

**STUDENTS' EXPERIENCES WITH DIGITAL LITERACY AND
EDUCATION INEQUALITY DURING THE COVID-19 PANDEMIC**
(A Case Study at a Public Islamic University in Aceh)

THESIS

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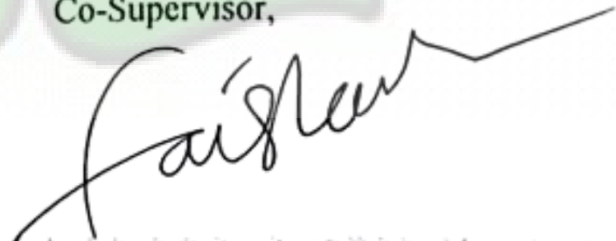
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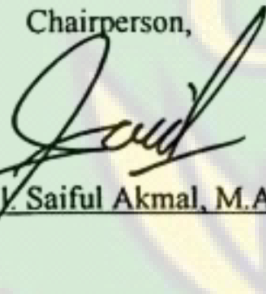
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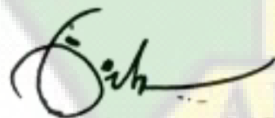
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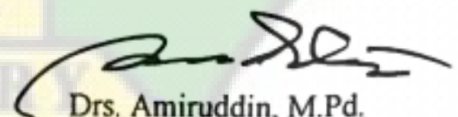
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STUDENTS' EXPERIENCES WITH DIGITAL LITERACY AND EDUCATION INEQUALITY DURING THE COVID-19 PANDEMIC adalah benar merupakan karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Maret 2023

Saya yang membuat pernyataan,



Muhammad Arief Mubarak

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ الَّذِي هَدَانَا لِهَذَا وَمَا كُنَّا لِنَهْتَدِيَ لَوْلَا أَنْ هَدَانَا اللَّهُ لَقَدْ جَاءَتْ رَسُولَ رَبِّنَا بِالْحَقِّ وَتُؤْتُوا أَنْ تُلْكَمُ الْجَنَّةُ أَوْ رَتُّمُوهَا بِمَا كُنْتُمْ تَعْمَلُونَ

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ABSTRACT

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Digital literacy was proven to be indispensable. Millions of learners from around the world were abruptly transitioned from face-to-face to virtual realms during the COVID-19 pandemic. As a result, many of these students faced significant challenges that could prevent them from fully participating in online learning activities. For example, many university students in Indonesia simply do not have adequate knowledge and skills to navigate their online learning process. Therefore, this study aims to determine how digital illiteracy affects students' online learning engagement during the COVID-19 pandemic. This study also explores what universities need to provide to help students to develop their digital competence. The data was collected through in-depth interviews with 13 respondents (eight students and five lecturers). These participants were chosen because of their experiences in the online teaching-learning processes using various online platforms, including synchronous and asynchronous virtual classroom. Synchronous learning is the type of learning that teachers and students do live (in real-time) through the internet network, such as using Zoom or Google Meet. Meanwhile, asynchronous learning occurs through community forums or online platforms, such as discussion boards, email, lesson plans, virtual libraries, and college posts, without real-time interactions. This research adopted Miles and Huberman's theory towards the qualitative analysis of their experiences and ideas toward digital literacy, which affects their online learning engagement. The findings show that students' online learning engagement is influenced by digital illiteracy, which makes them unable to understand the online courses and follow the learning instructions; they are constrained due to the difficulties in operating the digital tools to accomplish the virtual assignments, apart from this the students become unable to synergized with their lecturers and fulfill their learning needs. The students felt helpless in maintaining their mental well-being. The data also suggest the university can develop the students' digital competence by developing good educational systems, maintaining it, then pursuing an improvement through enhancing the poor digital learning system. Therefore, this study is expected to be a reference for further digital literacy research and providing support for suggestions in revamping digital learning training and the availability of online classroom learning laboratories.

Keywords: digital literacy, online learning, virtual classroom

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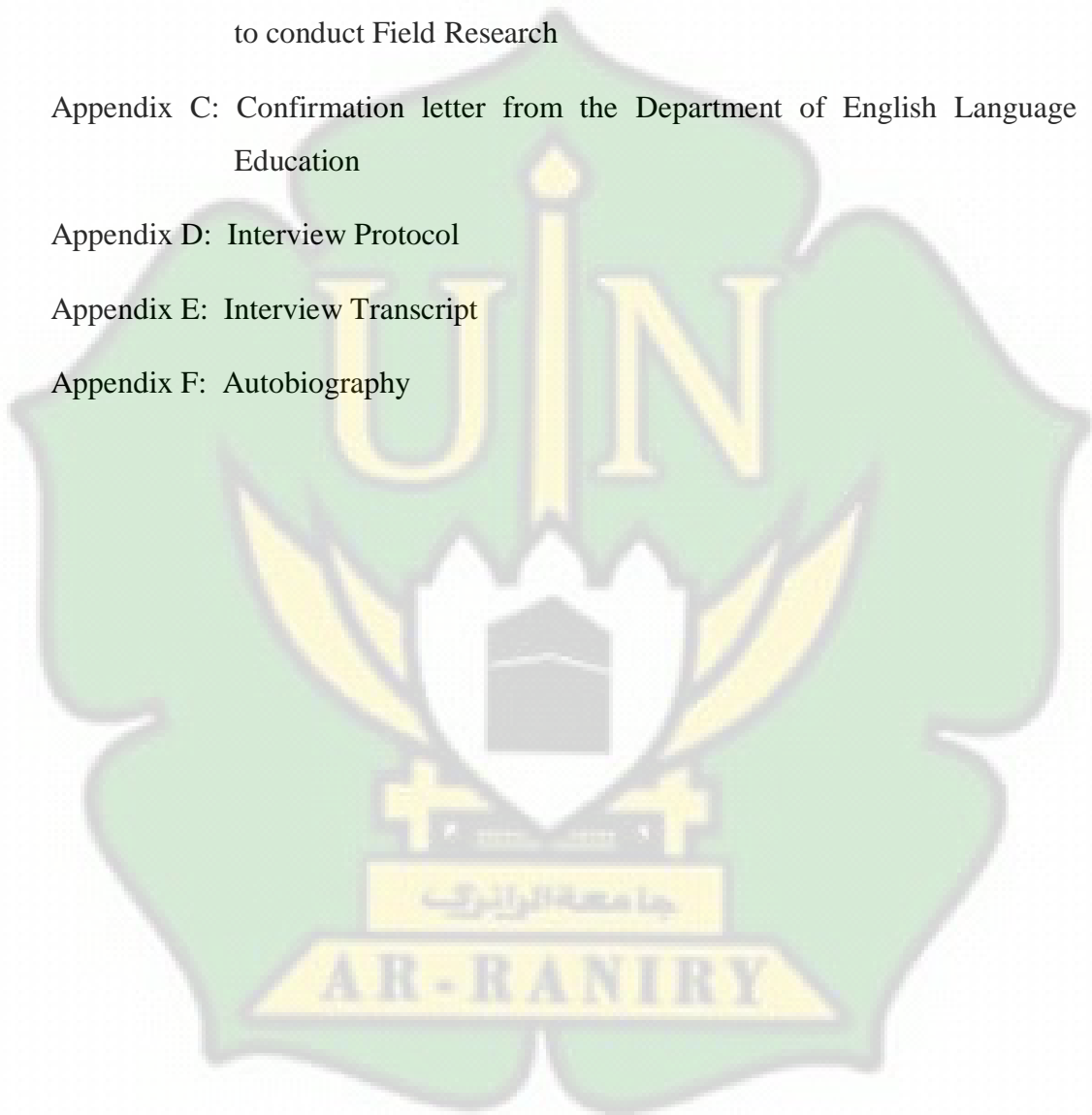
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CHAPTER I

INTRODUCTION

A. Background of the Study

The outbreak of the COVID-19 pandemic has affected all aspects of life worldwide. People were abruptly faced with the realization that almost all public in-person activities were restricted or banned. For example, students and teachers could no longer engage in teaching-learning activities in the physical classroom (Mbunge: 2020) on the global stage, students and teachers were forced to resort to virtual learning.

In the context of Indonesia, the Minister of Education and Culture of Indonesia issued Circular Letter Number 4 of 2020 that instructed all educational institutions to run virtual classes during the pandemic. As a result, students and teachers were forced to rely on online learning using various platforms at a massive rate. This has helped ensure that learning could continue despite many in-person restrictions.

Some previous research showed that online learning was beneficial. Zakaria (2021), for example, indicated that virtual learning was potentially helpful for many reasons. For instance, online learning could cut costs. It also allowed minimal physical engagement among people, mainly those living in remote areas of Indonesia, so proximity would not be an issue.

Also, the literature has indicated that online learning will present more or less the same result if compared with offline learning (Hart, 2019). The Learning House, Inc. and Aslanian Market Research Survey (2018) found that 86% of 1500 online students believed that the value they obtained from their online degree programs was the same or even better than the offline education system (Mandel, 2021).

Furthermore, technology that can provide learning opportunities for many parties has seemingly been on the rise since COVID-19 disease was declared a pandemic. However, other researchers asserted that online education also inhibits learning, especially among underprivileged students with low social-economic status (Efriana, 2021).

Many students in Indonesia have been struggling with online learning as they are not all digitally literate. Nonetheless, little research has focused on this issue, especially within the context of Aceh. For instance, an Islamic university in Banda Aceh has been using virtual learning platforms for the teaching-learning process during the pandemic. Yet, some students report that they have been struggling with online learning.

Ineffective communication and interactions were some of the problems the students faced during online learning, using both synchronous and asynchronous e-learning (learning by electronic means). For instance, such problems might arise when the students did complex tasks such as discussing research assignments, discussing individual reading activities, shared project

design, and implementing and completing problem-based learning activities (Dow, 2008).

Digital literacy and capability in operating the software or hardware have been other primary issues to survive during this wave of the 4.2 eras (Ungerer, 2015). Going through the difficult times of the pandemic that restricts all physical activity, including the gathering process for learning, students would find it helpful to have effective and efficient virtual learning references.

However, there has been limited research on the student's acceptance and behaviors of using the virtual classroom as the medium of instruction in much higher education institutions in Aceh. Therefore, this present study investigates how academic institutions adopt online learning in such a massive manner (Carey, 2020) to help students achieve competencies in their academic careers through online learning.

B. Research Questions

This proposed study seeks to answer the following questions:

1. In what ways does digital illiteracy affect students' online learning engagement during the COVID-19 pandemic?
2. What can universities or institutions do to help students develop their digital competence?

C. Aims of Study

This research is intended to:

1. Find out how the digital literacy deficiency influences students' engagement during online learning.
2. Explore options universities can have to support the students in developing adequate digital competence for online learning environments.

D. Significance of Study

This study will hopefully provide insights about the correlation between the students' digital literacy competencies towards their learning quality. Hence, the findings or the result of this study can be used as guidance in understanding the link between digital literacy and online learning quality.

As this study is not perfect, future researchs can build on this study's shortcomings to design better research projects that would further provide in-depth and more comprehensive answers on the topic under discussion.

E. Research Terminology

To avoid misunderstanding, it is necessary to provide description for the terms used throughout this research. The terms are as follows:

- **Digital Literacy** is the ability to understand and use information in multiple formats. It is the need for more than standard competence in operating software and handling hardware—with lots of detailed multi-skill capacity—such as motoric, sociological, cognitive, and emotional competencies. The term digital literacy is often used as a synonym for digital competence, and is also interchangeable with digital skills, digital and media literacy, ICT skills, eSkills, ICT literacy, media literacy, and information literacy. Being digitally literate also encompasses the development of cognitive, creative, critical, and social capabilities beyond basic functional skills to use ICTs. This perspective highlights the need to develop individuals' digital literacy and the importance of becoming digital citizens to participate in the digital society. So in specific, digital literacy that discussed in the research is related to capability of the student to operate some online learning platform, such as Zoom Meeting, Google Meet, Google Classroom, and University Website/ Integrated Academic System.
- **Synchronous and Asynchronous E-Learning** both are online learning systems. Synchronous learning is the type of learning do live or in real-time through the internet network, such as using Zoom or Google Meet. Meanwhile, asynchronous learning means the learning activity does not occur in real-time. It does not allow the kinds of interactions that learners need to receive feedback directly from their fellow students or teachers. So in detailed, synchronous and asynchronous digital learning

that explained in this research is related to the condition of the online classroom that conduct by the lecturer and the student with the same time or not via the online learning platforms.

- **E-Learning during COVID-19** became the adaptive learning system to make successful instruction for students during the pandemic. This visual learning is being developed to be user-friendly. Using some algorithm engineering systems included the manipulation and presentation model and the design of the virtual 2D interface that is expected to be an interactive method to support the online teaching-learning process for a better learning process for the virtual process. So in explicit, Electronic Learning is a virtual classroom that operated digitally via gadget such as phone, laptop, tablet, etc. to access any kind of learning platform in the period of COVID-19 pandemic.
- **Education Inequality** correlated with the situation that appeared as the status of environmental regulation and even culture the unbalanced education was practiced along with the society in the frame of urban-rural education that passed from generation to generation. Strata and income status become the main perspective toward education and services. The geographic and gender also make big gaps that reduce the recipient in education fields. As a result, education inequality is the condition of the student that cannot reach a status of knowing a course in their academic purposes. To illustrate how the education inequality

defined in this study, is associated through the diversity of capability of the student to be able to compete with their colleagues in the same level to comprehend a course online, known from their personal confession.



