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EXPLORING THE STUDENT TEACHERS' DIGITAL LITERACY AND TEACHING CREATIVITY AT TADRIS BAHASA INGGRIS, FTK UIN MATARAM

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Abstrak:
Praktek Pengenalan Lapangan (PPL) berkontribusi terhadap perkebangan guru profesional dengan cara mendidik dan melatih mahasiswa secara langsung di sekolah. Meskipun begitu, beberapa mahasiswa masih kurang percaya diri still lack kesulitan saat mengajar di kelas yang sesungguhnya. Penelitian ini bertujuan untuk menemukan level Digital Literasi, Index Kreatifitas Mengajar mahasiswa Tadris Bahasa Inggris (TBI), FTK UIN Mataram, dan korelasi antara keduanya selama PPL. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif korelasi pada variabel level Digital Literasi (X) and Index Kreatifitas Mengajar (Y). Population penelitian adalah 122 mahasiswa yang mengikuti PPL dengan 82 mahasiswa sebagai sampel. Penelitian ini menggunakan 2 bagian kuesioner adaptasi yaitu Digital Literacy Scale (Amin et al, 2021) dengan 27 item dan Creativity Fostering Teacher Behaviour Index (Dikici & Soh, 2015) dengan 28 item. Penelitian ini menemukan bahwa (1) Level Literasi Digital mahasiswa sebesar 0.722 or 72.2 % atau kategori Tinggi; (2) Indeks Kreatifitas Mengajar mahasiswa sebesar 0.7203 or 72.03 % atau kategori Tinggi; dan (3) Terdapat korelasi yang signifikan antara Literasi Digital dan Kreatifitas Mengajar di TBI, FTK, UIN Mataram. Hal ini ditunjukkan pada perhitungan $r_{table} > r_{count}$ (0.522 > 0.213). Perbandingan koefisien interval dari 0.40-0.599 menunjukkan bahwa korelasi ada pada tingkat Menengah.

Kata Kunci: *Literasi Digital*; *Kreatifitas Mengajar; Mahasiswa Keguruan; PPL*

Abstract:
Teaching Practice Program (PPL) contributes to the development of professional teachers by educating and training the students in practice at schools. Though, some students still lack confidence and are perplexed when they teach in a real classroom setting. This study aims to find out the student teachers at Tadris Bahasa Inggris (TBI), FTK UIN Mataram Digital Literacy level, their Teaching Creativity, and the correlation between the two variables during the Teaching Practice Program. This research is a quantitative approach that used a descriptive correlational design with two variables namely Digital Literacy Level (X) and Teaching Creativity Index (Y). The population of this research is 122 student teachers of the sixth semester enrolled in the Teaching Practice (PPL) course program with 82 students as sample. The researchers use two-part questionnaires namely Digital Literacy scale suggested by Amin et al. (2021) with 27 items and Dikici & Soh's (2015) Creativity Fostering Teacher Behaviour Index (CFTIndex) with 28 items. The research found that (1) The student teachers' Digital Literacy is 0.722 or 72.2 % or high Category; (2) The student teachers' Creativity Teaching is 0.7203 or 72.03 % or high Category; and (3) There is a significant correlation between the Digital Literacy and Teaching Creativity at TBI, FTK, UIN Mataram. It is indicated that $r_{table} > r_{count}$ (0.522 > 0.213) so that H0 is rejected and Ha is accepted. As it is compared to the coefficient of the interval from 0.40-0.599, the correlation has a level medium relationship.

Keywords: *Digital Literacy*; *Teaching Creativity; Student Teachers; Teaching Practice Program*

Introduction

The use of digital technology in education has grown significantly in the twenty-first century (Kennedy & Sundberg, 2020). Teachers may view this as one of the tactics for advancing the learning process. the application of digital technology to education. First and foremost, educators must stay up to date on all digital and information technology advancements (McGarr & McDonagh, 2021). To be able to employ a range of digital tools for learning, educators are expected to exhibit digital literacy (Asari et al., 2019). In fact, Falloon (2020) found that in order for students to learn in the future, teachers must be proficient in digital literacy.

In order to accomplish educational objectives, the advancement of digital technology may be applied in the execution of teaching and learning activities (Rizal et al., 2019). The capacity to handle, comprehend, evaluate, and convey information using digital technology; to engage securely in the digital world; and to comprehend the nature, characteristics, and significance of digital identity are all considered aspects of digital literacy abilities (Kurniawati et al, 2018).

