

Research Article

Digital Literacy for Teachers for Efficient Management of Learning Administration at MTS Al-Washliyah Kuala Silo Bestari Tanjung Balai

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ABSTRACT

This study aims to determine the development of teachers towards digital. In the rapidly developing digital era, teachers' ability to utilize information and communication technology (ICT) is crucial not only in the learning process, but also in managing administrative tasks. This study uses a qualitative method with a case study approach on a number of teachers at MTs Al Washliyah Kuala Silo Bestari Tanjung Balai. Data were collected through in-depth interviews and observations of the practice of managing learning administration carried out by teachers. The results of the study show that teachers with a high level of digital literacy tend to be more effective and efficient in completing administrative tasks such as preparing learning plans, managing student grades, making reports, and communicating with related parties. The use of various digital applications and platforms can reduce manual workloads, minimize errors, and speed up workflows. The implication of this study is the importance of improving teachers' digital literacy competencies through ongoing training and mentoring to optimize learning administration management and ultimately improve the overall quality of education. The use of various productivity applications, learning management systems (LMS), and digital communication tools has been shown to reduce dependence on manual methods that are prone to errors and time-consuming. The implications of this study emphasize the urgency of strengthening teachers' digital literacy through ongoing training programs, adequate technical support, and provision of relevant digital resources.

Keywords: Digital Literacy; Teachers; Efficiency; Instructional Administration Management

1. INTRODUCTION

The development of information technology is part of the emergence of the digital revolution era in Indonesia. Very rapid development is able to provide a big influence and dominate all sectors of community life, including in the world of education. Digital media can present learning materials contextually, audio and visual in an interesting and interactive way. Digital technology has now spread to all levels of society but some people have not been able to use the technology properly.

Another factor in teachers' limitations in implementing technology in learning is the teacher's digital literacy skills. These digital literacy skills have the potential to intimidate teachers, especially those with limited technology experience. If teachers believe they do not have the competencies needed to use technology effectively, they may feel less in control of their classrooms, use less technology, and be less likely to explore new possibilities for incorporating technology into their classroom design. Digital Literacy is the ability to find, evaluate, create, and share information on digital platforms such as computers and mobile devices (Nurhidayat et al., 2022)s.

Teachers must be able to develop the potential of students and provide useful learning experiences for their students. Therefore, teachers as one of the components that have a great influence in the teaching and learning process, are required to have various abilities in an effort to improve the quality of education. The digital era has brought many challenges and opportunities for teachers in improving the quality of education. In this context, teacher professionalism is very important to face and optimize the challenges that arise. Professional educators in the digital era must have sufficient technological skills to utilize technology in teaching and learning. Teachers must also be able to present interesting and relevant materials to increase students' interest in learning. In the digital era, teacher professionalism is crucial to improving the quality of education. Low digital literacy for teachers is a major challenge in today's education world. However, the digital divide, lack of understanding, motivation, and adequate infrastructure are the main inhibiting factors. Currently, many

teachers have not been able to utilize technology optimally in the learning process, including in administrative management, as a result, work efficiency is low, the quality of development of the era (Hudaya et al., 2024). Digital literacy is essential to improve the management of learning administration through task automation, data accessibility, time saving, and more effective collaboration. In overcoming this problem, serious efforts are needed from various parties, such as providing ongoing training, adequate technical support, integrating technology into the curriculum, and forming a learning community.

Teachers are not only required to master learning materials, but are also expected to be able to utilize technology to improve the quality of learning, efficient management of learning administration is one of the important aspects of a teacher's duties. Digital literacy for teachers has a significant influence on teacher performance. In the era of increasingly advanced information and communication technology, the ability to use and utilize digital is a must in the world of education.

In today's era with the continuous development of increasingly sophisticated digital technology, it is important for teachers to develop their digital literacy effectively. Improving digital literacy for teachers is a must in order to realize quality education, digital literacy for teachers is the key for teachers to be able to utilize technology in increasing the effectiveness and efficiency in carrying out their duties, especially in terms of managing learning administration. (Ahyani Nur, 2024). This study is intended to find out or understand in depth the experiences, perspectives, and practices of teachers related to digital literacy in supporting the efficiency of learning administration management. The case study method is used to explore this phenomenon in a real and specific context, allowing for a rich and comprehensive understanding.

2. RESEARCH METHOD

This research was conducted at MTs Alwashliyah Kuala Silo Bestari Tanjung Balai located at Jalan Mulia Lk. IV Kel. Kuala Silo Bestari Kec. Tanjung Balai, Keramat Kubah, Tanjung Balai City, North Sumatra. This research uses a qualitative research type. The subjects of the research were the principal, administration, and teachers at MTs Al Washliyah Kuala Silo Bestari Tanjung Balai.

