can be opened anytime and anywhere, so lecturers must be able to develop a sense of the duties and obligations they carry out.

The tasks carried out by a lecturer will affect the quality of the lecturer as well as the equipment they use when completing the task. The media literacy skills possessed by lecturers as educators can be analyzed using the communication model from Berlo, namely the SMCR communication model. In the SMCR communication model, there are four communication components that can be described, namely:

1. Source

The lecturer is a communicator in carrying out his duties as Tridharma, so there are several factors that will affect the credibility of the lecturer as a communicator, namely:

a. Communication skills or communication skills

If it is related to media literacy, a lecturer must be able to upgrade himself as a communicator by reading a lot, applying what is read, and adjusting what information is needed when surfing using digital media.

b. Attitudes (attitude)

When a lecturer carries out all the tasks given by UPU as the university that shelters them in accordance with the time and provides a lot of scientific work, this will show the professional attitude and independence of a lecturer.

c. Knowledge (science)

d. A lot of knowledge can be obtained by surfing in cyberspace because many scientific works are published there, so lecturers can absorb knowledge to enrich themselves so that the messages they send to audiences become more effective and the effects produced are as expected.

e. Social system (social system)

The lecturer's understanding as a communicator of values and norms, beliefs, religion, and culture so that when carrying out PkM (Community Service) tasks, they can run smoothly due to the minimal communication barriers encountered.

Culture (culture)

Utilizing digital media, digital culture must be created due to geographical areas being cut off so that in just one click, messages can be sent to communicants who have different cultures.

2. Messages

Lecturers who have good literacy skills can send various messages. Sending messages using various forms of communication will make the audience, as well as the communicant, not feel bored. These variations include sound, text, video, etc. The various forms of messages sent in carrying out the Tridharma tasks will result in messages that are informative, educative, and persuasive. There are several things that the lecturer needs to pay attention to in the message he will send, namely:

a) Content

A lecturer must understand what material will be conveyed so that the learning objectives he implements can be achieved. Based on this, it can be known from the teaching or learning method that is applied.

b) Elements (element)

This is related to nonverbal language that supports the material provided by lecturers to students and/or the community when carrying out community service.

c) Treatment (treatment)

Submissions of teaching materials must be packaged in such a way when sent to students or when answering questions from students. Therefore, lecturers must equip themselves as best as possible for the teaching materials they will provide by utilizing the many references available in digital media.

d) Structure

The structure of a message will have an impact on the message sent, so the message content must be adapted to the form of communication that will be carried out.

e) Code (code)

The code in the message is a form of message that will be sent to the communicant or audience. The tool used to convey a message is language. The use of good language will produce good codes as well, so that it will minimize misinterpretation.

3. Channels (Media and Communication Channels)

The selection of the right channel or medium of communication will affect the acceptance made by the lecturer as the communicator. It is undeniable that the use of information and communication technology is a very wise choice to send messages to students or the intended public. Delivering teaching materials at this time cannot rely solely on hearing (listening) but must simultaneously see, so that when in class, lecturers need the internet as their communication channel, digital media, and electronic media such as laptops or computers as their communication media.

4. Receiver (Message recipient)

Students are communicants who receive all messages conveyed by lecturers. Lecturers who have good digital literacy skills can transmit these skills through digital media literacy education and training during the learning process.

Based on the research results, it can be seen that the digital media literacy skills of UPU lecturers in carrying out their duties and obligations are in a good position. The role that UPU plays as an organization in enhancing its human resources supports this. This is in line with research Aswati et al. (2015) which claims that information systems play an active role in tertiary institutions and can influence their success and advancement. When all lecturers can access and then utilize the information system provided by UPU, the basic capabilities of digital media literacy will be fulfilled.

E. CONCLUSION

Based on the general findings, specific findings, and discussion described above, the researcher draws a conclusion, namely:

1. The Digital Media Literacy Ability of Educators in Enhancing Their Tasks at the Potential The Main University of Medan is quite good because it is supported by the role of the University in creating information systems as a form of implementing digital technology development, so that lecturers strive to apply the use of digital technology in carrying out their duties.
2. Utilization of Digital Media Literacy in Enhancing the Tasks of Educators at the Potential Main University of Medan utilizes the information system that has been built by the university and the platform provided by Google as a platform that provides a search engine.
3. Supporting and Inhibiting Factors in Utilizing Digital Media Literacy to Improve the Tasks of Educators at the Potential Main University of Medan, including: The supporting factors are the awareness that educators have, so they try to upgrade their abilities in utilizing Information and Communication Technology in fulfilling their duties and responsibilities as Tridharma. While the inhibiting factors are divided into two, namely: 1) internal factors: infrastructure, awareness of adaptation, and the understanding of educators on the importance of digital media literacy; and 2) external factors: the carrying capacity of the community and the carrying capacity of the government.
4. The application of media literacy to teaching staff at the Potential Main University is quite successful because it has fulfilled digital ethics, digital culture, digital skills, and digital security.
5. The implementation of digital media literacy can also have a positive impact on learning outcomes, especially within the scope of Islam, by instilling the values of professionalism and the responsibilities of lecturers as teaching staff.

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