Teachers' creativity in the classroom and in the learning, process is one of the elements that might influence students' learning accomplishment (Rasam & Sari, 2018; Muzaini et al., 2021). Since the teaching process employs an innovative approach to generate engaging learning activities, there is potential for improvisation and the development of creativity, both of which should be done by educators (Cayirdag, 2017). Thus, teachers should be more creative in making the learning process better and more enjoyable so that students would be more inclined to participate (Herawati et al., 2019).

The 21th century has seen a clear emphasis on education on the need to cultivate learning and innovative skills, including creativity. Moreover, digital literacy plays a critical role in blended learning settings (Tang & Chaw, 2016). Given the rise of digital and multimodal communication and the significance of 21st-century skills in education, particularly teacher education, research on the digital literacy abilities of aspiring language teachers is therefore desperately needed (Bezemer & Kress, 2016). However, it appears that all of them concur that educational institutions sometimes fail to recognize or develop creative potential to the fullest extent possible (AnXiou & Murphy, 2010; Beghetto, 2006; Diakidoy & Phtiaka, 2002; Hennessey & Amabile, 1987; Sawyer, 2010; Sternberg & Lubart, 1996). It appears that classrooms generally do not foster creativity (Furman, 2011).

Another facet of educators' professional responsibilities as educators is their creativity in the classroom, especially when it comes to the learning process (Juandi & Sontani, 2017). The innovative ways in which educators can oversee the learning process are one sign of the demands placed on them by professionals in education (Febriandar, 2018). The ability of

educators to create materials and subject matter and to create an environment that captures students' attention during the learning process is known as teaching creativity (Pentury, 2017).

Price-Dennis et al. (2016) finds that discrepancy between the availability and use of digital technology in classrooms. There is a limited amount of research available, but some shows that student teachers who are comfortable and actively use digital technologies are more likely to be aware of how they are used (Collier, Foley, Moguel & Barnard, 2013; HunXey & Holbrook, 2013; Williams & Baumann, 2008).

In the teaching practice program observations, student teachers are found to employ digital technology in the classroom in a more interactive manner. Law No. 14 of 2005 of the Republic of Indonesia states that an Indonesian teacher must have the skills and knowledge required to instruct students effectively, including the capacity to use creativity in the classroom.

The process of conveying knowledge between a teacher and pupils is called teaching. If the kids are taught by a qualified and experienced instructor, this procedure will go smoothly. The Faculty of Education and Teacher Training of Mataram State Islamic University (UIN Mataram) contributes to the development of professional teachers by educating and training its students in both educational theory and practice. In theory, students receive their education at the university, but in practice, they are sent to schools as part of the Teaching Practice Program (PPL) to put their knowledge into practice.

Prior to starting the PPL, students should complete a microteaching course to hone their teaching abilities before starting the real classroom. PPL, as opposed to microteaching, enables students to experience the actual teaching and learning environment. There can be some discrepancies between what the pupils have acquired in the classroom and at university. In actuality, though, some students still lack confidence and are perplexed when they teach in a real classroom setting. It might result from a number of challenges, such as unforeseen classroom conditions, such as their inability to supervise their pupils (less preparation for instruction and classroom management). This study aims to find out the Student Teachers' at Tadris Bahasa Inggris, FTK UIN Mataram Digital Literacy level, their Teaching Creativity, and the correlation between the two variables.

Method

This current research is a quantitative approach that used a descriptive design. Gay et al., (2012) explain that the purpose of correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relationship is expressed as a correlation coefficient. This research consisted of two variables namely Digital Literacy Level (X) and Teaching

Creativity Index (Y). The population of this research is 122 student teachers of the sixth semester at Tadris Bahasa Inggris (TBI), FTK UIN Mataram who are enrolled in the Teaching Practice (PPL) course program. Meanwhile, only 82 students participated in this study as sample.

In order to get the data, the researchers use two Likert scale questionnaires, which previously were examined for the validity based on experts' judgements. There are two experts are consulted for the instruments. The researcher adapted the Digital Literacy scale suggested by Amin et al. (2021) in order to determine the Digital Literacy Level and Dikici & Soh's (2015) Creativity Fostering Teacher Behaviour Index (CFTIndex) to determine the teaching creativity index.

However, this study has adapted the Digital Literacy scale (Amin et al., 2021) with 27 items based on the nine dimensions (citizenship, character, cooperation, communication, critical thinking, creativity, curation, copyright, and connectedness). SeconXy, Creativity Fostering Teacher Behaviour Index (Dikici & Soh, 2015) was used to determine the teaching creativity index. There are nine subscales in this questionnaire: Independence, Integration, Motivation, Judgment, Flexibility, Question, Opportunities, and Frustration with 28 items.