The procedure for collecting data in this study is by:

- 1) procedure interview Where The interview guide contains a list of structured and semi-structured questions to the subjects. Interviews will be conducted in depth regarding respondents' views on Teachers' experiences in using digital technology for learning administration, Types of digital tools and applications used, Teachers' perceptions of the impact of using digital literacy on the efficiency of learning administration management (eg, time savings, reduced errors, ease of access to information. Moleong (2016: 186) explains that an interview is a conversation with a specific purpose, the conversation is carried out by two parties, namely the interviewer (interview) who asks questions and the interviewee (interviewee) who provides answers to questions. Then,
- 2) procedure direct observation conducted by researchers to find out things related to the research, namely observation can be conducted to see directly how teachers use digital tools and applications in daily learning administration tasks. Field notes will be the main instrument in observation. The tools used to assist in data collection are voice recorders as well as to take documentation during the research process and field notes, and finally with writing instruments in the form of paper and pens to record each answer from the research subject Herdiansyah (2013: 131) states that observation is a process of seeing, observing, and observing and recording behavior systematically for a specific purpose.
- 3) Procedure documentation used in the form of articles, reports and notes related to the research. The results of the documentation obtained from the preparation stage to completion to strengthen the answers from the research results. Sugiyono (2015: 329) states that documentation is a method used to obtain additional data, or supporting data through documents related to the research.

To ensure the validity of the data, this study uses the triangulation technique of data sources, namely by comparing data obtained from in-depth interviews, participant observation, and related documents. In addition, data re-checking was also carried out by asking participants to confirm the results of the interview transcripts. Sugiyono (2015) explains that checking the validity of data in qualitative research includes credibility testing, transferability testing, dependability

testing and finally objectivity testing (confirmability). This research will use a qualitative approach with the type of case study research. The qualitative approach was chosen because it aims to deeply understand the phenomenon of digital literacy and its impact on the efficiency of learning administration management, as well as explore the perspectives and experiences of teachers at MTs Al Wahliyah Kuala Silo Bestari Tanjung Balai. The case study was chosen because it allows researchers to focus on one unit of analysis (MTs Al Wahliyah Kuala Silo Bestari Tanjung Balai) and investigate the phenomenon in a real-life context comprehensively.

3. RESULTS AND DISCUSSION

3.1 Digital Literacy Policy for Teachers

Zainal Sinambela disclosed how the program digital training by teachers, create a special training program for teachers to become more adept at using technology. The training can vary, from how to use applications to create interesting teaching materials, to how to manage student grades or communicate with parents online. Then our school also provides computers, fast internet, and applications that teachers need to teach and take care of administration. The school also ensures that all of these tools are easy to use and always updated. In essence, the school provides everything teachers need to be technology literate, from training, tools, to support from the principal and other teacher friends. At MTs Al-Washliyah, all teachers are required to master Android phones as a tool to access digitalization in administration, one of which is Emis, Simpatika and the other two applications that teachers master are these two applications because they are related to teacher data. As for school data, it is held by the treasurer, there is a name RK, then on the other hand, there are several applications that must be held by the head and administrative staff. The implementation of digital literacy in this school that has been given by the Ministry of Religion has not been new, it is still in the form of the old nature such as emis and simpatika, if there is an update or up to date of the application, it is enough to send one person who is an expert in it and then provide guidance later in order to handle the digitalization of applications that have been determined by the Ministry of Religion for now there is none, this school also teaches students to use applications when studying where they present the results of their projects, where they are given a material so that they search in one of the applications such as YouTube or Google then they compile it into a word after that they will present the results of their project in front of the class, meanwhile in class IX they have used digital such as during the exam.

3.2 Improving the Efficiency of Learning Administration Management Through Digital Literacy

This study shows that digital literacy plays a crucial role in improving the efficiency of learning administration management among teachers. This study indicates that teachers with adequate levels of digital literacy tend to be faster and more accurate in completing various administrative tasks. This is especially evident in the use of digital applications and platforms for creating lesson plans (RPP), filling in grades, student attendance, and communicating with parents and fellow teachers. For example, before digital literacy, the process of filling in grades and attendance was often done manually using physical notebooks, which was time-consuming and prone to errors. Once teachers have good digital literacy, they are able to utilize spreadsheets or online academic information systems (if available) to manage this data. Data integration through digital platforms also minimizes data duplication and facilitates reporting. Zainal Sinambela also revealed that, digitalization That No Apart from the development of the era that we have gone through together, yes, we have also gone through toddlers now, even though they don't know what it is, so for us as educators and education personnel, we must always be at the forefront of accessing administrative management through digitalization, so teachers here must be able to master applications such as Emis and Simpatika because it is related to teacher data, while school data is held by the treasurer. There is the name of the application is simpena.

