

The Role of Digital Literacy on the Performance of Christian Religious Higher Education Lecturers in the Era of Society 5.0

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Abstract. Christian Religious Higher Education (CRHE) has a contribution in realizing Indonesia's national education goals, namely educating the life of the nation. One of the challenges in the world of education in the era of society 5.0 is the rapid development of technology that integrates with life. This requires every CRHE lecturer to be able to adapt to change and have digital literacy skills so that they can support lecturer performance. This study aims to analyze the role of digital literacy on the performance of CRHE lecturers in the era of society 5.0 and the challenges of lecturer digital literacy. This research method is qualitative, with data collection techniques in the form of interviews and documents from relevant research journals. The results of the study show that digital literacy plays an important role in the performance of CRHE lecturers, namely: 1) the dimensions of technical skills, digital literacy can make it easier for lecturers to use digital technology, 2) the cognitive dimension, digital literacy enables lecturers to manage, analyze and synthesize digital resources, and 3) the social dimension, digital literacy enables lecturers to build networks with other researchers and communicate effectively with colleagues, students and the community.

Keywords: digital literacy; performance; CRHE lecturers; society era

INTRODUCTION

Rapid technological developments demand changes in various areas of life, one of which is education. Educational institutions must have an open attitude and be able to adapt to current technological developments. Thus the quality of education can be maintained and sustainable.

In the rapid development of technology, Japan, which is a developed country, introduced the concept of Society 5.0. The concept of Society 5.0 is that there is a social revolution that uses technology that takes into account the human aspect (Faruqi, 2019). The concept of Society 5.0 places humans at the center of innovation by using technology to improve quality of life, social responsibility and develop sustainability (Usmaedi, 2021). With the existence of Society 5.0, educational institutions need to play an active role in preparing human resources who are technologically literate and able to innovate so that they can produce quality education.

One of the educational institutions in Indonesia is the Christian Religious Higher Education (CRHE). CRHE has a strategic role in realizing Indonesia's educational goals, namely educating the nation's life. CRHE has a responsibility to produce intelligent, faithful and noble human resources for the development of this nation. Therefore, the quality of education at CRHE must continue to be improved in order to

produce quality graduates who contribute to the development of this nation.

Currently the quality of CRHE education still needs to be improved, especially in the province of Central Java which is still not optimal. This can be shown from the data from the National Accreditation Board for Higher Education and the Higher Education Database that 87% of Theological Colleges have "good" accreditation, which is the lowest level of accreditation. The results of the "good" accreditation can still be upgraded to the next level, namely very good and then superior. Of course, this cannot be separated from the contribution of lecturer performance. According to Nadeak (2020) if the lecturer's performance is good, then the institution's performance will also be good. This is also supported by the opinion of Gibson et al. (2012:10) that individual performance is the foundation of organizational performance. Thus it can be understood that lecturer performance will affect institutional performance.

Performance is about the work done by individuals and the results achieved from doing the work (Wibowo, 2016: 7). The performance of lecturers is shown from their duties in carrying out the tridharma of higher education, namely education, research and community service. To be able to carry out the tridharma duties well, of course, lecturers need to have the ability to be

able to deal with the changes that are happening at this time. Digital literacy is one of the skills needed for the changes that occur in the era of society 5.0.

Digital literacy is an individual's awareness, attitude and capacity of people to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expression and communicate with others, in the context of certain life situations, to enable positive social action; and to reflect on this process (Martin, 2006). Nguyen & Habok (2022) argue that digital literacy can be understood as the knowledge, skills and attitudes of educators in dealing with technology to facilitate teaching and learning processes, professional development and other educational activities. From this definition it can be understood that digital literacy is a component that can support the performance of educators in carrying out their duties and responsibilities.

With today's rapid technological advances, digital literacy is a key component in the professional development of an educator (Nguyen & Habok, 2022). An educator must be digitally literate in doing work in an increasingly modern era. Not only are students required to be digitally literate, so they are able to work in modern organizations with an increasing digital environment, but administrators and lecturers must also be improved in terms of digital literacy and skills (Ng, 2012). According to Martin digital literacy can empower individuals to communicate with others, work more effectively, and increase one's productivity, especially with those who have the same skills and proficiency levels (Mohammadyari & Singh, 2016).