Finding and Discussion

The description of the data includes student teachers' Digital Literacy Level (Variable X) and student teachers' Teaching Creativity Index (Variable Y). The processing from raw data used descriptive analysis techniques, namely the average value, median, modus, and standard deviationas well as the histogram graphs.

1. The Level of Digital Literacy (Variable X)

Table 1 Descriptive Statistic Summary of Variable X

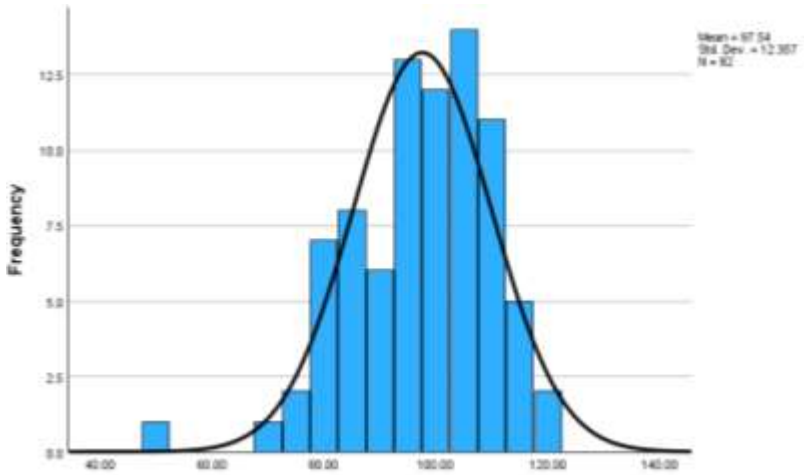
N Valid	82
N Missing	0
Mean	97.54
Median	72.59
Mode	77.78
Std. Deviation	12.34
Minimum	50.00
Maximum	122.00

Source: Output Data of SPSS Statistic IMB 30

Table 1 shows that the variables X was 50 - 122. The medians was 72.59, the mean score was 97.54 and standard deviation was 12.34. The data spread is shown by the

following histogram.

Figure 1. Histogram of Variable X



The histogram shows that the distribution appears approximately normal, as it forms a bell-shaped curve with the highest frequency near the mean. Most data points fall within one standard deviation of the mean (scores cluster between 85 and 110). The datas demonstrates an approximately normal distribution with a mean score of 97.54. Table 2 will provide an interpretation of the following correlation coefficient.

Table 2 Guidelines for interval the score of respondents

Interval	Category
0,00 – 0,199	Very Low
0,20 – 1,399	Low
0,040 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,000	Very High

The total score of variable X was 7,998. The highest variables score was 27 (number of questionnaire statements) X 5 (number of alternative answers in questionnaire statement) = 135. Meanwhile, the criterion score is 135 x 82 (the number of respondents) = 11,070. So, the level of variable X is 7,998 / 11,070 = 0,722 or 72.2% or High. The results supported

what Darriyah and Zuhdi (2018) states that many student teachers are active users of digital technologies yet they are reluctant to make use of digital technologies for literacy teaching. Moreover, Anisimova (2020) mentions that an increase in the level of digital literacy of future teachers in all indicators, an increase in the number of people wishing to use information technology in their professional activities, as well as a positive attitude of future teachers.

2. The Level of Digital Literacy (Variable X)

The summary of descriptive statistics for Student Teachers' Teaching Creativity is shown in table 3.

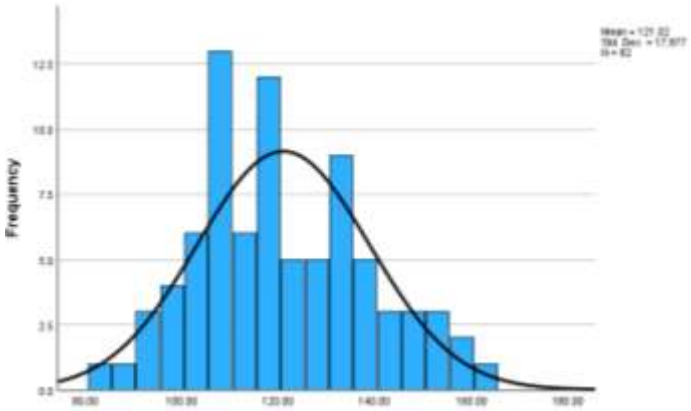
Table 3 Descriptive Statistic Summary of Variable Y

N Valid	82
N Missing	0
Mean	121.02
Median	70.83
Mode	63.69
Std. Deviation	17.88
Minimum	83
Maximum	164

Source: Output Data of SPSS Statistic IMB 30

The result showed that the variables Y was 83 up to 164. The medians was 70.83, the mean score was 121.02 and standard deviation was 17.88. This variable histogram can be shown in the figure 2.