CHAPTER II

LITERATURE REVIEW

A. Digital Literacy

Digital literacy refers to the digital abilities and knowledge to utilize computers and the Internet, connecting between people, and produce learning materials in a variety of digital forms (Seung-Hyun Lee, 2014). The gap in digital literacy (digital illiteracy) is a circumstances when individuals who missed out on the digital revolution will find it difficult to catch up and will be less able to benefit from the transformative aspects of possessing digital literacy (Seung-Hyun Lee, 2014).

Gilster (1997), who popularized the term digital literacy, defined it as “the ability to understand and use information in multiple formats”. The term digital literacy is often used as a synonym for digital competence, media literacy, ICT skills, eSkills, ICT literacy, media literacy, and information literacy. Digital literacy in this proposed study refers to the necessary digital skills and knowledge to operate and use computers and the Internet, communicate and interact with others using those media, create content in a variety of digital forms, and function in a knowledge- and information-based society.

In addition, the development of digital literacy enables people to participate in community activities and take social action online (Hobbs, 2010). This perspective highlights the need to develop individuals’ digital literacy and

the importance of becoming digital citizens to participate in the digital society (Junge & Hadjivassiliou, 2010). Being digitally literate also encompasses the development of cognitive, creative, critical, and social capabilities beyond basic functional skills to use ICTs, which are increasingly being diffused into everyday contexts, such as in personal and social life and at work (Junge & Hadjivassiliou, 2010). Hobbs (2010) suggested five essential skills necessary for digital and media literacy: to be able to access, analyze and evaluate, create, reflect, and act. Other types of digital literacy skills include operation, usage, communication and interaction, creation, and analysis.

B. The Importance of Digital Literacy in Today's Learning Context

Technology has become an integral part of education (Benson & Kolsaker, 2015). Technology changes the ways today's students learn (Cocoli, 2014). Digital technology includes a wide range of computing hardware and software, like mobile devices, web pages, application software, communications and storage services, etc (Mohammadyari & Singh, 2015). The pupils use digital technology for such learning activities as reading and sending emails, accessing learning management systems, reading e-journals or e-books, doing online quizzes, participating in discussion forums, and so on (Jones et al., 2010; Waycott, 2010).

To engage their students with multiple teaching and learning modes, educational institutions are overly reliant on improvements in digital technology. Such a model includes blended (Porter, 2014). Online learning is

used in conjunction with traditional face-to-face instruction in blended learning. The learners can learn whenever and wherever they want to (Coccoli, 2014). Akkoyunlu and Yilmaz-Soylu (2008) hope that, especially during the epidemic, online learning will overcome some of the drawbacks of traditional classroom instruction.

Further, referring to Benson and Kolsaker (2015), technology is a blended learning instrument. And additional research is still required to comprehend the pedagogical advantages fully. Additionally, the latest digital environment the students contribute to their literacy enhancement and learning method (Coccoli, 2014)

With the aid of digital technology, blended learning has exploded into the global education system in recent years. In general, access to learning resources has increased due to digital gadgets and the internet. Despite the barriers in the classroom, it is still feasible to continue even when the place and time are given. The students must therefore possess a certain level of digital literacy. Otherwise, implementing blended learning may not always result in better student learning outcomes (Cortizo et al., 2010).

To make it clear, this research shows how 500 first-year students used technology for social and academic activities at five UK universities, Jones et al. (2010) gathered data from those students. The students born in 1983 and those born before were contrasted. The results demonstrated that there were disparities in the pupils' use of technology not just across the groups but also

within the age ranges, which define the generation characteristic between those age groups, instigating a gap because of the background disparities.

160 third-year university students were polled by Margaryan et al. (2011) to learn what, why, and how they digital tools. They contrasted students born in 1980 or later with those born before. The research revealed that people born in or after 1980 did not use digital technologies at a higher level or have significantly different learning styles from people born before 1980. In the meantime, today's students are accustomed to digital technology and typically understand how to access, produce, and exchange digital information (Ting, 2015), which mean in common the higher level of generation is rolling as an instructor in days of technology utilization are crazily adopt while they self are the generation with limited competence in digital literacy in common.

As the theory that refers to Greene et al. (2014), being digitally literate requires organizing, seeking, analyzing, and integrating digital information. It means that people have to have the ability and knowledge to utilize computers and the internet to connect between people through sharing the information. Although most of today's pupils are tech-savvy, many struggle to use technology efficiently. They conclude that students need to develop critical thinking abilities as well as planning, monitoring, and control capabilities. To sum-up digital literacy present the form of Searching, evaluating, and incorporating information into the meaning-making process as a crucial components during online learning activities.

To be digitally literate, one must be not only able to obtain information online but also be able to compile it from a variety of print and digital sources. Understanding ideas is necessary for digital literacy, which goes beyond simply knowing how to use the technology (Gilster, 1997). Brown (2018) highlights the contextual nature of digital literacy and proposes a seven-part digital literacy model that includes media literacy, information literacy, digital scholarship, learning skills, communications and cooperation, career and identity management, and ICT literacy.

According to Dow (2008), digital literacy has three main components: technical, cognitive, and social-emotional. The technical aspect relates to the abilities required to utilize IT effectively. The cognitive component focuses on the abilities required to examine, assess, and synthesize digital information critically while being aware of ethical, moral, and legal implications. The final component, the social-emotional dimension, focuses on the abilities required to interact properly with others.

The ability to use digital technology is a very basic prerequisite, in addition to the need to be digitally literate. The parallels between Huber's (1991) knowledge acquisition procedures and Bawden's (2008) digital literacy components explain how students might gain knowledge to become digitally literate. As a result, Phillips et al. (2015) hypothesized that while online learning is becoming more popular due to its accessibility and flexibility, success requires high preparation for self-directed learning.

Today's students are familiar with digital technology and generally know how to access, create, and share digital information (Ting, 2015). Increasing information and communication technology skills have become a top priority in many industrialized countries. Students are increasingly encouraged to use gadgets, the internet, and e-mail (Cox et al., 2004; Somekh et al., 2004). The view that being skillful in the use of gadgets and electronic devices contributes to better learning outcomes in school and a more successful school career is widely recognized. Compare to Singapore when their country proceeded the emergence of remote learning (ERL) is decided as the new learning policy for all but the best-prepared institution, which means everything must be carried out in full of preparation.

Greene et al. (2014) claimed that being digitally literate requires the ability to search for and manage information and examine it carefully and incorporate it. Although most of today's students are seen as tech-savvy, many of them struggle to use technology efficiently, especially those from low-income countries where access to technologies might be limited. They conclude that students need to develop critical thinking abilities and planning, monitoring, and controlling skills in handling information (Gilster, 1997). Digital literacy is more than just knowing how to use technology; it also entails mastering ideas. The school system made things harder on teachers and students when COVID-19 struck. This is none other because the shifting from direct learning to full digitalized learning, the unreadiness makes it hard to adapt in a short time. For instance, the teachers might need to work extra hard

and the students might not get the necessary support they need. As a result, using emergency remote teaching has several negative effects on learning (Gaur et al., 2020).

During the time of the pandemic, students are required to have digital skills at school as well as at home. Researchers have paid comparatively little attention to the extent and type of use of information and communication technology (ICT) at home (Comber et al., 2002; Cox et al., 2004; Lauman, 2000). Since, two decades ago, learning dynamics are predicted to develop more advanced in the few years ahead. Some researchers have studied how students use and perceive computers differently at home and school. Students often use the computer and the Internet at home more often than at school (Van Braak & Kavadias, 2005).

Many teachers and students have difficulty adapting to the new learning system quickly and are also incompetent in technology and online media. In addition, Adedoyin and Soykan (2020) argued that the drawbacks of emergency remote teaching activities are related to anxiety, socioeconomic, and unreadiness. Students feel afraid of unsafe situations due to the COVID-19 pandemic; for example, the fearful situations impacted students' performance in learning. Thus, in the online activity process, teachers and students face impediments in the emergency remote teaching activity.

Rababah (2020) points out that there were three main points of online activity drawbacks: practical instruction deficiency, lack of accessibility, and

inconsistent teaching style. The unfamiliar online environment causes teachers and students to find it difficult to adapt to the learning process. Arkorful and Abaidoo (2015) stated that the online process conduces a lack of interaction between teachers-students and students-students. Since they learn from different locations, paying attention during online activities was hard.

In the same case, what happens in Indonesia in higher institutions, specifically Acehnese students, what happened in the learning method does appear in the regulation and policies of the institution, but the class is only running a formality. The essence of the study does not present to guide the student in collecting information effectively.

C. Learning Experiences during COVID-19

A large number of distance learning solutions have been deployed throughout Indonesia during the COVID-19 lockdowns. Apart from this paradigm, there has been a shift in the mode of teaching-learning styles. The lockdowns have been deemed disastrous for students' day-to-day living, activities, and mental health. Though the teachers and students are trying their best to cope with this sudden change in their life, they might be stressed due to what this pandemic may bring to their activities, emotions, and life as a whole.

Like students across the world, university students in Indonesian state that they felt ineffective when learning without any discussion, a particular social media will allow them to have simple communication, for instance,

WhatsApp is the most preferred platform to have interactive-conversation, which is possibly directed either synchronously or asynchronously. Not only that, but the classroom can also post their argument, whether in texts, images, voice notes, or documents.

Synchronous learning is long-range education (online education) that happens in real-time using Zoom or Google Meet. Students can receive feedback directly from fellow students or teachers. For instance, teachers may greet the condition of learners, provide insights into the material to be discussed, ask questions, and together with the students, conclude the learning activity at the same time (Shahabadi & Uplane, 2015). On the other hand, asynchronous communication does not occur in real-time (Lim, 2017). Asynchronous learning occurs through community forums or online platforms, such as discussion boards, email, lesson plans, virtual libraries, and college posts, without real-time interactions. Hence, asynchronous learning does not allow the kinds of interactions that learners need to receive feedback directly from their fellow students or teachers (Hrastinski, 2008).

Teachers are speedily trying to adjust to the online-only education model and simultaneously organize their life that the novel coronavirus has suddenly disrupted. Teachers struggle to shift their lessons and academic resources to a radically different world from a meet-in-person classroom to a virtual classroom. This shifting of teaching and learning from live classrooms to closed homes in such an abrupt and hurried manner poses many challenges

related to the availability of resources, technical glitches, issues of privacy, and skills.

Khattar et al. (2020) described that the lockdown had given an excellent opportunity to spend time with family. However, watching movies, sleeping, cooking, and playing online games are becoming youngsters' next top four activities during the pandemic in India.

The study also showed that the lockdown has considerably affected their social life, from missing seeing their friends to disappointment due to events and opportunities, they had been looking forward to. Factors such as lesser physical activity, longer screen time, irregular sleep patterns, and improper diet, stress such as fear of infection, monotony, frustration, lack of in-person contact with classmates, friends, and teachers, lack of personal space at home and financial loss for the family, etc. could have continued detrimental effects on these young minds. Yet it is also important not to overburden students. Therefore, to have undisrupted learning experiences during the lockdown required huge efforts.

During the pandemic, the most important job for teachers and mentors was to be there for their students. They need to provide support for teaching-learning and reinforce and supplement how to stay safe from COVID-19. Teacher needs to double their roles as friend and educator, their ear to listen to their students for the emotional support they may be needed during this pandemic. However, the results confirm that the students feel that online

teaching can supplement classroom teaching but it cannot substitute the experience and learning situation in the classroom environment and the face-to-face interactions therein (Khattar et al., 2020).

This study was conducted by Indian researcher suits analogic to the Indonesia case in comparing geographic status and some factors. It also shows the same variable that could be concluded in the general study case. Hence, the report on teaching-learning styles and experiences of the teachers and the students can be an initial reference to continue future research.

D. Inequality in Learning

Since the beginning of COVID-19, the educational condition has been extremely unpredicted. The learning ecosystem has been changing. Emergency remote learning was launched to solve the needs during the circumstances of the pandemic. When conventional learning was assumed as the best way of teaching pedagogically, however, the pandemic conditions had been changing our point of view toward the other effective option of the learning system (Engzell et al., 2020)

Engzell et al. (2020) provided evidence of how the pandemic affects student learning in some countries, such as the Netherlands. The Netherlands presents a best-case scenario, providing a lower bound on learning loss elsewhere in Europe and the world. While in Indonesia also did a similar thing, with remote learning and unified theory acceptance and use of technology (UTAUT) (Hasani et al., 2020)

This study described the scope of interest ‘learning stalled during lockdown’ and whether the students from less-educated homes were disproportionately affected. In addition, the research also examined the differences by sex, school grade, subject, and prior performance. The study indicated high levels of dissatisfaction with remote learning, and considerable disparities in help with schoolwork and learning resources during the lockdown. The results of the study also show a decline in grades that occurs in student performance during COVID-19.

Subsequently, inequality in learning has existed during the pandemic and has affected the record number of students’ learning competencies and abilities. The ability of the ‘life-skills’ approach can be measured through Programme for International Student Assessment (PISA) or The Progress in International Reading Literacy Study (PIRLS). Both PISA and PIRLS help to examine how pupils implement their education in ‘real-life situations’ (Campbell, 2001). This way Indonesian students will be adopted and adapted to the standards, so later on they can be equal among the students globally.

