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The role of teachers in encouraging DL-Mobile

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ABSTRACT

The use of mobile phones by students is increasingly widespread, both for learning purposes and for other personal purposes. As mobile technology continues to permeate students' lives, mobile DL-Mobile is important for students to be able to utilize mobile technology optimally and responsibly. This article discusses the role of teachers in promoting Digital Literacy Mobile (DL- Mobile) among students. The findings of this article provide valuable insights into the strategies and approaches teachers use to encourage digital literacy in the mobile era, offering practical implications for improving educational practices. The study highlights how educators serve as key facilitators in integrating mobile technology into the learning environment, thereby enhancing students' digital competencies. Teachers can increase students' awareness of the importance of mobile technology in their daily lives and improve their ability to use social media effectively to gather information. The results of this study can be used to improve the quality of education and improve students' ability to face increasingly complex global challenges that require better digital skills.

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INTRODUCTION

Mobile technology has become an inseparable part of people's lives, including in the world of education. The use of mobile phones by students is increasingly widespread, both for learning purposes and for other personal purposes. This has both positive and negative impacts. The positive impact is that mobile technology can help students learn, access information, and communicate easily. The negative impact is that the unwise use of mobile technology can harm students, such as cyberbullying, online fraud, and internet addiction. Therefore, mobile DL-Mobile is important for students to be able to utilize mobile technology optimally and responsibly. Mobile DL-Mobile is the ability of individuals to identify, understand, interpret, create, and communicate using mobile phone features and functionality. DL-Mobile is the ability to understand information that obtained from various sources, one of which is from mobile phones that have become DL-Mobile (Feng & Sumettikoon, 2024; Gallagher et al., 2024).

In the context of education, teachers have an important role in encouraging students to gain knowledge from DL-Mobile. This helps students develop the skills they need to navigate and use technology effectively. By providing the right guidance and mentoring services, teachers can ensure that students have a strong foundation in DL-Mobile (Egwuasi et al., 2018). This includes the ability to discover, evaluate and use digital information as well as the ability to communicate and collaborate online. Teachers can also help students develop an understanding of ethical and safety issues related to the use of technology.

Teachers role is crucial in preparing students for success in the digital age (Akour & Alenezi, 2022; Bonfield et al., 2020; Engeness, 2021; Núñez-Canal et al., 2022; Tran et al., 2020). However, there are still many teachers who have difficulty encouraging DL-Mobile in students, especially in disadvantaged areas. This issue is increasingly important because DL-Mobile has become a very important skill for the younger generation to overcome future challenges. In many areas, especially rural and remote areas, access to technology and training for teachers is still limited. This has led to a growing digital divide between students

in these areas and those living in urban or more developed areas. Without proper intervention, these gaps can impact students' futures and limit their chances of success.

DL-Mobile refers to the ability to understand and effectively use information from digital sources, especially through mobile devices like phones (Feng & Sumettikoon, 2024). As mobile technology continues to permeate students' lives, DL-Mobile is becoming a crucial skill. Gallagher et al. (2024) highlight that DL-Mobile includes not only accessing digital content but also communicating via mobile phone functionalities. The widespread use of mobile devices offers educational benefits, such as easy access to information and better communication (Alghazi et al., 2021; Banafaa et al., 2023; Criollo-C et al., 2021; Iqbal & Bhatti, 2020; Nikolopoulou, 2020). However, challenges like cyberbullying, online fraud, and internet addiction also necessitate that mobile digital literacy be used responsibly (Feng & Sumettikoon, 2024).

DL-Mobile is an important skill that will enable the younger generation to face future challenges, but many students still do not have adequate digital skills. This can be caused by various factors such as: for example, lack of access to technological devices, lack of training for teachers, and lack of support from the government and the community (Uzun et al., 2023). Without concerted efforts to address these issues, it will be difficult for the younger generation to compete and thrive in a world that is increasingly dependent on digital technology.

Addressing these challenges requires coordinated efforts from various stakeholders, including governments, the private sector, and the community. The government can play an important role in providing the necessary digital infrastructure and technological devices, especially for schools in remote areas. In addition, the government can also provide comprehensive training and professional development to teachers to incorporate technology into their teaching practices. The private sector can also contribute by providing financial support, equipment, and other resources to help schools develop DL-Mobile (Oztay et al., 2022). At the same time, the community can play a role in supporting and participating in these efforts, so that DL-Mobile can become a shared priority.

In addition, the development of relevant and interesting curriculum and learning materials is also an important factor in encouraging DL-Mobile among students. Learning materials should be designed to arouse students' interest and enthusiasm and help them actively engage in the use of digital technology (Kaya, 2021). Teachers must continue to innovate by develop teaching methods that utilize technology effectively, such as the use of educational games, virtual simulations, and online learning platforms. In this way, students not only acquire digital knowledge and skills, but also become more motivated to further develop their skills.