3.3 Challenges and Strategies for Improving Teachers' Digital Literacy

While the benefits of digital literacy are clear, researchers also highlight several challenges that teachers face in adopting and implementing digital technologies optimally. Key challenges include limited access to adequate digital devices and infrastructure (especially in remote areas), lack of structured and ongoing training, and resistance to change from conventional methods. To address these challenges, several strategies for improving teachers' digital literacy need to be implemented. Specially designed and ongoing training programs, focusing on the practical application of technology in learning administration, are essential. These trainings should not only cover technical skills, but also awareness of cybersecurity **and** digital ethics. In addition, providing adequate facilities and technical support in the school environment, as well as establishing professional learning communities among teachers to share best practices and support each other, will accelerate the process of digital literacy adoption.

Overall, digital literacy is no longer just an additional skill, but an essential competency. for teachers in the modern era. Its mastery not only simplifies and accelerates administrative tasks, but also frees teachers to focus on pedagogical innovation and improving the quality of learning, which will ultimately have a positive impact on students' academic achievement. Zainal Sinambela also said that There are several the challenges faced in implementing digital literacy, as we know know through results interview namely, There is a number of challenge significant challenges we face as teachers related to digital literacy in the context of learning administration. These challenges are often interrelated and affect our efficiency." First, The first challenge is limited access to adequate digital devices and infrastructure. Not all teachers have up-to-date laptops or personal computers, and internet connections at school or at home are sometimes still unstable. This certainly hinders us from utilizing *cloud-based learning administration applications* or downloading large materials. Without reliable devices and connections, administrative automation efforts become difficult. Second, Lack of Comprehensive and Ongoing Training. Second, there is a lack of comprehensive and ongoing training. Although there is some training, it is often partial or incomplete. We need training that focuses on the use of specific learning administration *platforms*, how to process student grade data digitally, create progress reports, or even utilize features such as *e-learning* and *online class management*. Training that is only 'one-time' is not enough because technology Keep going develop.

Parental Relationship in the Implementation of Digital Literacy at Al-Washliyah Kuala Silo Bestari TanjungBalai School The implementation of digital literacy in schools has been proven to significantly increase parental involvement in their children's educational process. Before the widespread adoption of digital technology, communication between schools and parents was often limited to face-to-face meetings, printed circulars, or phone calls that were sometimes difficult to coordinate. However, with the introduction of digital communication platforms such as school-specific messaging applications (e.g. ClassDojo, Schoology), class WhatsApp groups, or school information portals, communication has become more instant, transparent, and easily accessible. As the results of the interviews that have been conducted, namely". We often involving our teachers often involve the parents of students once a year, more specifically in grade 9, why in grade 9, because in grade 9, students have started using their Android phones to follow the learning process or through question links sent by them, so we involve the parents of students to approach and then have discussions related to this, so we hope that what the government wants to realize through the Ministry of Religion is trying to collaborate with parents of students, on the other hand, we also want to know the limits of parents' abilities regarding dealing with things so that they can also take part in the process of educating children by using applications in this era. learning because in essence we can supervise these children for only about 4 or 6 hours, the rest of the time they will meet with their families including their fathers and mothers and their mothers are the next teachers to supervise the child's education process through digitalization applications on their respective cellphones. And we have done that once a year especially for children in grade 9.

According to UNESCO, literacy is the ability to identify, understand, interpret, create, communicate, calculate and use printed and written materials in relation to various goals in developing their knowledge and potential, and to participate fully in their communities and society (A'yuni, 2015). Gilster's opinion seems to simplify digital media which actually consists of various forms of information at once such as sound, writing and images. According to Martin, digital literacy is an individual's ability to use digital tools appropriately so that they are facilitated to access, manage, integrate, evaluate, analyze digital resources to build new knowledge, create media for expression, communicate with others in certain life situations to realize social development, from several forms of literacy, namely: computers, information technology, visual, media and communication (Naufal, 2021).