Those surveys automatically show the measurement of ability that might impact the result of average achievement and dispersion of the students. These results might impact the students' success in answering these questions. The PISA and PIRLS surveys indicated that, at least for these statistic surveys, the different measures of ability yield similar results.

E. Contemporary Research on Digital Literacy and Education Inequality during the COVID-19 Pandemic

Existing research on digital literacy and education inequality during the pandemic has indicated that. The development of teaching and learning culture is showing a transformation in every part of the world. It is believed that competencies and innovative skills are essential in a perspective of technology utilization. World-class universities are trying various acceleration to improve both teaching and learning. In addition, Jonas-Dwyer and Pospisil (2013) observe that “the technological revolution has been a catalyst for the change in universities”. However, the study has proved that familiarizing the technological education has not improved teaching and learning outcomes if the elements are not proficient with specific training” (Tejedor et al. 2020). It should be noted that technology does assist humans in lots of sectors today that allow us to have opportunities in authoring, creating, and even developing ourselves, but we will not be able to achieve a liberating, collective intelligential till digital literacy had comprehensively achieved.

The only-by-the-time-global study, developed by (Crawford et al., 2020)., analyzed twenty countries' educational responses and concluded that the education sectors need to bond to find a fine postulate where the students can be supported digitally without compromising the academic quality and standards of the curriculum. In a case study that compared three higher education institutes from three different countries focusing on the development of digital literacy following the University of Barcelona in Spain, the

University of Torino in Italy, and the Technical University of Machala in Ecuador

Even though digital literacy has been accepted as the key concept of relevancy in digital citizenship but still digital literacy is not standardized, the scope of research has a massive field of study in it, but the most common so far is the media studies, educational studies, computer science, information science, and librarianship. On the other hand, the different understanding of digital literacy responds to the interest and scope of each era of literacy. Therefore, emerging at the end of the twentieth century with the spread of ICT, the term mainly referred to computer literacy, along with technological skills, while the growth of the “knowledge society”, has highlighted that digital literacy should be understood as an “inter-related set of skills or competencies necessary for success in the digital age”. In particular, the so-called criteria approach has been growing, mainly with the spread of media literacy studies.

So, to conclude, what is happening to the three universities that I compared before it shows that there is not significance between the country, but on the other side that the student from Spanish, Ecuador, and Italia consider that their teacher was not well coordinated among them during the lockdown, moreover, 80.5 percentage of the students have felt that during the lockdown they were not supported enough from their teachers. To make it clear, one more statement from Spanish students declaring a high average that this learning context assumes them a higher workload, obligating them to be more autonomous and losing contact with classmates. Among Italian students, these

issues seem to be less relevant than in Spain and Ecuador about some of the arguments stated before, about the burden of workload, the obligation to be more independent in their autonomous learning, and the last for their mental issues of losing their friends of the class.

The use of emergency remote teaching was significant in the learning process during the COVID-19 pandemic. Some relevant research related to this study. First, is the research conducted by Petillion and McNeil (2020). The title is "Student experiences of emergency remote teaching: Impacts of instructor practice on student learning, engagement, and well-being." The research goal is to determine the impacts of different emergency remote teaching practices on students' learning, engagement, and mental well-being.

In this research, the participants are 290 students in the middle semester at the University of British Columbia's Okanagan. The research used surveys and interviews to collect the data; it was a phenomenological study. This research discovers that emergency remote teaching negatively impacts student learning, engagement, and mental well-being. The similarity between Petillion and McNeil's research and this study to find out how the implementation of emergency remote teaching contains teacher practices and students' emotional impact. This study's research gap focuses on Indonesian classrooms' school level to know respondents' perceptions toward benefits, drawbacks, feeling, and effectiveness in emergency remote teaching, especially in English language learning.

Second, the research under the title "Students' responses to emergency remote online teaching reveal critical factors for all teaching." was conducted by Jeffery and Bauer (2020). The research aims to know whether students' chemistry learning environment was changed and students' response to online learning adaptation.

The participants consist of 208 people in survey 1 and 124 in survey 2. Data collection used a survey. The first survey asked to explain pre/post-transition class and laboratory, while the second survey asked to estimate pre/post-transition verbal exchanges on a typical day. The findings present that learning transformation differs from the regular classroom, while laboratories changed to suboptimal passive observation. The similarity between Jeffery and Bauer's research and this study to discover the learning style has shifted into emergency remote teaching; it includes before and after learning circumstances. This study's research gap focuses on Indonesian classrooms' school level to know respondents' perceptions toward benefits, drawbacks, feeling, and effectiveness in emergency remote teaching, especially in English language learning.

Third, is the research conducted by Rahiem (2020). The title is "The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis." The research investigates the Indonesian university students' lived experience in emergency remote learning (ERL) during COVID-19. The sample research contains 80 students from the Social Science Education Program at a public university in Jakarta. This study used a

qualitative phenomenological approach. Collecting the data through respondents' diaries, reflective essays, and an online focus group. The research result shows that students' experiences fell into first: blended learning consists of e-learning, m-learning, and conventional learning; second: paradoxical learning consists of flexible and challenging learning.

The similarity between Rahiem's research and this study is to find out about students' experience in emergency remote teaching. This study's research gap focuses on Indonesian classrooms' school level to know respondents' perceptions toward benefits, drawbacks, feeling, and effectiveness in emergency remote teaching, especially in English language learning.

Fourth, research that Yusnilita conducted (2020) about the impact of learning from the student's perspective shows that the research objectives focus on students' accomplishment through online learning. The sample of this research consists of 20 students of Baturaja University. The data was collected through a questionnaire. The researcher used data analysis of descriptive statistics. Findings research shows that students allow students to feel easy and flexible; it also drives them to be active and creative. The participants consented that online learning has advantages in the learning process. The similarity between the research and this study is discovering the students' feelings about utilizing online media in the learning process. Next, the research and this study want to determine the online activity for teachers and students. This study's research gap focuses on Indonesian classrooms' school level to know respondents' perception of benefits, drawbacks, feeling, and effectiveness

of online media in emergency remote teaching, especially in English language learning.

Last, is the research conducted by Zakarneh (2018). The title is "Effectiveness of E-learning Mode for Teaching the English Language in Arab Universities." The research objective is to find out whether using an e-learning platform is effective in English language teaching. Participants contain 98 pupils from Arab universities. To collect the data, Zakarneh used an open-ended questionnaire as an instrument. The research used the excel data analysis tool as the technique of analysis. His study result presents that e-learning in the English language was more effective than in the traditional classroom.

The platform of e-learning appropriate for students to expand their vocabulary, grammar, and four English skills. The similarity between Zakarneh's research and this study is to know whether online media is effective and successful in English language learning. This study's research gap focuses on Indonesian classrooms' school level to know respondents' perception of benefits, drawbacks, feeling, and effectiveness of online media in emergency remote teaching, especially in English language learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative case study approach. The qualitative approach is deemed appropriate for the present study since this approach will allow the researcher to gain an in-depth understanding of the case (Stake, 1994). The case study approach has advantages that allow the participants to describe their thoughts and feeling comprehensively through in-dept interview (Crabtree & Miller, 1991). Hence, the data collected will collect various realities about online learning based on the participants' experiences.

To make the interview process purposeful while still allowing space for the interviewees, the research questions, including 'how' and 'why' questions, were customized using semistructured interviews. So that the data produced is original and in context. Therefore, this case study specifies the environment or sample set that comes from the researcher's decision and can be developed and utilized as effectively as possible.

Denzin and Lincoln (2006) argued that qualitative research studies are about researching a phenomenon that means to the people. Qualitative research outlines people's ideas, senses, and experiences (Hancock et al., 2007). The instrumental case study will provide an in-depth understanding

of a problem or improve an existing theory (Stake and Lincoln, 1994). Hence, the case study design would allow to enhance the understanding in preparing the abrupt implementation of emergency remote learning by an English language Department of a public Islamic University in Aceh, especially during the COVID-19 pandemic.

B. Research Participants

This study invited five lecturers (three males and two females) from the English language education department of a public university in Banda Aceh to participate in this study. They were specifically invited. To gain an objective answer that picked up with a certain setting. The purposive sampling technique will be used to recruit the participants. Once they agree to participate, then the research can move forward.

Furthermore, as the main interviewees, some English department students with assorted backgrounds in digital literacy also contributed to this research. Eight students from the intake year of 2018 (four females and four males) contributed in this study. All participants were presented with the consent form before any data collection activities proceeded. The participant is set up with some detailed categories. For example, the lecturers are both junior and senior lecturers, civil servant or non-civil servant lecturers, gender composition, structural position, and lecturers who do teach English skills or linguistics.

While the students were purposely selected through the same batch to ensure that they are already experienced with digital learning, the uniting system as they can representatively demonstrate the unit that exists, then the course that had been taking named CALL (Computer Assisted Language Learning) and lastly their stand for both genders to give an equal chance both for men and women.

C. Research Context

The outbreak of the pandemic in December 2019, has wreaked havoc across the nations, including Aceh and critical sectors, including education, have been hit massively. Students, schools, colleges, and universities are all impacted.

The Islamic higher education institution where this present study takes place was also forced to conduct the digital classroom via Google Classroom or other learning management systems.

One of the public Islamic universities in Aceh has conducted online learning since 2020. The online learning activities mostly have used synchronous learning via virtual platforms such as Zoom Meeting and Google Meet. Meanwhile, asynchronous learning have used to provide and to distribute course materials through Google Classroom, WhatsApp group, Telegram, and even Google Drive or Google Docs.

D. Data Collection

The data was primarily collected through semi-structured interviews, with the research participant selected through a purposive sampling technique. The interviewees were chosen from some categories deliberately because they experienced virtual learning during the pandemic a few semesters ago, the student has taken CALL (computer-assisted language learning) as one of the required credit courses, and representative participants of the unit to cover all courses the batch 2018, and participant collected partially males and the rest are females.

The data was collected about their perceptions and experiences toward online learning systems. Although the online learning systems divide as synchronous and asynchronous. Synchronous learning, is the type of learning that teachers and students do live session (in real-time) through the internet network of teacher-friendly people (Ahmed & Opoku, 2021). in contrast to synchronous learning, asynchronous learning carry on a real-time communication (Lim, 2017), on a variety of different platforms .that mean it does not allow any kind of interactions that the student possibly receive directly from their teacher. To analyze the data base on the research situation, asynchronous learning system is excluded, as one of the consideration, to keep the research contextual. Being able to concentrate to the actual situation and what is exist in the field condition.

The reason is The roots of synchronous e-learning (learning by electronic means) come from three main influences, such as classrooms, the media, and conferences. This type is live and real-time. Asynchronous e-learning, on the other hand, introduces it as an interactive learning community that is not constrained by time, place, or classroom boundaries (Shahabadi & Uplane, 2015). Asynchronous learning means the learning activity isn't done directly between teachers and learners but it is done with the LMS (learning management system), where the materials have been prepared by the teachers to be accessible to the students (Ko & Rossen, 2017).

Furthermore, the participants were interviewed individually while maintaining the confidentiality of their identities. The interview takes 30-35 minutes per participant, and it takes more than a few months for me to reach out to the participants who live in different locations. With the accumulation of all interviewees, five lecturers, and eight students. The purposive technique is believed to be able to find suitable participants for the research.

The research interview aims to figure out the participants' perceptions and thoughts toward the issues and how digital literacy affects student engagement in the virtual classroom during the COVID-19 pandemic.