Research conducted by Setyawan, et.al (2022) found that digital literacy has a significant effect on teacher performance at Lentera Kasih Schools in Jakarta, Bali, and Makassar mediated by self-efficacy variables. Research conducted by Johannes, et.al (2022) shows that there is a relationship between digital literacy and the performance of elementary school teachers in Kalideres District, West Jakarta. Research conducted by Jorge-Vázquez et.al (2021) shows the importance of digital literacy in higher education. Lecturers must have the ability to develop innovative ways of using technology to enhance the learning environment and encourage the acquisition, immersion, and creation of knowledge. From the research findings, it can be understood that digital literacy is one of the

factors that can support educator performance. In the context of higher education, digital literacy plays an important role in the implementation of higher education tridharma.

Based on the description above, researchers are interested in examining how digital literacy plays a role in the performance of CRHE lecturers in the era of society 5.0; and what challenges do lecturers face regarding digital literacy.

METHODS

This study uses a qualitative method. Data collection techniques using interviews and documents. In-depth interviews were conducted formally with 10 lecturers at the Christian Religious Higher Education. While documents from journals that are relevant to this research. Data analysis technique is done inductively.

RESULTS AND DISCUSSION

The Role of Digital Literacy on the Performance of CRHE Lecturers

Interviews were conducted with 10 lecturers from two Christian Religious Higher Education (CRHE) who have the same characteristics in Indonesia. Based on the interviews that have been conducted, the researcher summarizes the existing data into three parts, the role of digital literacy in education, research and community service with skills, cognitive and social dimensions.

1. Dimension of Technical Skills

With digital literacy, lecturers can become skilled in using digital tools. Lecturers are required to be skilled in using digital tools so that they can make it easier to do their work. Digital applications such as canva, turnitin, zoom, reference manager, youtube, and other educational applications greatly support the performance of lecturers in carrying out the tridharma of higher education, both in education, research and community service.

In the field of education, technical skills using digital tools are urgently needed, especially since the COVID-19 pandemic. Lecturers are required to be able to conduct lectures online or online using applications such as Zoom or Google Meet. Lecturers must be able to operate applications from digital devices in online learning. If the lecturer is unable to operate the application on the digital device, learning will

experience problems and as a result the learning objectives may not be achieved. This is supported by the opinion of Martin (2006) which states that mastery of digital tools is the key to successful distance learning. Each lecturer is required to be able to master digital tools to achieve learning goals. Thus the role of digital literacy is important for the implementation of learning conducted by lecturers.

In addition, the interview results also stated that CRHE lecturers were required to be able to use interesting learning media, such as using the Canva application, the Bible application in various languages, the Hebrew application, and other applications for making learning materials. Interesting learning media is one of the elements needed for students who are generation Z. Generation Z was born from 1995-2012, they are a generation that is technologically proficient. An effective teaching approach for them is visual which includes graphics, animation, or video (Mosca, et.al, 2019). Thus it can be understood that it is very important for lecturers to master skills in using various applications for professional development as teachers. In addition, according to Esteve-Mon (2019) it is very important for lecturers to integrate technology with their professional practice to meet future challenges.

In the field of research, the results of the interviews state that technical skills to use reference management applications, such as Mendeley, Zotero, and End Notes are needed to store the required articles and efficiently use them in writing citations and references. Lecturers will be more efficient at work when they are able to use defense management applications. Apart from that, there are also applications for searching scientific journals, such as publish or perish, connector papers, semantic scholar which can make it easier for lecturers to find articles that are relevant to the research being carried out. By using these various applications, it is easier for lecturers to work on his job. This is supported by the opinion of Ng (2012) that a high level of digital literacy can help reduce the cognitive load for individuals when using technology, so that individuals can focus on the tasks being performed. This means, if individuals are increasingly mastering digital literacy, it will make it easier or easier to do their work.

In the field of community service, by mastering digital literacy in the dimensions of technical skills, lecturers can provide teaching through sermons to congregations wherever they

are by using Zoom, Instagram, YouTube, and Podcasts. With these various digital applications, it will make it easier for lecturers to carry out community service in areas that are remote or difficult to reach.

2. Cognitive Dimension

In the cognitive dimension, digital literacy helps lecturers to access digital resources in the form of e-books, data from various institutions, quality scientific journals from within and outside the country. Thus, lecturers are not physically limited by books and journals. Lecturers can explore digital resources to support their performance. Lecturers' insight and knowledge are increasing because of the abundant resources for the implementation of learning, research and community service.

In the field of education, with digital literacy, lecturers can access learning materials from the latest journals or books. Lecturers can follow the development of science quickly. Thus, the understanding and knowledge of lecturers will be wider and grow.

In the field of research, with digital literacy, lecturers have the ability to manage, evaluate, analyze and synthesize information from various sources. Lecturers can develop critical thinking skills from various relevant research journals. Research conducted by lecturers requires literacy support from various digital sources, such as up-to-date journals. Thus digital literacy can support lecturer performance in conducting research.