Teachers play a pivotal role in fostering DL-Mobile, equipping students with the skills needed to navigate digital spaces and utilize technology efficiently (Uzun et al., 2023). Their role extends to teaching online ethics, digital safety, and responsible information use. However, there are challenges, especially in remote areas, where access to technology and teacher training is limited, creating a digital divide (Altinay et al., 2016). Bridging this gap requires collaboration between the government, private sector, and communities to ensure access to infrastructure and resources (Uzun et al., 2023). Additionally, professional development for teachers and the adoption of interactive digital tools can further enhance students' DL-Mobile skills (Kaya, 2021; Oztay et al., 2022).

Ultimately, efforts to encourage DL-Mobile among students require the involvement and collaboration of various stakeholders. Governments, the private sector, communities, parents, and of course teachers and educators must work together to ensure that all students have the access and skills to navigate an increasingly complex digital world. Only with a comprehensive and sustainable approach can we ensure that the younger generation is able to face the challenges and opportunities posed by digital technology in the future.

This article discusses the role of teachers in encouraging Digital Literacy Mobile (DL-Mobile) among students. The contribution of this research lies in its exploration of the role of teachers in promoting Digital Literacy Mobile (DL-Mobile) among students. The study highlights how educators serve as key facilitators in integrating mobile technology into the learning environment, thereby enhancing students' digital competencies. This research provides valuable insights into the strategies and approaches teachers use to encourage digital literacy in the mobile era, offering practical implications for improving educational practices. Additionally, it contributes to the broader understanding of digital literacy in education, especially in equipping students with the necessary skills to navigate and succeed in an increasingly mobile and digital world.

METHOD

The method used in this study is a literature review, which involves the systematic examination of existing research and publications on a specific topic. A literature review provides an overview of the current state of knowledge, identifying key theories, methodologies, gaps, and relevance in the field. This process involves analyzing various sources such as academic journals, books, and other relevant publications to gain a comprehensive understanding of the topic under investigation.

The primary goal of conducting a literature review is to establish a solid theoretical foundation that supports the research problem. In this study, data were gathered from a wide range of sources, including books, journals, and other publications related to the topic of The Role of Teachers in Encouraging Digital Literacy Mobile (DL-Mobile). These sources were carefully categorized and selected to ensure their relevance, and the insights obtained were then integrated into the analysis to provide a comprehensive understanding of the topic.

RESULTS AND DISCUSSION

Descriptive analysis results

According to UNESCO, literacy is a set of real skills, such as reading and writing, that do not depend on the context in which they are acquired and who acquires them (Mulyana & Ayuni, 2015). This literacy ability is very important for everyone, especially today because technological developments in the world are developing very rapidly. Digital media is also a place in the dissemination of information, therefore DL-Mobile skills are very necessary, DL-Mobile is the ability to use media, communication, or digital networks to search, evaluate, use and create information in a reasonable, wise, intelligent, comprehensive, accurate and halal manner as well as to communicate in daily life, which is interpreted as encouraging interaction. We can now find various forms of DL-Mobile on the internet and in city and regional libraries. One form of DL-Mobile that we often see on the internet is e-books or digital reading materials. This DL-Mobile knowledge should be instilled when children are still studying at school because it can be a provision in the future in facing rapidly developing technological developments.

Considering the digital era that occurs in this world, countries in various parts of the world have begun to prepare human resources (HR) who can compete in the future, in this increasingly advanced digital era, DL-Mobile skills are needed as an effort to face global challenges in the future. Indonesia as a large country with such a large population certainly needs DL-Mobile skills in order to compete with other countries. Therefore, the role of teachers and educators is very necessary in the world of education to provide an understanding of DL-Mobile in encouraging students to acquire knowledge from DL- Mobile. They can help students develop the DL-Mobile skills needed to navigate and use technology effectively. The use of digital media in the world of education can be considered important as a step to prepare a competent generation in the current era of globalization (Ismail, 2015).

DL-Mobile is one of the important indicators in developing the world of education today. The impact of the current growth of digital resources and the abundance of opportunities for access and openness are important indicators for improving the quality of education (Altinay et al., 2016), while some of the strategies that teachers and educators can take in promoting DL-Mobile include a number of effective steps in increasing the use of digital technology by students and developing a culture of numerical technical literacy in schools. Including:

1) Changes in learning methods: Teachers can change learning methods using digital technology more actively and interactively, so that students can more easily understand and apply the concepts they learn. In this effort, teachers can use various digital media such as videos, PowerPoints, and other applications to clarify concepts and strengthen students' understanding. For example, teachers can use videos to illustrate complex processes, PowerPoint to clarify basic concepts, and interactive applications to reinforce student understanding through dynamic activities. In this way, students can be more active and involved in the learning process, and can more easily understand and apply the concepts they have learned.
2) Changes in learning media: Teachers can change learning media by including more interactive and interesting digital media, such as the use of the Instagram application to learn science in digital form. Therefore, teachers can increase students' awareness of the importance of digital technology in their daily lives and improve their ability to use social media effectively to gather information. The use of Instagram as a learning medium can help students understand the broader concept of DL-Mobile and improve their ability to access accurate and relevant information. Additionally, the use of apps like Instagram can help teachers develop more creative and interactive learning strategies, thereby increasing student engagement and improving learning outcomes.
3) Improves Students' Character and Responsibility: Teachers can improve students' character and responsibility by assigning tasks that require the use of digital technology to search for references or documents on the Internet. This can help students understand the importance of DL-Mobile in learning, as well as improve their ability to identify and evaluate accurate and reliable sources of information. In this way, students can improve their ability to develop critical and analytical skills, as well as become more aware of the importance of online data security and privacy. Additionally, exercises like this can help students understand the concepts of digital responsibility, such as respecting copyright and avoiding inappropriate content. By improving students' character and sense of responsibility, teachers can help them become smarter and more responsible digital citizens in the use of digital technology.

4) Integrating Technology into Learning: Schools can improve DL-Mobile by integrating technology into learning. This can be achieved by providing technology-based learning facilities such as the internet, LCD screens and projectors in the classroom, as well as providing e-module and e-library services. In this way, students can access rich and diverse digital resources and benefit from a more dynamic and interactive learning experience. Additionally, integrating technology into learning can help teachers develop more creative and effective learning strategies and improve their ability to use digital technology wisely and responsibly.
5) Teacher Skills Development: Teachers need to improve their knowledge and performance in the DL-Mobile teaching process. This can be done by providing special training and guidance to improve teachers' ability to utilize digital technology and develop a DL-Mobile culture in schools. In this way, teachers can improve their ability to develop more creative and effective learning strategies, as well as improve their students' ability to use digital technology wisely and responsibly. In addition, specialized training and guidance can also help teachers develop skills in identifying and evaluating accurate and reliable sources of information, as well as increase awareness of the importance of online data security and privacy. By improving teacher skills, schools can improve the quality of education and improve students' ability to face increasingly complex global challenges that require better digital skills.

With steps in increasing DL-Mobile for students by teachers and educators, it is hoped that it can improve the quality of the younger generation to face the future. With the increase in DL-Mobile, it is hoped that it can be one of the ways in the government's efforts to achieve one of the goals of sustainable development. Sustainable development is a development process that pays attention to the needs of future generations while meeting the needs of today's life. The main principle of sustainable development is to maintain the quality of life of all people in a sustainable manner now and in the future. There are 17 goals that Indonesia wants to achieve, one of which is Quality Education.

Quality education has an important role in the context of sustainable development. Sustainable development focuses on improving the quality of life in various aspects, including education. Quality education allows students to have better abilities in facing future challenges, especially in facing the current digital era. Education is very important to create a competent and competitive generation. One of the important education in this digital era is DL-Mobile education that needs to be taught by teachers and educators to students, with this it can be one of the efforts to achieve the goal of quality education in sustainable development.

To achieve this goal, the role of the government and various parties is needed. Providing access to education from the government can certainly be a way for students to prepare themselves to face challenges in the future, in addition to providing training to teachers and educators about the importance of DL-Mobile education so that they can teach the importance of DL-Mobile in this era to students so that they can create a competent and competitive generation. So that Indonesia can achieve sustainable development goals in accordance with what has been planned.

Discussion

The role of teachers in encouraging mobile DL-Mobile is very important in preparing students to face the challenges of the digital era. The use of mobile technology in education can provide many benefits, such as easy access to information and communication. However, negative impacts such as cyberbullying, online fraud, and internet addiction also need to be watched out for. Teachers have a responsibility to teach students about the wise and responsible use of technology. In addition, teachers also need to guide students in developing DL-Mobile skills, including the ability to find, evaluate, and use digital information as well as communicate and collaborate online.

This article highlights the importance of collaboration between the government, the private sector, and the community to provide digital infrastructure and training for teachers, especially in remote areas. Without adequate support, the digital divide between urban and rural areas will widen, hampering opportunities for students in disadvantaged areas. Therefore, appropriate interventions are needed to ensure all students have the access and skills needed to succeed in the digital age.

CONCLUSION

Teachers play a crucial role in promoting digital literacy (DL-Mobile) among students. By implementing strategies such as changing learning methods, improving students' character and responsibility, and integrating technology, teachers can help them develop the skills necessary for the digital age. Collaboration between the government, private sector, and community is essential for providing the necessary infrastructure and training. However, this research has limitations, such as relying on literature review methods and not including direct empirical data. The implications of this study include the government's need to invest in digital infrastructure and teacher training, the private sector's contribution by providing resources and technical support, and the

community and parents' active role in children's technology education. Teachers and educators need to continue to innovate and utilize digital technology to create an interactive learning environment. Future research should focus on empirical studies exploring the practical implementation of DL-Mobile in various educational settings, examining the role of parents, community involvement, and broader education policies in influencing students' DL-Mobile development, and analyzing the long-term impact of DL-Mobile on students' academic performance and readiness for the digital economy.

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