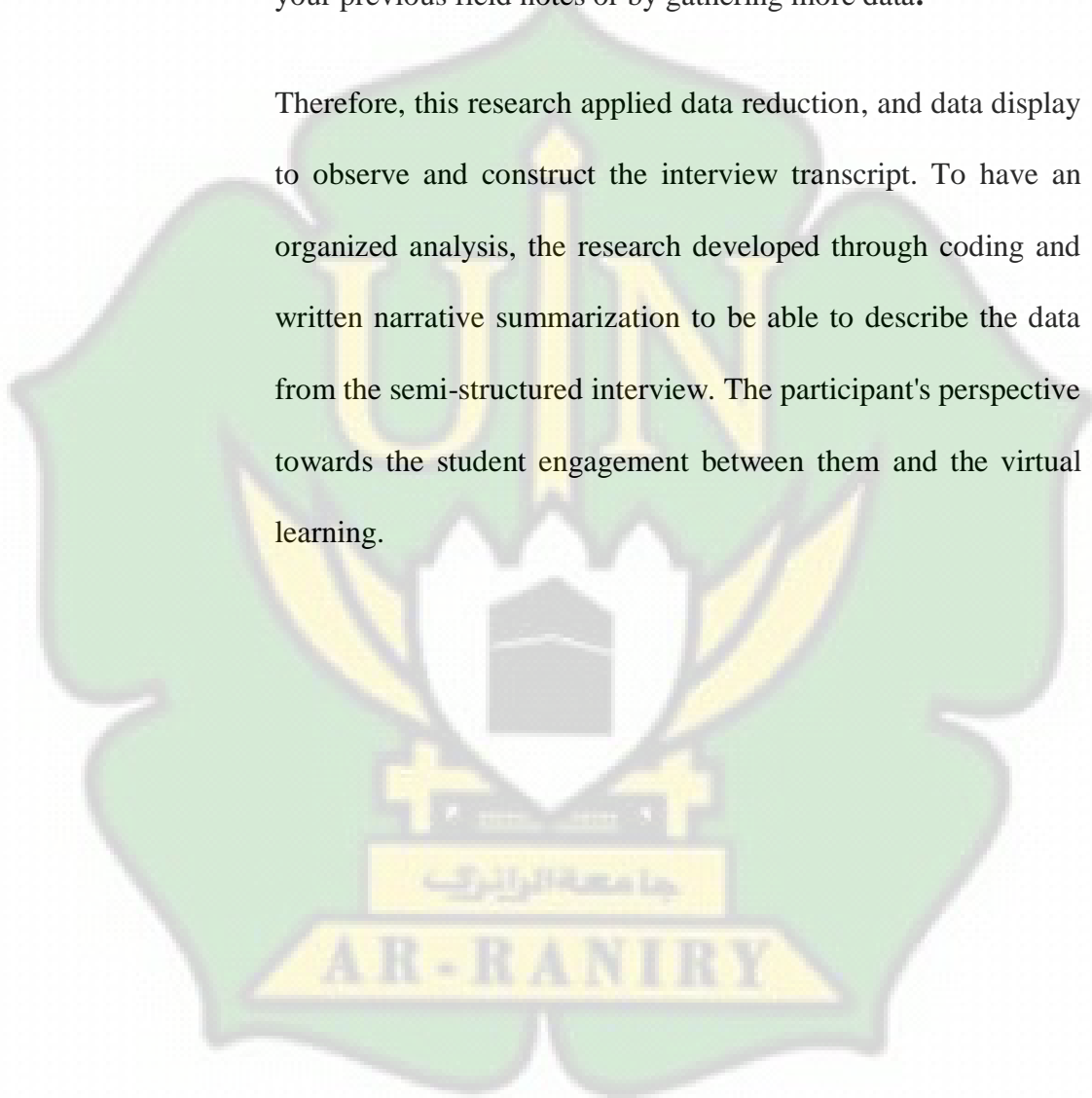
E. Data Analysis

To sort and group the data analysis to formulate the research questions resulted in the final theory or conclusion. The analyzing process of the research, within data reduction and interpretation, reduces the large quantities to simplify. This research adopted Miles and Huberman's (1994, p.156) theory of qualitative analysis, within the concept consists of three procedures:

- 1) **Data reduction.** This is the method of organizing and condensing a large amount of qualitative data, such as interview transcripts, field notes, observations, etc., by coding, creating summaries, and deleting extraneous information. so forth. The researcher discards all irrelevant data at this point, but retains access to it in case it becomes useful later on because unexpected data or unexpected conclusions may demand a reexamination of some data that was previously thought to be unneeded.
- 2) **Data display.** According to Miles and Huberman (1994), a clear presentation of the data in the form of tables, charts, networks, and other graphical formats is crucial for drawing conclusions from the volume of data. Rather than being a single step to be completed at the conclusion of data collecting, this process is ongoing.

3) Conclusion drawing/verification. The analysis starts by drawing conclusions about the study. The veracity of these initial conclusions can then be checked by comparing them to your previous field notes or by gathering more data.

Therefore, this research applied data reduction, and data display to observe and construct the interview transcript. To have an organized analysis, the research developed through coding and written narrative summarization to be able to describe the data from the semi-structured interview. The participant's perspective towards the student engagement between them and the virtual learning.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the research findings and discussion. The information was obtained from the field utilizing a depth interview approach and observation. The results of this research developed throughout the discussion and data analyzing. The explanation is presented as follows.

A. Research Findings

In this research, there were 13 participants from a State Islamic University in Banda Aceh, eight students and five lecturers, that had been interviewed deeply about their perspectives on experiencing digital literacy and education inequality. The student participants were randomly selected from the batch 2018. All of the participants were interviewed privately. Furthermore, before the research proceeded, the participants were asked for their agreement through a consent letter which allowed the researcher to continue collecting the data. The participants' names are mentioned below.

Table 4.1 Table of Participant gender

Initial	Gender
<i>Students</i>	
SH	<i>Female</i>
MSS	<i>Male</i>
ZHS	<i>Male</i>
PZ	<i>Female</i>

AR	<i>Male</i>
SYH	<i>Male</i>
RAZ	<i>Female</i>
M	<i>Female</i>

Lecturer

FBZ	<i>Female</i>
TZ	<i>Male</i>
SK	<i>Female</i>
MAR	<i>Male</i>
LA	<i>Male</i>

This study applied a semi-structured interview for the data collection. Therefore, interviewees' points of view, opinions, and critics were purposively used to collect the research data. Hence, the follow-up interview questions had given according to their experiences. The interview time was around 20-30 minutes per participant. Some significant quotation from the interviewees is displayed to show a relevant result of the research. The perceptions of the participants toward the research questions are described below.

Research Question 1: In what ways does digital illiteracy affect students' online learning engagement during the COVID-19 pandemic?

1) Inability to follow learning instructions and understand the course

The data analysis suggests several findings about how digital illiteracy influences students' online learning engagement. The first research

question provided data from the students' experiences and perspectives using online learning during the COVID-19 pandemic. These findings are as follows.

According to the participants' experiences, many changes happened in the transition from face-to-face to online learning. Some participants felt the benefits and convenience of virtual learning, such as flexibility and abundant sources of knowledge through the internet.

However, most students found that it was hard to follow the learning instructions. Due to limited interaction and virtual distractions that cause attention deficit from lecturers to students during online learning, it was difficult for them to understand the context of the lecturer's course. These limitations led to learning difficulties for students in the digital learning process.

MSS mentioned his learning experience below. MSS stated that the lecturers used various learning methods during studying at the educational department. One of them was online learning. He agreed that the lack of preparation from the student or lecturer during online learning could bring a problem in understanding the course. MSS stated, "I think unprepared students and lecturers would cause the major issue of inability to follow digital learning process" (July 16th, 2022).

In line with the previous statement, PZ considered the ability to take online learning to be very dependent on the readiness of the students themselves. PZ said, "It depends on the students themselves. Every student is

different. Some students faced a harder time to suit the digital dynamic” (July 16th, 2022). He explained that the lecturer's professionalism in running an online classroom and its curriculum would affect the student's competencies to understand the course.

Despite many chaoses that occurred in online learning during the COVID-19 pandemic, some research participants believed that students still had to be able to manage themselves. Hence, virtual learning does not cause a decline in students' ability to understand lectures well. It is described in the following statements.

“I think the student’s illiterate is caused by the lack of learning and trying to figure out,” told RAZ (July 18th, 2022). The statement shows that being self-taught can solve the problem of the lack of digital literacy issues during online learning.

A similar viewpoint also came from SH. “I think it came from the person who cannot organize himself. We cannot blame the lecturer,” said SH (July 16th, 2022). According to SH, it depends on the student’s willingness to improve his curiosity and capacity to adopt virtual learning studies due to the current technology.

However, the inability to follow the course during online classroom due to unclear instructions also happened. These obstacles arise because the students and lecturers have faced difficulties during the online teaching-learning class. The problems that appear can be personal, such as their

low digital literacy skills, or technical, such as difficulty accessing the internet during the virtual classroom. The experience of not being able to follow virtual learning well is described by M as follows.

M stated, “The unclear learning explanation made me frustrated and want to take off all the digital learning system” (July 18th, 2022). He explained that online learning decreased the students' critical thinking skills during the study and the learning interaction dropped.

Even though there was a lot of chaos that occurred in online learning during the COVID-19 pandemic, some research participants believed that students still had to be able to manage themselves. Hence, virtual learning does not cause a decline in students' ability to understand lectures well. This is demonstrated in the following two statements.

Those statements show that the student's inability to follow virtual learning was related to their lack of digital competency and the lecture situational. Online learning difficulties are present due to the inability to self-regulate and the absence of curiosity to explore learning independently. These various experiences and perspectives from the participants illustrate many factors that caused difficulties in following online learning instructions during COVID-19.

2) Difficulty in operating digital tools to do virtual assignments

The use of online learning during the pandemic has changed the form of assignments in lectures. Therefore, the students need to relearn how to use many new applications to complete assignments from lecturers. Even though it seems innovative, digital assignment also presents difficulties for the students.

"Everyone was not in the same locations. Some of my friends lived in Banda Aceh, whereas others lived in *Simeulue*. The internet connections among those places were not the same", uttered MSS (July 16th, 2022). According to MSS's statement, it is shown that the students in *Simeulue* had to face difficulty in doing virtual assignments due to a slower internet connection.

In line with the previous statement, PZ said, "They are varieties challenges faced by the students, didn't have any data package for example. The students were hardly catch up the point that the lecturer spoke to due to the freezing screen" (July 16th, 2022). Hence, according to PZ's experience as a student during Covid-19, online learning provided barriers for the students in the learning process and doing the virtual assignments.

M added, "The media used to drain up the data. It is very challenging for the student who came from low economic background" (July 18th, 2022). Therefore, M said it is essential to have a support system such as a circle of supportive friends when giving an online assignment or adapting to digital learning.

In addition to the previous difficulty, the capacity of students to use digital devices also affects the rhythm of task accomplishment. RAZ mentioned that the student needs to know how to utilize the search engine, such as collecting information from relevant keywords when operating digital skills. RAZ vocalized, “The student essentially needed to analyze the keyword to get what they want when browsing the materials online” (July 18th, 2022).

Furthermore, SYH described, “In the future, when the digital devices are used highly, it will be hard for students to be digitally illiterate because who cannot get used to it will be left behind,” (July 16th, 2022). He believed that a proper device gave a better solution for processing the data assignment.

3) Inability to synergize with the lecturer and unfulfilled the learning needs

Even though online learning provides broader and more flexible learning opportunities, in its application, many students feel unequal education. Regarding unfair access to be directly connected and synergized with lecturers during online lectures. The following is what the students said about their experience during online learning.

“The studying style for every student is different; audibly, visually, or physically. They did not get what they need,” said PZ (July 16th, 2022). According to PZ, the students hardly catch up with the point that the lecturer spoke about due to the freezing screen. Hence, according to PZ's

experience as a student during Covid-19, online learning such as zoom meetings, provided barriers for the students in the learning process.

MSS also agreed that the student-lecturer readiness in preparing the virtual classroom leads to a vulnerable literacy digitally. He said, “I think not all lecturers can collaborate with the students and use the media for digital learning or instruction effectively” (July 16th, 2022). He said that limited knowledge of virtual activities would result in a misunderstanding between the students and lecturers.

However, there is the participant who sees that the online learning method is not a problem in learning interactions with the condition that both parties, the lecturer and students, are equally responsible for maximizing the learning process. RAZ explained, “The lecturers have their responsibility to teach, and the students have their responsibility to learn. It is a simple way to experience a beneficial classroom without blaming any digital issues” (July 18th, 2022). She believed the sense of belonging between the student and teacher would enhance their awareness during the online teaching-learning process.

4) Unable to maintain mental well-being

The ability or inability of digital literacy is often juxtaposed with two opposite words, such as progress-lagging, modern-retro, and successes-failures. Unfortunately, this theme is rarely associated with the word stagnation; a

decline in mental health caused by stress during online learning. The following are some of the responses given by research participants regarding the link between online learning and their mental health during the COVID-19 pandemic. “I personally got a trust issue from my parents who saw me playing the gadget all the time. I was judged for doing useless things, whereas I had a lecture at that time. It was freaking me out,” explained PZ (July 16th, 2022). According to her experience, online learning affects students’ well-being in a bad way. She described that virtual learning forces the student to be ready in any condition and at any time. They had to keep learning while dealing with huge anxiety. She chose an 8 on a scale of 10 for online learning as the worst learning experience during the COVID-19 pandemic.

Moreover, M described, “I tend to learn offline. I found myself more motivated. While online learning made me less disciplined. Studying from home has a lot of distraction (July 18th, 2022)”. Even though the participant observed that online learning would affect differently from one another student, she agreed that virtual learning during the pandemic distracts her learning focus and decrease her well-being.

Any distraction that happened in the middle of work decreased student focus, SYH claimed. He emphasized, “I personally have no issues with the internet connection and even the devices, but what makes me loose is the distraction. I think the notification is one of the most that make the student screwed up” (July 16th, 2022).

In line with the previous statement, AR evaluated that having problems during online courses could diminish student willingness to learn virtually. He stated, “I found out that they are not only having a problem with the courses but also screwed up by the digital devices such a new software. Two problems are collaborating and become a big issue then” (July 16th, 2022).

Even though there were some unpleasant experiences related to mental health during online learning, several other participants precisely provided suggestions for virtual learning procedures while maintaining their well-being.

ZHS remarked, “Students can use the internet wisely, not being toxic in the learning media” (July 16th, 2022). He mentioned that the student has to have the ability to filter negative news, such as hoaxes, and encourage them to have a content production mindset rather than a consumer mindset.

Meanwhile, RAZ uttered that surfing online without any aim or direction doesn't help the student” (July 18th, 2022). RAZ convey that kind of actions—online gaming, social media pop-up, ads—will only destroy the focus. Hence, she suggested students not surf the internet wildly during the course.

Research Question 2: What can universities or institutions do to help students develop their digital competence?

To achieve students' ability to master digital literacy, support from the university is undoubtedly needed. The university can supposedly do various things to help students develop their digital competence. The reason for this further research is to find out what kind of support these students need. This second research question collected data from the lecturers' and students' experiences and perspectives using online learning during the COVID-19 pandemic. Here is the breakdown.

1) Maintaining and continuing an excellent online educational system

Digital technology in education is not merely about the device. Digital learning needs to include multidimensional concepts and strategies. Educational technology is about the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. Technology has to address education access, quality, and social justice problems.