In the field of community service, with digital literacy, lecturers can better provide devotional materials or sermons. Lecturers can also conduct training for God's servants by conducting studies of various literature relevant to current ministry. With digital literacy, lecturers can manage information from various scientific studies, so that the training or sermons provided can be scientifically justified.

3. Social Dimension

In the social dimension, digital literacy can help lecturers communicate with lecturers, domestic and foreign researchers, stakeholders, and students. With digital literacy, lecturers can build networks in conducting education, research and community service. By building networking, the range of cooperation will be wider and there will be more opportunities for lecturers to develop themselves to do their job better and have a wider influence.

In the field of education, there is E-learning

which is a platform for managing learning. With E-learning, lecturers can provide syllabus, lesson plans, learning supporting documents, assessments, and space for discussion with students. By mastering digital literacy, lecturers can communicate in a systematic way with students without being limited by place and time so that lecturer performance becomes more efficient. In addition, according to Pituch & Lee cited by Mohammadyari & Singh (2014). E-learning also allows lecturers to invite external sources to enrich existing learning.

In the field of research, lecturers can network with other researchers. Lecturers can cooperate in conducting research. In addition, lecturers can also communicate remotely to obtain research data without having to go to research locations. Thus it can be understood that mastering digital literacy can save research costs, make work easier, so that lecturers have time to do other assignments.

In the field of community service, lecturers can network with alumni, submit research reports to the public through social media Facebook, Instagram, YouTube, podcasts. With digital literacy lecturers can communicate effectively with the public. In addition, with digital literacy, lecturers can be more careful in conveying information and provide quality information that comes from scientific studies. In addition, lecturers who master digital literacy can also share knowledge with the wider community according to their areas of expertise.

The challenges of developing digital literacy for CRHE lecturers

Based on the interview results, the challenges of lecturer digital literacy can be divided into two, namely challenges from within the individual (internal) and challenges from outside the individual (external).

Challenges from the individual (internal) are not easy to deal with. Lecturers must have a high intention to learn and adapt in the face of technological developments in this era of society 5.0. The reluctance of lecturers to want to change can hinder their performance in carrying out the tridharma of higher education. In addition, an attitude that does not want to learn will hamper the progress of the institution and harm others.

Challenges from outside the individual (external) can be in the form of inadequate facilities and infrastructure, limited institutional funds, very rapid changes in the era of disruption, the digital literacy skills of senior lecturers who

are still lacking. Inadequate facilities and infrastructure can be in the form of various paid applications that support performance that have not been provided by the institution. Furthermore, limited institutional funds are related to costs for research and costs for lecturer self-development. Furthermore, regarding the very fast changes in the era of disruption, it requires lecturers to have the ability to adapt. The next challenge is the lack of lecturers' digital literacy skills. From the interview results it was found that there were senior lecturers who did not want to change and learn related to technological developments. This is a challenge for lecturers in working with these senior lecturers.

Recommendations for Institutions

Based on the interviews that have been conducted, the lecturer makes suggestions to institutions as follows: 1) The institution provides adequate facilities and infrastructure, such as the availability of paid journal access, turnitin facilities, wifi which is evenly distributed in the campus area; 2) Lecturer development through training and seminars. Lecturer training is important to equip lecturers in carrying out their duties and responsibilities in carrying out the tridharma of higher education; 3) Creating a digital literacy culture. Literacy culture needs to be grown in the work environment; 4) Do awareness. Lecturers must be made aware of the importance of digital literacy. This awareness can be done formally or non-formally. Formally by procuring debriefing for lecturers and informally with a personal approach carried out by the leader; 5) Provide reward and punishment. Rewards are given to lecturers who have more abilities in digital literacy so that they have an impact on their performance. Punishment is given to lecturers whose performance is not optimal due to low digital literacy. Even so, the implementation of rewards and punishments must have limits so as not to cause wrong motivation.

CONCLUSION

Digital literacy is an important factor to support lecturer performance. The results showed that digital literacy plays an important role in the performance of CRHE lecturers in carrying out the tridharma of higher education, namely: 1) the dimensions of technical skills, digital literacy can make it easier for lecturers to use digital technology, 2) cognitive dimension, digital literacy enables lecturers to manage, analyze and

synthesize various digital resources, and 3) the social dimension, digital literacy enables lecturers to build networks with other researchers and communicate effectively with colleagues, students, and the community. The challenges in developing the digital literacy of lecturers that come from within are the reluctance to learn and change. While the challenges that come from outside are limited facilities and infrastructure, limited institutional funds, very rapid changes in the era of disruption, and the lack of digital literacy skills of senior lecturers.

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