Paul Gilster (1997) defines digital literacy as the ability to understand and use information in various forms from a wide variety of sources accessed through computer devices (*eliterasi.blogspot.com*) In the 21st century, educational institutions are required to be responsive to developments and changes in the era by mastering information technology or what is called digital-age literacy (Rila Setyaningsih, et al.) In the digital literacy guidebook, it is written that every individual needs to understand that digital literacy is an important thing needed to be able to participate in the modern world. Digital literacy is as important as reading, writing, arithmetic and other disciplines (Saribumi Pohan, 2020). Regardless of its definition, administration can be defined narrowly or broadly. In a narrow sense, administration includes written activities that include recording data, correspondence, and information, as well as storing documents so that they can be accessed again when needed. In a broad sense, administration includes administrative work because administration includes the management or administration of all parts of the organization to achieve the goals or programs of the organization. Preparation of learning plans, syllabi, evaluation tools and materials, semester and annual programs, and preparation of SKBM are examples of administrative tasks related to administrative preparation in the learning process. (Education et al., 2024).

Higher levels of digital literacy can enhance interactions and new learning methods. With proper digital literacy, students can obtain a lot of learning information from online learning platforms and maintain interpersonal interactions with peers and teachers. Teachers can improve students' digital literacy levels by developing learning using computer technology and the use of digital tools in the form of offline, online, or mixed methods. Information technology can be used to improve student learning achievement. For example, online project-based learning platforms can provide high-quality learning that is almost the same as face-to-face methods. Other information technologies such as Rain Classroom and massive open online learning can also improve the quality of online learning. Based on information technology, online learning platforms can enable teachers to monitor students' learning progress and learning behaviors such as attendance, time span, discussion, interaction, question answers, and task completion. Then learning achievement can be improved due to teacher supervision. Students' interactions with peers and teachers also show their learning performance and thus can improve their learning achievement.

According to (Yu, 2022) Learning achievement can be improved through digital technology such as augmented reality (AR), virtual reality (VR), and computer games. Learning with the help of AR can increase students' interest in learning, increase students' learning motivation, and improve students' learning achievement. Learning using video-based VR can also improve students' learning achievement by fostering their learning attitudes, improving their self-regulation, and strengthening their self-efficacy. The VR system can also have a positive effect on students' cognitive aspects. (Pambudi & Windasari, 2022). Hernawan, (2018) explains that learning is an interactive activity between students-teachers, students-students, and students-learning materials that require environmental management based on student needs analysis, results of student characteristic interpretation, analysis of learning objectives based on the syllabus, formulating relevant learning materials, deciding on appropriate learning strategies, and using media that support student skills. Learning planning skills that include selecting methods, selecting strategies, selecting learning techniques and media to assessing learning are a representation of the teacher's own competence.

The use of the internet in the context of education is increasingly prominent during the Distance Learning period, but in its used it is necessary to identify three domains in the new digital learning approach, namely the principles of new arrangement design, social interaction and knowledge construction, and tools and resources. Online numeracy literacy-oriented learning assessment media via Google Form. Online assessment via Google Form is based on considerations of ease of use by students and existing features that support the development of question forms for teachers. (Wulandari et al., 2021). Considering that in terms of digital literacy, of course, it is not only the skills needed to run a set of technologies but also an understanding of norms and manners and utilization in the corridor for needs effectively and efficiently. So that the use of digital technology must be in line to support independent learning in the digital era. The acceleration of information technology has created new learning resources that are documented in the internet world. The internet has become the center of data and information throughout the world universe. So that teachers and students can both access it, but digital literacy is needed so that the process of taking data can be taken from valid and compatible sources. (Rifai, 2021).

In this digital age, it is a time when the learning process and all aspects of life are always related to digital media. As in the digital era, education requires educators to have skills in operating and processing technology in the learning aspect. The rapid progress of digital technology is certainly not easy to stem, but it still takes time to adapt, especially in the distance learning process. Tour (in Harjono, 2018), quoted in Syarifah et al. stated that the digital literacy needed is the ability to process information, skills in disseminating existing knowledge, utilizing digital media in productivity efforts, and honing creativity in connections on social media professionally, in this case digital literacy is not just a matter of operating a computer to read or write like the context of literacy in general. (Veteran & Nusantara, 2021).

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that Digital literacy plays a crucial role in improving the efficiency of learning administration management at MTs Al Washliyah Kuala Silo Bestari Tanjung Balai. Teachers who have good digital understanding and skills tend to be faster and more accurate in completing administrative tasks such as preparing lesson plans, managing grades, student absences, and communicating with parents through digital platforms. The use of technology such as Google Workspace, online learning applications, and school information systems has been proven to reduce manual workloads, minimize errors, and increase accountability and transparency in the administrative process. However, variations in the level of digital literacy among teachers are still found, indicating the need for ongoing efforts to equalize and improve digital competence as a whole.

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