As COVID-19 happened, it was widening inequality in access to the quality of education. Therefore, the university needs to narrow the gap of inequality in education. One of the ways is through the presence of a virtual learning process. The digital literacy on campus, which is considered excellent and worth maintaining, is reflected in the following statements.

FBZ described that most students fit in the digital situation. She saw that students are willing to learn the first thing that impacts their lack of digital literacy. As one of the educators at the English Department of the university where this research took place, FRZ has been encouraging the university to add more advanced courses to fit the student's need for digital competency nowadays.

FBZ stated, "I think our department is already doing great by proposing courses such as CALL (Computer Assisted Language Learning) and Instructional media are expected to upgrade the student level of using the media and produce work through it sophisticatedly" (July 19th, 2022).

MAR added, "I believe our students are quite mastering digital literacy skills. The problem is the low capacity in financial to purchase the internet packages to conduct the virtual lecture, for instance," (December 7th, 2022). He said that besides the financial issue, the rural area that cannot provide an internet connection is another problem the students face. However, according to his experience as a lecturer when teaching virtually during COVID-19, he found that the students used to be late joining the online class by up to 20 minutes. He saw the problem was more related to the lack of self-management and the inability to be disciplined rather than the digital competencies issue.

Furthermore, some research participants among students also gave positive responses regarding the university's readiness to implement digital

literacy. As RAZ believed, “As far as I am concerned, the university is quite well in providing the need for students’ daily education. For me, the student needs to fully adapt to the university's online teaching-learning process” (July 18th, 2022).

On the one hand, MSS explained, “I would probably say that most of the students in UINAR, especially the batch 2018 are native to technology learning. Online learning can be very efficient and effective if applied effectively,” (July 16th, 2022). However, he claimed that the senior lecturers faced a few difficulties because they were not mastering digital literacy.

Moreover, SH agreed and added, “I find as a student, we didn’t need to depend on the lecturer as the core of the course. Instead, we have tons of other resources to learn from the internet” (July 16th, 2022). He described that online learning could guide students to become independent learners. SH believed that he catch-up more positive things in online learning rather than conventional learning.

2) Repairing and improving a poor digital literacy and virtual learning system

To initiate a supportive environment for the student to deal with digital deficiency, the university should exist and give the solution to the problem that the student experience. For instance, the official university website is often reported to malfunction. The website used to be down or under maintenance. Then, this study presents a collection of input from lecturers and

students regarding the technology-based learning support system that the university needs to improve.

SK said, “Using technology costs money. We know that not all students have laptops or even smartphones to support them in online learning” (December 16th, 2022). As an educator, she saw the inability to use digital platforms for learning in some students related to their family background, such as economic and social factors. Therefore, even after the pandemic, she suggested that the campus permit lecturers employ online or blended learning. Hence, the students remain exposed to and become familiar with technology-based learning.

In line with the previous statement, TZ explained, “The main thing that the university can do is to introduce technology for the student. So they are aware of what kind of technology to be used,” (July 19th, 2022). As a lecturer, he suggests university provide some friendly instruction that can be published in the student's private portal or the university website. Moreover, he explained some training for students about digital could also be helpful.

As for the student perspective, AR says, “The main thing that the university must do is to fix the university official website, such as SIAKAD.UINAR. So, it can run properly” (July 16th, 2022). Through AR’s experience, he found many users had terrible experiences with it. Therefore, he claimed online learning would be accommodated appropriately if only the website is revised. Along with the above statement, ZHS states that the campus

should fix the online facility first before demanding the student be digitally literate.

SYH added, “One of the main reasons why the students are not digitally literate is because they can’t afford an adequate learning management system (LMS)” (July 16th, 2022). He believed that the university curriculum doesn’t fit the demand of online learning experience nowadays. Therefore, M suggested, “I think the basic digital course should be integrated into the university curriculum. The instructor should be given more attention to empowering them to be able to teach creatively and innovatively” (July 18th, 2022). Referring to M, that idea can provide more interactive online lessons. So the student can learn effectively.

Furthermore, SYH also agreed that it is essential to understand how to access the application of online learning in a detail way, step by step, not only through a single interface orientation. He stated, “The thing is not only for the students but also the lecturer in rolling the classroom” (July 16th, 2022). Meanwhile, PZ mentioned that it is important to expand the digital capacity of the students to some skill that more sophisticated, such as digital design and content creation. She said, “The university should hold more training, especially in digital literacy or utilizing the software. Investing in the seminar that can build the student's capacity to be more advanced” (July 16th, 2022). Then, SYH also agreed that it is essential to understand how to access the application of online learning step by step, not only through a single interface

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Along with the previous idea, as the lecturer, MAR suggests that each university faculty should have a computer laboratory used by the student for free and facilitate the lab assistance to help the student. "Grown-up people tend to be shy to ask for a hand. So, this kind of facility, I believe, can reduce the tension of student anxiety towards digital literacy deficiencies," he stated (December 7th, 2022).

Then LA, the other lecturer, remarked, "It's not only about studying online but understanding the student issues to analyze the problem-solving method. University must design training for lecturers and supporting staff at every faculty to meet teaching and learning needs" (December 8th, 2022). The closing remark comes from MSS, the university student who suggests campus to provide a test for digital literacy competency standards. Hence, the training and socialization for literacy problems can be given more to those who need these skills and information.

B. Discussions

Following the deadly COVID-19 outbreak, online learning has become an urgent matter. Following the enormous linking of COVID-19 spreads in Aceh, Indonesia, and worldwide. Courses activities endured by the system change. President Joko Widodo emphasized the urgency of organizing, studying, and any administrative things remotely from home. It aimed to reduce the spread of COVID-19 in Indonesia (Arifa, 2020).

Face-to-face learning held in physical or direct activities in the classroom has been replaced temporarily with online lectures that rely on the networking system for the course to run effectively. McLuhan (Kuskis, 2012) explains that learning is a medium for communication. Then, online learning becomes the massive media underpinning that overshadows other media in online courses. Suddenly, online learning participants had forced to accept a decline in the quality of teaching and learning, particularly during the COVID-19 pandemic (Hussein et al., 2020). In this regard, online course participants may encounter barriers in carrying out teaching and learning activities in their meetings which may reduce the quality of teaching and learning meetings.

However, how digital literacy affects the students' online learning engagement during the COVID-19 pandemic, the students believe they were unable to follow the course instruction for their learning understanding. According to the participants' perspectives, many changes were perceived when moving from in-person to online learning. Some participants recognized

the advantages and practicality of online learning, including its adaptability and wealth of knowledge sources.

The study results showed a correlation between students' incapacity to follow virtual learning with the lack of student digital competency. Besides, the inability to self-regulate and low enthusiasm to experiment with independent learning also contributed to the challenges in the online learning method. These varied experiences and viewpoints from the participants show how, during the COVID-19 era, it was challenging to follow directions when learning online.

Students' experiences lack of understanding and challenges that they encountered during offline and online learning activities. This has to do with how the pupils pick up information, participate in class activities, and communicate with the professors. The participants shared their struggles as well as their concerns and suggestions for what was missing from their educational experience (Yusny, R., et al. 2021).

Along with the inability to follow the course instruction, the student felt it was hard to accomplish the virtual assignment. In addition to the availability of online education throughout the epidemic, lecture assignments have evolved to become more diverse. Many latest applications must be learned and applied to finish homework from lecturers. Even though it appears to be cutting-edge, students still face challenges when completing digital projects.

“It depends on the students themselves. Every student is different. Some students had faced a harder time to suit the digital dynamic,” stated PZ (July 16th, 2022). PZ’s statement as a participant in this research correlates with the previous theory that indicates a decline in the quality of studying caused by barriers to the learning process faced by the students.

As previous study shows, “Students may construct their ‘more knowing’ identity if they believe that they can get more or updated information from online resources than their teachers and peers do”. However, this study describe vice versa effect where the students prevent to participate when the teacher learning activity threaten their identities (Zakaria, F., 2014).

Besides the learning barriers, the students felt unable to synergize with the lecturer and fulfill their learning needs due to unfair access to immediately communicate and collaborate with the lecturer during the online course. Despite online learning offering more flexible learning opportunities, many students feel unequally educated about its implementation. As stated by one of the participants, M, “The unclear learning explanation made me frustrated and want to take off all the digital learning system” (July 18th, 2022).

However, as the previous theory stated by McLuhan about learning as a medium for communication, some participants believe that using an online learning environment is not problematic as long as the lecturer and the students share equal responsibility for maximizing the learning process. RAZ explained,

“The lecturers have their responsibility to teach, and the students have their responsibility to learn. It is a simple way to experience a beneficial classroom without blaming any digital issues” (July 18th, 2022). She believed good communication comes from awareness through the sense of belonging between the student and lecturer during the online teaching-learning process.

Furthermore, awareness will result in conscious learning. It not only supports good communication but also helps to maintain students’ mental well-being during virtual learning. One of the digital literacy pillars is the ability to share and communicate effectively, social-emotional (Dow, 2008). In line with the previous statement, Gilster (1997) describes that digital literacy is not only about knowing the use of technology but also understanding the idea. To understand the course, students have to have support to manage their wellness. The following are some of the proofs of the correlation between online learning and students’ well-being.

“I got a trust issue from my parents who saw me playing the gadget all the time. I was judged for doing useless things, whereas I had a lecture at that time. It was freaking me out,” explained PZ (July 16th, 2022). According to her experience, online learning affects students’ well-being. She had to keep learning while dealing with anxiety.

Moreover, M described, “I tend to learn offline. I found myself more motivated. While online learning made me less disciplined. Studying from home has a lot of distractions,” (July 18th, 2022). Even though the participants

observed that online learning would affect differently for each student. Some students agreed that online learning during the pandemic brought a lot of learning pressure. Hence, inevitably, these conditions have an impact on their mental health. Adedoyin and Soykan (2020) stated that the drawbacks of emergency remote teaching activities are related to anxiety, socioeconomic, and unreadiness.

As digital illiteracy can affect the students' engagement in online learning during the pandemic, it was essential to see what can be provided by the university to help the students to develop their digital competence. The institution must undoubtedly support students to learn digital literacy in various ways. This investigation determines to look for support to increase student understanding and ability in digital literacy. During the COVID-19 epidemic, this second research question gathered information about the experiences and viewpoints of lecturers and students using online learning. As suggested by Jonas-Dwyer and Pospisil (2020) the technological revolution needs to be adopted by the university.

The university needs to improve its digital literacy capacity as parts of the participants agreed to use online learning for further study. SH explained, "I find that as students, we didn't need to rely on the lecturer as the heart of the course. We have loads of other resources to study via the internet," (July 16th, 2022). He described how online education might help pupils become autonomous learners. SH suggests that the university offer a session on digital literacy to enhance students' proficiency with online learning. The results of

this study were similar to previous research which stated that learners face difficulties during technology-mediated task-based language teaching (TBLT). Some of the factors cause by unsupportive learning facilities and the weakness of the regulation system, such as policymakers or curriculum designers (Butarbutar, R., 2021).

The mechanism can begin with maintaining and continuing a good online educational system. Digital technology in teaching goes beyond the actual hardware. Multidimensional ideas and methods must be used in digital learning. The study and ethical use of employing the right technological tools and processes to promote learning and enhance performance are known as educational technology. Access, quality, and social justice issues in education are supposed to be solved through technology. Widening access and educational quality disparities are two outcomes of COVID-19. As a result, the institution must try its utmost to close the gap in educational inequality by offering a virtual learning environment.

In addition to maintaining a good online education system, the university also needs to repair and improve the poor digital literacy and virtual learning system. The university must establish a supportive atmosphere for the student to deal with the digital deficit. For instance, it is frequently claimed that the university's official website has been broken. It used to be unavailable or undergoing maintenance. The study then compiles feedback from the lecturers and students on the technology-based learning support system that needs to be improved at the university.

As for the student perspective, AR tell, “The main thing that the university must do is to fix the university's official website, such as SIAKAD.UINAR. So, it can run properly.” SYH added, “One of the main reasons why the students are not digitally literate is because they can’t afford an adequate learning management system (LMS)”.

Meanwhile, as the lecturer, MAR suggests that each university faculty should have a computer laboratory used by the student for free and facilitate the lab assistance to help the student. “Grown-up people tend to be shy to ask for a hand. So, this kind of facilities, I believe, can reduce the tension of student anxiety towards digital literacy deficiencies,” he stated. The last suggestion fits in perfectly with recent research from Akmal, S., et al. (2022) which stated, “Teachers as well as lecturers should be prepared to adapt their lesson plans to online learning,” which the study claimed will be preferable method of guidance during the COVID-19 pandemic. On the other hand, the other study from Tejedor, et al. (2020) also proved that familiarizing the technological education has not improved teaching and learning outcomes unless it is proficient with specific training. As a study which was conduct in Aceh shows that there were significant changes in perception of the students toward online learning after training session. Hence, using online learning as enhancement course for learning English receive a positive perception from the students ('Ulya, 2012).

CHAPTER V

IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

A. Implications

In this research chapter, we already figure out that digital understanding is necessary for assisting students academically. The digital literacy is necessary because it is empower the students to generate an effective output for the course session through better engagement during the virtual classroom. It helps them carry out their academic path with ease. All that experienced by the first generation in the pandemic is the beginning of the collapse in education history, but it is cannot be continued with the same education deficiency in forthcoming college year. It is just the digital literacy and facility that need to be fixed up; more than that we do believe the generation nowadays are familiar with the technology; they do grew-up in the era of virtual classroom and learning activity generate in online.

