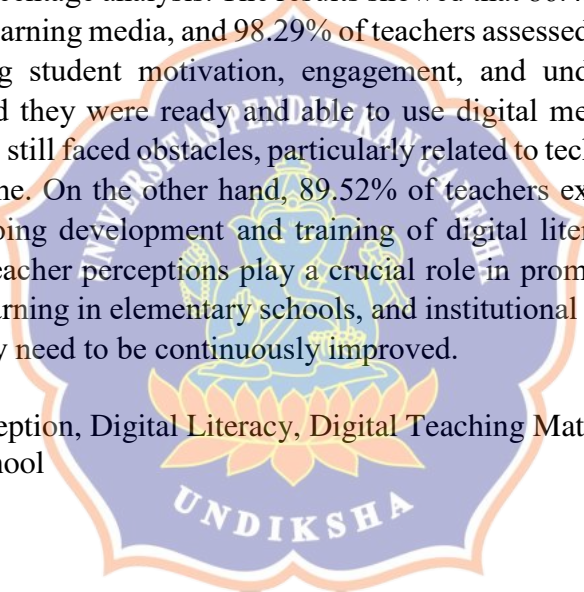


ABSTRACT

The development of digital technology in the 21st century has brought significant changes to the world of education, particularly in language learning and teaching. Digital literacy is a crucial competency for teachers to create effective, engaging, and student-centered learning, in line with the implementation of the Merdeka Curriculum. However, the implementation of digital teaching materials at the elementary school level still faces various challenges, particularly related to teacher perceptions and readiness. This study aims to describe elementary school teachers' perceptions of the use of digital teaching materials in language learning and teaching, and to analyze the role of these perceptions in supporting classroom teaching and learning activities. This study used a descriptive qualitative approach with 35 elementary school language teachers in Bondowoso Regency who completed questionnaires and three English teachers who served as informant for interviews and observations. Data collection techniques included questionnaires, interviews, and observations, while data analysis was conducted using descriptive qualitative methods supported by percentage analysis. The results showed that 86.43% of teachers had a good understanding of digital learning media, and 98.29% of teachers assessed digital teaching materials as effective in increasing student motivation, engagement, and understanding. Furthermore, 93.57% of teachers stated they were ready and able to use digital media in language learning. However, 70% of teachers still faced obstacles, particularly related to technical aspects, operational skills, and preparation time. On the other hand, 89.52% of teachers expressed high support and expectations for the ongoing development and training of digital literacy. Therefore, it can be concluded that positive teacher perceptions play a crucial role in promoting the effectiveness of digital-based language learning in elementary schools, and institutional support and strengthening of teachers' digital literacy need to be continuously improved.

Keywords: Teacher Perception, Digital Literacy, Digital Teaching Materials, Language Learning, Elementary School



ABSTRAK

Perkembangan teknologi digital pada abad ke-21 telah membawa perubahan signifikan dalam dunia pendidikan, khususnya dalam pembelajaran dan pengajaran bahasa. Literasi digital merupakan kompetensi penting bagi guru untuk menciptakan pembelajaran yang efektif, menarik, dan berpusat pada peserta didik, sejalan dengan penerapan Kurikulum Merdeka. Namun, penerapan bahan ajar digital pada jenjang sekolah dasar masih menghadapi berbagai tantangan, terutama yang berkaitan dengan persepsi dan kesiapan guru. Penelitian ini bertujuan untuk mendeskripsikan persepsi guru sekolah dasar terhadap penggunaan bahan ajar digital dalam pembelajaran dan pengajaran bahasa, serta menganalisis peran persepsi tersebut dalam mendorong kegiatan belajar mengajar di kelas. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan 35 guru bahasa di sekolah dasar di Kabupaten Bondowoso yang mengisi kuesioner, serta tiga guru bahasa Inggris yang berperan sebagai informan dalam wawancara dan observasi. Teknik pengumpulan data meliputi kuesioner, wawancara, dan observasi, sedangkan analisis data dilakukan dengan metode deskriptif kualitatif yang didukung oleh analisis persentase. Hasil penelitian menunjukkan bahwa 86,43% guru memiliki pemahaman yang baik mengenai media pembelajaran digital, dan 98,29% guru menilai bahan ajar digital efektif dalam meningkatkan motivasi, keterlibatan, dan pemahaman peserta didik. Selain itu, 93,57% guru menyatakan siap dan mampu menggunakan media digital dalam pembelajaran bahasa. Namun, 70% guru masih menghadapi berbagai kendala, terutama yang berkaitan dengan aspek teknis, keterampilan operasional, dan waktu persiapan. Di sisi lain, 89,52% guru menunjukkan dukungan dan harapan yang tinggi terhadap pengembangan dan pelatihan literasi digital secara berkelanjutan. Oleh karena itu, dapat disimpulkan bahwa persepsi positif guru memainkan peran penting dalam mendorong efektivitas pembelajaran bahasa berbasis digital di sekolah dasar, dan dukungan institusional serta penguatan literasi digital guru perlu terus ditingkatkan.

Kata kunci: Persepsi Guru, Literasi Digital, Bahan Ajar Digital, Pembelajaran Bahasa, Sekolah Dasar