Figure 2. Histogram of Variable Y



The histogram shows that the distribution appears approximately normal with a bell-shaped curve overlaid. The distribution is approximately symmetrical, though it might lean slightly toward a right-skewed distribution. The distribution is approximately symmetrical, though it might lean slightly toward a right-skewed distribution. Scores below 85 or above

157 are rare and may be considered outliers or extreme cases, based on the standard deviation intervals. The most frequent scores (highest bars) are clustered around the mean (approximately 120–130), indicating this is where the majority of respondents lie. Fewer respondents scored at the tails of the distribution (e.g., below 90 or above 160). This pattern is distributed around a mean, with moderate variation.

The total score of student teachers' teaching creativity variables obtained from the research results was 9,924. The highest theoretical score of this variable for each respondent was 28 X 6 = 168. The number 28 was taken from the number statements given to the respondent while the number 6 was taken from the number of alternative answers in the statement or questionnaire distributed to respondents. Because the number of respondents is 82 people, the criterion score is 168 x 82 = 13,776. So that the level of student teachers' teaching creativity is 9,924 / 13,776 = 0,7203 or 72.03% or High.

The results supports the theory putted forward by Susilo et al (2021) that prospective teacher students agreed that the teacher importantly possesses creativity and communication skills, and it is essential to develop for prospective teacher students. Moreover, Suharyati et al (2019) mentions that identification of appropriate creativity can improve the pedagogical competence of teachers in developing innovative learning models.

3. Hypothesis Testing

The hypothesis testing uses Pearson product moment correlation test. The result of testing is shown as following.

Figure 3 The Pearson product moment correlation test

		Digital Literacy	Teaching Creativity
Digital Literacy	Pearson Correlation	1	.522**
	Sig. (2-tailed)		<.001
	N	82	82
Teaching Creativity	Pearson Correlation	.522**	1
	Sig. (2-tailed)	<.001	
	N	82	82

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Output Data of SPSS Statistic IMB 30

Figure 3 shows that the correlation coefficient of 0,522 with a significance of 0,001. The rules testing says if the significance < 0,005 then Ha is accepted and Ho is rejected. Conversely, if the significance > 0,005 then Ha is rejected and Ho is accepted. Score the significance obtained is 0.000, indicating 0.000 < 0.005 then Ha is accepted and Ho is rejected means there is a relationship between X and Y.

The results of the Pearson product moment correlation show that the results The

correlation (rcount) is 0.522 with a significance level of 0,000 and rtable with value alpha of 0.05 (5%) is 0.213. Thus, rcount (0.522) > rtable (0.213) so that Ho is rejected and Ha is accepted. It is concluded that, there is relationship between student teachers' digital literacy and student teachers' teaching creativity at TBI, FTK UIN Mataram. The correlation coefficient is shown by table 4.

Table 4 Guidelines for interpretation of correlation coefficients

Interval	Category
0,00 – 0,199	Very Low
0,20 – 1,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

The result of the Pearson product moment correlation above is 0.522 is in the interval coefficient from 0.040 to 0.599. So, it is included in the medium relationship level. This means that the student teachers' digital literacy has a medium relationship with student teachers' teaching creativity at TBI, FTK UIN Mataram.

Conclusions and Suggestions

Based on the result of data analysis it can be drawn conclusion as following (1) The sig value obtained from the One Sample Test, namely t = 0.000. Because the value of sig = 0.000 < α = 0.05, then H0 is rejected. The student teachers' Digital Literacy is 0.722 or 72.2 % of the criteria or high Category; (2) The sig value obtained from the One Sample Test, namely t = 0.000. Because the value of sig = 0.000 < α = 0.05, then H0 is rejected. The student teachers' Creativity Teaching is 0.7203 or 72.03 % or high Category; and (3) There is a significant correlation between the Digital Literacy and Teaching Creativity at TBI, FTK, UIN Mataram. It indicated that the correlation coefficient is 0.522. Then, it shows that r_{table} 0.522 > r_{count} 0.213 so that H0 is rejected and Ha is accepted, and is in the coefficient of the interval from 0.40-0.599 which means it has a level medium relationship.

In connection with the conclusion above, the researcher further proposed some suggestions as following (1) English Lecturers are suggested to give more appropriate materials and skill in supporting student teachers' ability in teaching English at Teaching Practice Program; (2) Student teachers should improve their knowledge and appropriate skills to support their success during Teaching Practice Program; and (3) This research can be developed by the next researchers that are interested in doing research about the correlation between Digital Literacy and Teaching Creativity.

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