As a good institution, the university should always give a significant contribution to the humanity and nationality based on the three pillars of higher education (*Tri Dharma Perguruan Tinggi*), that as always serve the country with the research and development towards the digital issues that have been faced more than two years in the pandemic. When COVID-19 at the verdict subsided, it did not mean that this is the end of digital utilization. but it is the beginning for all the students to faced the reality to be aware of digital literacy for every one of them.

And when students are literate with technology, they will contribute in serving the community by developing the conventional system that has lot of inefficiencies, and to conclude the result of digital education will generate a better institution along the automation in every system, reducing the budget cost. it will be possible to receive education services that are straightforward, quick, and affordable soon in the future.

Therefore, the main reason for this study is to determine to what extent the lack of digital competency affects students' online learning engagement during COVID-19. The participants in this study consist of eight students and five lecturers as the correspondent based on several criteria, mainly the participant in online teaching-learning method during the pandemic and having experience with the virtual classroom.

B. Conclusions

This research discusses the issues faced by English Language Education Department students and lecturers in experiencing the virtual classroom. Some research findings can be concluded as follows.

Firstly, some students and lecturers in this study faced difficulty using online teaching-learning media. It is due to their digital illiterate. They only have limited knowledge of technology, making it difficult for them to operate online learning tools. So, there were obstacles for lecturers in providing learning needs. The students also faced difficulty in understanding the course

as well as in working on virtual assignments. Therefore, its condition harmed the well-being of the students.

Secondly, their low motivation to learn the technology and lack of desire to learn independently also cause additional obstacles. It is considering the students and the lecturers had never trained for online learning. While previously, they were only using face-to-face learning and teaching method.

Lastly, the university conditions did not provide sufficient support for online learning resulting in an inefficient teaching-learning process. Without proper online teaching-learning support and preparation, it takes much time for them to adapt to the new learning condition. Some lecturers find it difficult to interact and achieve the target of providing adequate understanding to students. Meanwhile, some students have difficulty following lessons, stagnate in doing virtual assignments, and have no desire to learn independently.

From the participants' experiences and points of view, it can be summarized that the digital illiterate was negatively affecting the students' and the lecturers' engagement and their mental health, as well as declining learning effectiveness during the online learning process.

C. Recommendations

The study and research on digital illiteracy do expend and getting increased by the day. But spesifically the research that conduct in Indonesia, especially Aceh is not that much. Especially that concern in the virtual classroom, that happened towards the student and the lecturer. Even, in

general, commonly people do believed that everything that engage with digitalization will end up with progressively getting better, but it do not happened to every single thing, this study show that this statement is not always necessarily true, from the interview some of the participants state that it cannot be that easy to conduct a meaning course with a virtual learning mechanism as long as there is no support for the user to utilizes the digital tools as comfort as possible. Furthermore, the user is also demanded to use the internet and the digital things wisely, with ethic and manner.

Researcher has suggestions and input for parties related to this research as follows.

1. It is hoped that more parties will carry out research and discussion on digital literacy. Not only digital literacy competencies but also other aspects that support digital literacy for students. This is important because digital literacy competencies help students to be selective in choosing information to disseminate and gain new knowledge related to that information. Hence, it is expected that this study could be reference for the next researchers.
2. The students and lecturers can explore their knowledge and ability toward understanding and applying digital literacy in online learning. So that, it is easier for them to get relevant information according to their academic needs.
3. The university management is advised to prioritize the existence of a support laboratory for online classroom training for academics. Therefore, procurement of goods and upgrade, such as university official website and the Information Technology laboratory, are essential.

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APPENDIX A



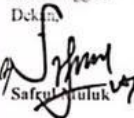
SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14350/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15353/Un.08/FTK/KP.07.6/10/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **09 Juni 2022**
- MEMUTUSKAN**
- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-15353/Un.08/FTK/KP.07.6/10/2021** tanggal **12 Oktober 2021**
- KEDUA** : Menunjuk Saudara:
1. Dr.Phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama
2. Faishal, S.Pd.I., MA., Ph.D. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Muhammad Arief Mubarak**
- NIM : **180203089**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Students' Experience with Digital Literacy and Education Inequality During Covid-19 (A Case Study at a Public Islamic University in Aceh)**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 November 2022

Dek. :

Saiful Akmal

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

APPENDIX B

7/8/22, 10:50 AM

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7329/Un.08/FTK.1/TL.00/07/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Prodi Pendidikan Bahasa Inggris
2. Sekretaris Prodi
3. Dosen Prodi Pendidikan Bahasa Inggris
4. Mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD ARIEF MUBARAK / 180203089**
Semester/Jurusan : **VIII / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. Lingkar Kampus, Lr. Seroja, Desa Rukoh, Kecamatan Syiah Kuala, Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students' Experience with Digital Literacy and Education Inequality During COVID-19 (A Case Study at a Public Islamic University in Aceh)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Berlaku sampai : *01 Agustus 2022*

Banda Aceh, 01 Juli 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

<https://siakad.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/cetak>

1/2

7/8/22, 10:50 AM

Document



Dr. M. Chalis, M.Ag.

APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-23/Un.08/PBI/TL.00/07/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7329/Un.08/FTK.1/TL.00/07/2022 tanggal 01 Juli 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : MUHAMMAD ARIEF MUBARAK
NIM : 180203089
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

“Students’ Experience with Digital Literacy and Education Inequality During COVID-19 (A Case Study at a Public Islamic University in Aceh) ”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 25 Juli 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana

APPENDIX D

INTERVIEW PROTOCOL

Project : **Students' experience with digital literacy and education inequality during COVID-19 (A case study at a public Islamic university in Aceh)**

Place : A state-run Islamic university located in a major city in Aceh

Interviewer : Muhammad Arief Mubarak

Interviewee : SH, MSS, ZHS, PZ, AR, SH, RAZ, M, etc

This study aims to collect any data from the students regarding their experiences with virtual learning during the COVID-19 Pandemic, their obstacles to learning in virtual classrooms with various internet platforms, and what universities can do to solve such obstacles.

The data collection will be conducted via interviews, Each interview will take approximately 30-40 minutes.

INTERVIEW QUESTION LIST

The interview will be referring to the questionnaire, which consists of 10 questions that discuss the students' experiences in learning during the COVID-19 pandemic. Each participant will be interviewed within 30-40 minutes through a face-to-face/ direct interview. But if it is not possible to do in-person interviews, I will interview the interviewee via WhatsApp or mobile phone calls.

At all, the interviews will form an instrumental case study, in addition, relevant documents could provide additional insights into challenges and learning strategies employed during virtual learning. The participant in this interview will consist of elements, the student and lecturer/ university administrators.

This proposed study seeks to answer the following questions:

1. In what ways digital illiteracy affects students' online learning engagement during COVID-19 pandemic?
2. What can universities or institutions do to help students develop their digital competence?

The questions are as follows:

1. In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)
2. What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)
3. Based on your experience, what are the issues with digital learning during the teaching learning process? (for research question no. 1)
4. In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)
5. How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2) **only for University Administrators and Lecturer**
6. What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

APPENDIX D

INTERVIEW PROTOCOL

Project : **Students' experience with digital literacy and education inequality during COVID-19 (A case study at a public Islamic university in Aceh)**

Place : A state-run Islamic university located in a major city in Aceh

Interviewer : Muhammad Arief Mubarak

Interviewee : SH, MSS, ZHS, PZ, AR, SH, RAZ, M, etc

This study aims to collect any data from the students regarding their experiences with virtual learning during the COVID-19 Pandemic, their obstacles to learning in virtual classrooms with various internet platforms, and what universities can do to solve such obstacles.

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At all, the interviews will form an instrumental case study, in addition, relevant documents could provide additional insights into challenges and learning strategies employed during virtual learning. The participant in this interview will consist of elements, the student and lecturer/ university administrators.

This proposed study seeks to answer the following questions:

1. In what ways digital illiteracy affects students' online learning engagement during COVID-19 pandemic?
2. What can universities or institutions do to help students develop their digital competence?

The questions are as follows:

7. In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)
8. What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)
9. Based on your experience, what are the issues with digital learning during the teaching learning process? (for research question no. 1)
10. In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)
- 11.** How do you determine standards of competencies for the students in

coping with the digital competencies? (for research question no. 2) *only for University Administrators and Lecturer*

12. What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

APPENDIX E

INTERVIEW TRANSCRIPT

A. PARTICIPANT (STUDENT)

PARTICIPANT S01

Correspondent : SH (180203040)
 Date of interview : July 16th, 2022
 Time of interview : 11:05AM
 Place : Personal House

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : I personally felt that the most affecting aspect in learning online in this pandemic, first is curiosity and the second is motivation, the way we survive with the dynamics of learning, then we can adapt to it, and what make the student is fail on the online learning is their willingness, where they want to balance their capacity with the era or not.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Before covid-19, I never used this synchronous virtual Classroom method.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : As I know, in online I do catch up more positive thing than the conventional learning, of course it depends on the personality, but if we want to find out the advantages of it. We will see something great. In the first time when I use online tools to study, I find as student, we didn't need to depend on the lecturer as the core of the course, instead we have tons of other resources to learn from the internet whenever we want additional information or not, and that way I feel that the student are more active for giving the contribution as feedback as so on in the classroom activities.

And the last is online learning is giving us as the student how to be an independent learner, the way of procedure self regulated built an autonomous learning way better.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : Probably one of the factors that determine the student lack of digital literacy is from their social status/ financial ability, in way to adapt with the online of course we should have the instrument support of the learning style, such as multimedia devices and networking system which is not free for sure. What they need to spend in the first time, or we call it investment is hardly to be realized then how can they adapt with the system, that hardly to be reached. It is quite different with the people that have enough financial, where they can easily afford anything in the first time such as the devices and so on. The environment made the student with low economic status highly left behind from their peers who have the opposite condition which are rapidly increasing forward. Somehow it felt like make the student one to another felt inferior. And I personally felt this kind

of status made up as the reason for the student to be lazier and defend their self by word 'left behind' and it is easily state because there was no lecturer that supervised them directly and they can be more comfort behind the shadow of excuse.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)
only for University Administrators and Lecturer

Correspondent : I think is the standard of the student, is they need to be a student that fast and responsive, become a learner with a high work ethic, to find out more, which in previous we never faced any system like this. Then we can be wise towards the issues

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : They need to hold something like workshop and giving orientation towards the student for the application that is mainstream used in the university or classroom.

It can be two ways learning or something that is form as mutual learning, towards the students, lecturer, and even the administration of university itself.

PARTICIPANT S02

Correspondent : MSS (180203103)

Date of interview : July 16th, 2022

Time of interview : 13:57 PM

Place : BTS Coffee

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for

research question no. 1)

Correspondent : Of course, the maintain that we can agree on it, is the internet connection and the preparation of student and lecturer on the online learning process, because as we know that everyone was not in the same locations. Some of my friends lived in Banda Aceh, whereas others lived in Simeulue. The internet connections among those places were not the same, where in Banda Aceh mostly on city or advance city have a stronger internet connection, than compared to Simeulue isn't the same. So, there are two things, the internet connection and the preparation of the student or the lecturer itself is one of the most challenges things that can occur.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : It can be very efficient and effective if it applied and done in a correct manner or appropriate, cause as we can see, I would probably say that most of the students in UINAR, especially the batch 2018 are native in technology learning. It means that they are brought up in the environment where internet and technology are surrounding them. I see online learning can be very efficient and effective if it applied correctly or appropriately. For example, the lecturer some of them were expose to the internet and technology in the era but they need to adapt and adopt the message and the approach. So, I think that not all lecturers are able to collaborate with the students and used the media for digital learning or instruction effectively. I'd think the use of application depends on the age group where the younger participant having more easier way on applying this method while the older lecturer has a few difficulties because they have a lack of understanding about the technological issues.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : I'd say that nothing is perfect or complete as a method, there are a different method in the educational department and I would say online learning is one of the methods, but there are so many issues that can be seem in the online method for instance like I mention before, the internet and

the technology problem. I think, unprepared students and lecturer would cause the major issue of inability to follow digital learning process. So, in my opinion the issues are probably more specific towards the unprepared people, in case of a thorough preparation.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : can be resulted from many different aspect, for example their financial situation that maybe became the major reason of why our college having student with lack of digital competence, then their background, their culture, their previous/ prior knowledge of technology where some people in Banda Aceh, many of the student with a stable economic resulted an experience with a very nice facility and pleasant education sense where they can utilize it efficiently during they study journey

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : I probably say the student with a standard of digital literacy where they can fit on in the task that work digitally then do they have any difficulties using their available facility, they survive with all of the issues, even though I personally cannot measure or claim any of standards for the digital competencies that student should have

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : I think the university or specifically faculty should measure a standard of competencies that later on all the student should have, then taking a pole where how many student understand in term of technological and internet

facility, which the prior task that university or faculty need to do to give a lecture or socialization and preparation towards the lecturer and student so they would not face the challenges who have been face by the student currently in the pandemic, but they can be educated by the implementation of online learning meaning that they already trained and equipped yet, so then hopefully in the future everything will be independently sophisticated and compete with a full of passionate

PARTICIPANT S03

Correspondent : ZHS (180203268)

Date of interview : July 16th, 2022

Time of interview : 14:22 AM

Place : BTS Coffee

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : The main thing that the university must do is to fix the university's official website, such as SIAKAD.UINAR, so it can run properly. The second is the way class elaborate and brought to the student as seamless as possible, such we learn directly in offline where the focus of student engage precisely to the instructor when learning in offline, and the rest is the willingness of the student to dealing with the issues that I already mention before.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : I think most of campus or educational department is not ready yet to learn through online system, it is not only in Aceh, that I think happening to most campus in Indonesia

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : The first is the sense of responsibility of the student to follow the learning comprehensively also the lecturer, the second is internet connection we know that Indonesia is one of the most countries with poor of internet networking system in South-East Asia.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : I think that not all lecturers are able to cooperatively collaborate with the students and used the media for learning/ instructional effectively. Of course, with various of reason for example the limited knowledge in communication drives the courses to be poor of information this is also becoming one of the reasons having no digital competencies (illiterate), that made the perception of student to direct learning is the best method in reason of it is still quite interactive compared to online learning

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : The standard the campus should made a data or requirement of skill/ability that the student must be able to handle and operating the software also computer basic use. Second, the student can communicate effectively in digital platform with the instructor, not only in real life but also digitally through the media that used by campus. And the last is that student can use the internet wisely which is not being toxic in the learning media. For instance, they who cannot filter the negative news such as hoax and so on, and not also being the consumers but also the creators.

Interviewer : What do you think your university can do to tackle

students' lack of digital competencies? (for research question no. 2)

Correspondent : The campus or faculty at first should develop a proper facility of digital access priorly, so before demanding the student or the lecturer to be good at digital or literate with digital competencies, the campus should maintain and fixed all the issues such as bug and do expend the capacity of the website and any digital assets to make a better user experience later on.

PARTICIPANT S04

Correspondent : PZ (180203037)

Date of interview : July 16th, 2022

Time of interview : 15:40 AM

Place : BTS Coffee

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : Actually, the access to the media, no matter what the situation and condition the classroom should run effectively so the student can reach out the materials in the course, and the second is motivation to learn. They are varieties challenges faced by the students, didn't have any data package for example. It makes a barrier for the students such as simply to join the zoom meeting, which also affect on the smooth of meeting. The students were hardly catch up the point that the lecturer spoke to due to the freezing screen. They tend to miss up which make them truly upset and demotivated to learn.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Honestly in pandemic there is nothing positive that made me up, since the pandemic we have lot of struggles, like in studying we should have lots of preparation, where in my case we should be ready in any condition where the lecturer

order us to join the zoom and give pretty limit time to solve the task, is very challenging, even in house. I personally got a trust issue from my parents who saw me playing the gadget all the time. I was judged for doing useless things, whereas I had a lecture at that time. It was freaking me out. So, I can say it is 8/10 worst which made me really into direct learning.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : It is the acknowledge of digital literacy, which that drives them to the low competencies and poorly left from the colony while studying online. It is not everyone in the classroom born with technology. The studying style for every student is different; audibly, visually, or physically. They didn't get what they need. The student that didn't get their needs while learning very compound them a lot.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : For sure, it is on the students itself, where every student is different, for example such as the student from Arabic language, where basically such as the language of instruction they have different alphabet which called hijaiyah letter. It depends on the students themselves. Every student is different. Some students faced harder time to suit the digital dynamic. Then the lecturer competencies in delivering the courses and learning materials. And the empathy of the lecturer is essentially needed by the student towards their problem, if it can be handled professionally it will become a trust issue from the students towards their lecturer. At the end curriculum also affects a lot of student workflow which somehow can stressed them a lot. Other thing the willingness of the student is also made the lack of digital competencies, also the economic status made them hardly to survive in the online learning. The networking system in geographical area also put a big problem towards the students that live in rural area.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : To deal with the digital competency as the standard the students should balance with the need/ requirement towards their task or academic duty. The student should be autonomously fit in the situation like they should be able to be self-taught so they cannot be left behind just because they are unable to catch up the courses.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : It seems that the university should hold more training, especially in digital literacy or utilizing the software. Investing in the seminar that can build the student's capacity to be more advanced. Moreover, beside the basic needs they can be taught something more sophisticated such as design, and content making to improve their skills in operating the gadget and software issues. even we cannot provide local instructor then universities should link the professional even it need to flight them across the island. After that the department should expend the place for apprenticeship in the place that they able to applicate or re-taught their knowledge to the place that needed, cause local people need to be oriented with new insight that they even never have before.

PARTICIPANT S05

Correspondent : AR (180203070)

Date of interview : July 16th, 2022

Time of interview : 16:17 AM

Place : BTS Coffee

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : the lecturer become the first person who are being the key role, within the media become the second crucial thing in this case, what and how the instructor is leading the class with any approach or method, in example the course creative teaching, but the lecturer is not, it then became an odd thing. Even it is a remote learning, the stakeholder should realize the aim of the study no matter what it cost. Whenever the campus wants the student to be creative and innovative but what they present is just the opposite, and other are a lot of issues either. The point is the lecturer and the instructional media, that effectively should be synergized to fulfil the needs of education.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : as I think, the apps is quite ok. But it is not enough for sure for example the google classroom that still lack in feature that cannot fulfil the needs of the student, that is why we student do need some additional apps to fill the hole in a certain apps, that's why we do struggling in through the problem that we've faced.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : I always think that the main problem of the online learning this day is the media, even the cause of issues is media the solution of it is also media, what I want to told here, is how to solve the problem with the problem, for instance, the media that adopt such as canvas instructor. It

is a lot of application that is quite graphical and able to boost the creativity of the student.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : For the lack of digital competency, I assume it coming from the motivation of the student, where I found out that they are not only having problem with the courses but also being screwed up by the digital devices such a new software. Two problems are collaborating and become a big issue then. Besides their problem in the digital issues the student to be statically to be a creative learner, when they should be exploring the feature, but they didn't. in internet student will not be limited towards the sources that are tons posted in virtual but themselves are not curious to find out what is interest to be known.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : Being a student that understand how technology is worked, we are not saying that to be literate with digital competence we should becoming like a hacker, is what is mainstream use and it is being a basic operational procedure, for example is how the devices work as the era 4.0 – 5.0 that's it, the point is he understand what he use, and he can be wise towards what he is using.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : The prior thing that university should revise any media that being a standard to be protocoled in the campus, as I see still there are so many low users experience in it, so the media that already adopt should be empowered more over

to fix any mistake in the past, what want to be reached should be given effort to support the circumstance of university. We all know that the student pays the vee. That is one of the reasons for campus to fix any dent that they have.

PARTICIPANT S06

Correspondent : SYH (180203059)

Date of interview : July 16th, 2022

Time of interview : 17:43 AM

Place : BTS Coffee

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : I think the factor that determines the learning process is the network as the first as that important, and the second is the devices, and the last is the person. If the network good then devices can load the content from the cloud nicely, the devices bringing a better resolution towards the data processing, and the last is the person who operating the devices or being the stakeholders of online learning, it become the three thing that is linked to each other in triangular face. If one is not okey, then the rest will not becoming great.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : I personally have no issues with the internet connection and even the devices, but what make me loose from the link is the distraction, I think the notification is one of the most that make the student screwed up. The student who cannot hold their desire when seeing the bell, where it caused the student loose the course and cut of from the linked between one to another, whenever it is his friend or even the lecturer that is in charge in the moment. Then, one of the main

reasons why the students are not digitally literate because they can't afford an adequate learning management system (LMS). This application doesn't allow the student to be lazy and loose of information is one of the best things that I assume to make the engagement between the student is quite high.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : What make me loose from the link is the distraction what I already mention you, the thing is because when I looked up to my mobile devices, the notification that make me itchy to access the apps what is not allowed to open in the moment when the online course is running, I actually not a loose of focus person, but then when I got something is interesting more than the classroom activities/discussion I tend to pick what I guess is happier to play with.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : I think it came from the person when he cannot organize himself, we cannot blame the lecturer. Why? It because when he has less of motivation to learn. It made him left behind unable to balance his prior knowledge with what he needs to know soon, because he has no willingness to improve his own capacity. The interest of the student is also quite given the insight for them who are curious to dig up what they need to learn that time. I also assume that the time is telling where we in Indonesia, especially university in Aceh is adopted the virtual learning study quite new, when compared to other country in this world they already using the virtual classroom system that made them already one step ahead in front of us in using the digital things. The implementation should be older to be more efficiency and improved up so then we can be used to it.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : I think the most basic thing is the standard for the student to be claimed as digitally literate for example they know precisely how does one of the application works. Then, the next is the feature as comprehensively that provide in the application so that's not only understand about the apps, but how does the apps run in detail. The thing is not only for the students but also the lecturer in rolling the classroom, this thing is not basically came from their visual in looking on the application interface but also the tiny used of the feature that need to be access in few step, because in mainstream people just only looking at the first page, and that's all.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : I think to decrease the student who are not literate is by designing the LMS more sophisticated than before, this thing is because the uncustomed to the curriculum with bunch of new thing, I believe in the future, when the society is highly use to the digital devices, it will be hard for students to be digitally illiterate, because who cannot get used to it will be left behind.

PARTICIPANT S07

Correspondent : RAZ (180203039)

Date of interview : July 18th, 2022

Time of interview : 10:51 AM

Place : PBI Multimedia Labolaratorium

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : For me personally the instrument that determine the online learning process is came from the stakeholder, environment, and the last is media. The stakeholder is came from the awareness whether it is came from the lecturer or the student itself, if both of them have a high sense of belonging it will bring the success towards the courses if we can applicate the discipline the way the offline class for example, entering the classroom on time, then fulfilling their responsibility towards any of the task the point is the lecturers have their responsibility to teach, and the students have their responsibility to learn. It is a simple way to experience a beneficial classroom without blaming any digital issues. The second is environment when the surrounding is not supporting the student to learn effectively then what else will made them comfort towards the learning, while the rest is about the media, when the devices are not quick and the internet connection terribly slow then how can the student get the best learning experience in it.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Based on my observation one of the most influential factors in the engagement of virtual learning is the student motivation, where compares to the offline learning student found that direct learning is more feel alive, where in online they found it is not challenging for instance our existence in front of lecturer where the student are easily disappears and try to avoid the lecturer order and made a barrier. So, they feel save when not around the lecturer in live.

Interviewer : Based on your experience, what are the issues with digital

learning during teaching learning process? (for research question no. 1)

Correspondent : During online learning, I found that the thing is finding variously, where it is not only the course and the lecturer in it that they do see, in online learning they visualisation is tremendously wider than before or in simple is distraction where the existence of game, social media, or any entertainment made the focus on device into small pieces. Because the thing I do believe that without the stressed from the lecturer it will be hardly for the student to moved on .

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : I think the student's illiterate is caused by the lack of learning and trying to figure out. Somehow the lecturer already served anything and everything through online, but we still didn't want to read or analysed the papers, is that lazy to find out and the sense want to know in this level student do act a lot, then how the lecturer order to self taught where the student only given tittle to study, and it is basically the reason why the student is lack of digital literacy.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : Where the student able to operate the thing that they need to be operate and essential to be operated, for example we can utilize the apps such as google classroom effectively, while in fact so many other of my friend even the basic feature of google classroom they are incapable to handled. Surfing online without any aim or direction doesn't help the student. The student essentially needed to analyse the keyword to get what they want when browsing the materials online. Even the things that is published online that much cant be earn by the student that cannot find the keyword for efficient searching skill.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : I do think nowadays everything is going to be digital, even in any sector even in Aceh not 100% digital but we can see this day can be claim as transitional age. As far as I am concerned, the university is quite well in providing the need for students' educations daily basis. For me, the student needs to fully adapt to the university's online teaching-learning process. It is not 100% only the university is to blame cause in this case the students are the men role, how can the institution feed us all the time, now it is our chance to be digitally literate and independent. Is just the time that we need to be used to.

PARTICIPANT S08

Correspondent : M (180203062)
Date of interview : July 18th, 2022
Time of interview : 10:50 AM
Place : PBI Multimedia Labolaratorium

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : In my observation it depends on the personality of the student itself where not everyone enjoys the virtual learning and not anyone either happy to have a face-to-face meeting session. I tend to learn offline. I personally found myself more motivated. While online learning made me less disciplined. Like we already built this kind of having it since we were young and do not used to have online session. It like making the environment feel as Sunday all days but then we forced to learn at that time. Studying from home have a lot of distraction where there, student tends to force making the task. So, they are ineligible to be focus on

their studies, and it is also happening to the lecturer also. So that the chance for us to earn information are gone. The last is came from the stressed of lecturer where it is positively pushed the student to be able to study even it is virtual.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : The less of brain used in online learning make the critical thinking is going drop, where in intellectual quality it is part of generic skill. After that the facility that provide is not quite supported the student such as the data packages. The media is used to drain up the data. It is very challenging for the student who came from low economic background. In term of geographical area is make a worst internet connection such as the student that domiciled in rural area, and the last is the personality of the student which is they tend to be more comfort to hide from the crowd of the class that made him easily disappear from the view of the lecturer. The unclear learning explanation made me frustrated and want to take off all the digital learning system.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : I do believe in digital issues the people who able to adapt will be survive easily in this era where almost of the aspect here is digitally used, to be sophisticatedly in order to penetrate with the working environment, while the negative I found that some people do need to be upgrade in social engagement during direct interaction, where in online there cannot found it is as real as the communication in common so that's why they who not have the previous knowledge in communication have an issues to be casually socialized with the people in real life, it is enclosed their role.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : I see that the personal issues is the cause of this, such as their laziness where it is correlate with the second factors is the facility, here I see the personal computer (PC) is being the gadget that they do not have because the mobile phone I believe lecturer allows us to work properly as when we do worked with PC, Then the connection system that student hardly owned such as WIFI. So, these are the things that do made the student lack of digital literacy.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : I see that the student able to utilize how their gadget properly, the mainstream apps that is basically used in the virtual learning online, and apps to process/cultivate the data in the PC such as windows word/excel/powerpoint more over the 5.0 skill such as design, making infographic that anything that support the basic skill beside building the data.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : I consider the curriculum is one of the aspects that university need to be more integrated. I think the basic digital course should be integrated into the university curriculum. The instructor should be given more attention to empowering them to be able to teach creatively and innovatively. So they can provide more interactive materials that the student happily to consume, the old generation should be classified in the term that they mastered in, so the student can be learnt from the instructor in specific, than the last is the curriculum designer is should be the one who understand the global movement, so than the courses that provide by the department is beneficial and able to be used by the student for all layer and background in short maximized the effort and time.

B. PARTICIPANT (LECTURER)

PARTICIPANT L01

Correspondent : **FBZ**
 Date of interview : July 19th, 2022
 Time of interview : 11:11 AM
 Place : Prodi Pendidikan Bahasa Inggris

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : the major aspect that I see is in our department as your study focus is the digital competences and also the another essential thing either is the motivation that should be have by the student, because most of the student that they not really motivated in studying online, to conclude it is the two thing that most likely made the online learning process going to be good or not.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Beside the things that I already mention you previously, is the internet connection, that highly needed as the support of the use of digital devices. Even though I still pretty have a big concern of the student that themselves is not in to the virtual learning they I personally conclude from the way that obey the role of my class such as opencam and mic, but in fact that they didn't do that. So I cannot be agreed if they are engage with the course.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : In my case referring to your question on the student engagement during the class, I felt that they even cannot remember what they already learn or the materials that I already taught, I don't know where the problem came from me or not, in geographical issues where I personally live in a place that sub urb where the network is not working properly. Where I should be preparing any backup for the issues, even though its quite affect my personal experience in teaching learning process virtually

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : I assume that the kids nowadays are quite sophisticated, in focus that they have no issues towards the digital tools, but here I see it is their willingness to learn is being the first thing that impact towards their lack of digital literacy, because in this case the teacher was not there beside them. So, they tend to be felt irresponsible for their job/ task. Because comparing to my own experience which I have an older friend in campus who are generally in common have the digital issue. However, it doesn't become their obstacle in dealing with their obligations, and can fit with the situation and condition towards the digital competency thing.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : for me personally I see the standards as an responsibility towards their task and duty to finished their study, in any platform whether it is a simple apps or a complicated one, such as canvas instructor as long as there are able to complete what I asked them to do so it is enough to measure their standards of competency in digital literacy, which it can be interpret that they are already familiar with the feature of technology, know how to operate the apps easily. I also assume that the English department student

should be handy in using the digital devices and apps where basically the majority of language instruction that use in English

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : I assume that students are already fit in the situation of digital but for sure it is not for all the students, which in detail that they are variously came from a different background which also being one of the factors is they are supportively pushed up by their family financial support or assist with the asset of their parents. In simple like the own of laptop/ gadget and the data packages that not all the students are afford with the prices which is quite big, so we cannot generalize all the students are able to cope with this need in the pandemic. I think our department is already doing great by proposing courses such as CALL (Computer Assisted Language Learning) and Instructional media that are expected to upgrade the student level of using the media and produce work through it sophisticatedly. I also do encourage the university to be able to add some on higher subject to using computer that can fit to the need of digital competence this day.

PARTICIPANT L02

Correspondent : TZ
 Date of interview : July 19th, 2022
 Time of interview : 12:50 AM
 Place : Prodi Pendidikan Bahasa Inggris

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : The technological knowledge of the student that is significantly influence the success of the online learning, second is the passion of the student, if they are not passionate to learn, there are not will be able to have a successful learning during the online learning. And that's all, one the technological knowledge and second, is the motivation or willingness of the student to learn through online, and its all two things

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Teacher waste of delivering the lesson and the activity of online learning that's influence the way student engage in the learning, for example the lecturer should have a various of activity during the online learning, not only about synchronizing the materials/ course but also combining it two with some of the activities which boost the student motivation to learn?

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : the internet connection for sure, the other one is student participation or students' willingness to join. The last thing is the device, they (student) don't have a good device and good internet connection and they didn't have a good willingness for themselves, they would not be able to have a good learning.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : laziness that's the major thing, the student who want to learn, they want not to take care, careless and quite clumsy, whether something that student didn't like and make the lecturer unmotivated, and I guess it is all the only factors.

Interviewer : How do you determine standards of competencies for the

students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : If they are engaged with the online learning, or devices I think they have some knowledge of that, such as they can give respond and then provide a good response or a punctual-on-time responds to the teacher request, I think that's one of the indication or a standard for them to be able to claim as license for the digital competencies.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : Give some training for the student and the similar information on the digital use or encourage the student to take some courses about. The main thing that university can do is to introduce technology for the student, so they are aware of what kind of technology to be used. It should provide and along with some friendly instruction. Then, it will be published in the student private portal or in the university website.

PARTICIPANT L03

Correspondent : MAR

Date of interview : December 16th, 2022

Time of interview : 09:52 AM

Place : Gedung Pasca Sarjana UIN AR-RANIRY

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : For the student who do not have electronic/ digital devices and internet connection, they are not fluent in studying, especially for them who lived in isolated area automatically they have no proper internet access that become the first challenge in the era of pandemic. and they are failed in their learning process. And it caused by the internet capacity for one of the reasons. Also with that is the literacy of digital competencies with the proper devices. That's the first, the second is the potential of student can learn properly if there are less or none of the obstacle that happened towards the student.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : The student does not care. They are not serious. Sometimes they are playing around. Like sitting in the coffee shop where it is hardly to have a silence (conducive) area. That too much noisy, so the environment is quite being the reason for a proper learning. If they are concerned their house could be a good place for the virtual lecture session for a conducive environment. They just watched the lecture not following it, plus they are also not paying attention on what they are wearing while the lecture session and open cam with an unproper dress.

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : There are some factors. I believe our students are quite mastering digital literacy skill. The problem is the low capacity in financial, to purchase the internet packages to conduct the virtual lecture for instance. However, the lecturer themselves, they are not mastering the technology, if their selves not mastering the technology so then it become the first miss lecture their classes, sometimes they are not familiar with the problem. According to my experience doing the virtual classroom especially in the pandemic I will directly go the university in my office to gain a supportive circle. Because it is very comfortable in

here my office, where I can a clear environment and a supportive internet connection, the stable situation can boost my mood, for sure.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : Sometimes the student look kind of pity during the online courses, I believe that their capacity is quite supported like the digital literacy. But their ability to purchase the internet packages to conduct the virtual lecture. And it is also happened for the student who have the packages, but the area is lack of signal. For instance, the student who domiciled in the rural area, where their hometown is far away from the big city where they can afford a place that support with the signal issues. The electricity is somehow not spread widely, they will be running out of battery, no charging station can be used by the student in case their domiciled. And I used to find my student that entering the class lately for about 20-30 minutes from the beginning of the class. Perhaps they are not discipline, I don't think that it is being an issue for the digital competencies. It just the management of themselves to be courage enough to handle their own problem.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : The standard is the basic skill in doing the things, the second thing is the facility to support their instrument or tools to doing/ to get a proper learning experience. Then the next thing is their interest towards the courses that they had. A better preparation before class is the essential thing, making a better environment, the student is also needed a hand for the issues or the thing that they are hard to do, getting an instructor to help solving the issues. making a forum is a good idea for the student to get together is a good way for having a good lecture, getting a discussion good for them.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : The university needs to conduct a seminar for training the student. It should be each of the faculty having a laboratory for the computer to be used freely for the student in the faculty and for each of the laboratory there are an assistance to look out for the students who need a hand, and also to watch towards the lab for the usage of the computer properly. As what happened on the universities overseas so they are not burden for their lack of competencies which can be minimize the stress of the student. Grown-up people tend to be shy to ask for a hand. So, this kind of facility, I believe, can reduce the tension of student anxiety towards digital literacy deficiencies. So that's why the universities should be accommodate, this kind of issues is not only applied for the students but also the lecturer for a standard of instruction, such the LPM (Lembaga Penjaminan Mutu) can conduct for the senior staff or lecturer guaranteeing them to be a better instructor, especially the senior lecturer who is not familiar for the digital devices. So, the quality of the universities can be better, students or lecturer, insyaAllah because who cannot chase the needs of era will be hardly competing.

PARTICIPANT L04

Correspondent : LA
 Date of interview : December 7th, 2022
 Time of interview : 11:30 AM
 Place : Gedung FTK A UIN AR-RANIRY

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : Online learning and teaching will be successful if all tools for that are available and useable both by lecturers and students. 2. Since it is online teaching programs, student and lecturers must be well-prepared so that the target of the teaching learning meets its target. 3. Seriousness in giving the steps of teaching must be underlined because not all students have the same background of technology. 3. Lecturers must be aware that online programs must be efficient and affective so that time of teaching must be used in a proper way.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Virtual programs, unlike offline teaching, here students need to pay attention on preparing good tool, like laptop, pc or hp, but these tools are not useful if the internet channels and signals are not stable. This means students must have good connection and find the best sites when teaching learning runs. (Good tools and internet systems). In this case, lecturers also must be also aware that places of students. 2. Students also need have supporting tools to take notes and if the possible record the teaching, for their reference to deepen their knowledge on the items of the teaching given

Interviewer : Based on your experience, what are the issues with digital learning during teaching learning process? (for research question no. 1)

Correspondent : 1. The most important issue is we cannot use the time effectively, usually there are problem of internet connection. 2. Communication between lecturers is sometimes disturbed by unclear answer from the students. 3. Sometimes students do not choose the correct places when learning. This means students and lecturers must be in rooms which are not crowded, like in the coffee shops, etc.

Interviewer : In your opinion, what are the factors that impact the

students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : it is a serious problem because online teaching and learning, a student must have enough knowledge on the digital systems. But many of them, do not aware for that. Therefore, it is good students are given basic knowledge in advance, since sometimes lecturers use not one system of tool.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : Finally, the lecturers have their student problems and try to understand every student's background, knowledge, obstacles, and certain problems. This means that a lecturer must open access for communication in personal with a student, and gives opportunity to the student by any means, like WA, or group WA, because sometimes time is not enough just in the program of teaching schedule.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : It's not only about studying online but understanding the student issues to analyse the problem-solving method. The university must design training for lecturers and supporting staff at every faculty to meet teaching and learning needs. It needs to provide available tools and equipment for teaching learning process. At the same time, university must also design trainings for lecturers and supporting staff at every faculty that may be used to meet the needs of teaching n learning target since online system especially when students and lecturers face difficulty. Hopefully, in the future, every faculty needs to have 2 or 3 rooms equipped with technological equipment where both lecturers and students may use when necessary.

PARTICIPANT L05

Correspondent : SK
 Date of interview : December 8th, 2022
 Time of interview : 10:05 AM
 Place : Gedung FTK B UIN AR-RANIRY

Interviewer : In your opinion, what aspects will most likely determine the success or the failure of the online learning process during the pandemic? (for research question no. 1)

Correspondent : Several aspects will determine the success or the failure of online learning. However, teachers will be the main factor for it. Competence and professional teachers will do their best to meet their teaching aims whatever conditions they have and experience.

Interviewer : What factors do you think that influence students' engagement during virtual learning? (for research question no. 1)

Correspondent : Students' engagement seems to be a great challenge for teachers in virtual learning. Consequently, teachers can also become a main factor leading to this situation. The teaching process and classroom activities designed by teachers along with media or applications used to deliver materials will determine students' interactions, responses, and engagements in the teaching and learning process.

Interviewer : Based on your experience, what are the issues with digital learning during the teaching learning process? (for research question no. 1)

Correspondent : Some issues and problems arise in my virtual classroom. I had to design good planning for my classes. Since I used Google Classroom, I had to flip my teaching to get students active in learning. I had to provide materials in soft form, such as e-books, e-journals, and videos and sent them to students together with assignments. Otherwise, they paid no attention to the materials provided. Other big issue was

internet connection for students. In most cases, it was very difficult to make students involved in synchronous teaching (Google Meet, for example) because of this reason.

Interviewer : In your opinion, what are the factors that impact the students' lack of digital literacy/competencies? (for research question no. 1)

Correspondent : Some students have low competency in using technology in learning. Family background such economic and social factors can cause the inability to use digital platforms in learning. Not all students have laptops or even smart phones to support them in online learning. Using technology costs money. We know that not all students have laptops or even smartphones to support them in online learning.

Interviewer : How do you determine standards of competencies for the students in coping with the digital competencies? (for research question no. 2)

only for University Administrators and Lecturer

Correspondent : During pandemic, the standard for students' achievement was very low, or we even used no standard in assessing them for there were several considerations we had to take. That was why, the students' scores in pandemic semesters were higher if we compare to normal semesters.

Interviewer : What do you think your university can do to tackle students' lack of digital competencies? (for research question no. 2)

Correspondent : The campus should permit lecturers to employ online learning or at least blended learning to keep students use technology in learning.