Integrating Digital Literacy into Sociolinguistics Class in MBKM Curriculum through Theory of Planned Behavior

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Abstract

Independent Learning Curriculum (MBKM) is arranged to improve the students' competencies in the revolution industry 4.0. One of the important aspects in that curriculum is a broad knowledge of digital literacy. Integrating digital literacy into Sociolinguistics class in this study employed Project Based Learning (PBL) by creating posters and short learning video. The results of these assignments were analyzed through Theory of Planned Behavior by Ajzen. This case study aims to investigate the types of students' beliefs on the use of integrating digital literacy into Sociolinguistics class. This study employed triangulation data; questionnaire, interview and observation. Those instruments were used to identify the process and results of integrating digital literacy into Sociolinguistics class through behavior belief, cognitive belief, normative belief, and control belief. The result of this study found students believe that the use of integrating digital literacy into Sociolinguistics class influenced heir strategy of learning. Thus, having a strong belief of integrating digital literacy shows the students' perception to use digital technology in Sociolinguistics class.

Keywords: Beliefs, Digital Literacy, Sociolinguistics, Theory ozf Planned Behavior

Integrasi Literasi Digital dalam Kelas Sosiolinguistik pada Kurikulum MBKM melalui Perspektif Theory of Planned Behavior

Abstrak

Kurikulum MBKM disusun untuk meningkatkan kompetensi lulusan mahasiswa di era revolusi industri 4.0. Salah satu aspek yang berperan penting adalah pengetahuan mengenai literasi digital. Integrasi literasi digital pada mata kuliah Sosiolinguistik dalam penelitian ini menggunakan pembelajaran berbasis proyek melalui pembuatan poster dan video pembelajaran pendek. Hasil penugasan ini dianalisis menggunakan perspektif Theory of Planned Behavior (TPB) rancangan Ajzen. Studi kasus ini bertujuan untuk menyelidiki jenis keyakinan (beliefs) mahasiswa terhadap keberadaan integrasi literasi digital dalam kelas Sosiolinguistik. Instrumen penelitian yang digunakan adalah kuesioner, wawancara dan observasi. Data hasil pendistribusian instrumen digunakan untuk mengidentifikasi integrasi literasi digital mahasiswa ke dalam kelas Sosiolinguistik yang mengacu pada keyakinan perilaku, keyakinan kognitif, keyakinan normatif, dan keyakinan kontrol. Hasil penelitian diperoleh bahwa mahasiswa meyakini penggunaan integrasi literasi digital ke dalam kelas Sosiolinguistik dapat mempengaruhi strategi belajar mereka. Sehingga, dengan memiliki keyakinan positif tentang integrasi literasi digital menunjukkan kecenderungan mahasiswa untuk menggunakan teknologi digital di kelas Sosiolinguistik.

Kata kunci: Keyakinan, Literasi Digital, Sosiolinguistik, TPB

INTRODUCTION

The rate of growth of digital technology coupled with the development of the internet in the modern era makes it easy for the public to disseminate and receive unlimited information. This convenience has an impact on the quality of information which is often invalid and reliable, so it must be handled wisely. Such conditions require that the internet is dominated by students who have abilities, such as the ability to know, understand, use, communicate, and create information to gain knowledge about digital resources that involve emotional and emotional abilities. These abilities are then referred to digital literacy (Tang & Chaw, 2015). Furthermore, digital literacy is an important and often misunderstood concepts, it has implications for all aspects of primary schooling (Casey et al., 2009). In addition, Paul Gilster in (Falloon, 2020) stated that digital literacy is the ability to properly use and evaluate digital resources, tools and services, and apply it to lifelong learning process.

In the world of higher education, digital literacy is considered as a set of abilities intended to develop students' High Order Thinking Skills (HOTS), including skills in analyzing, collaborating, and creating innovation. This allows students to access more accurate and credible information quickly and easily. Furthermore, digital literacy is one of the skills that must be possessed by people in the 21st century (Bekker et al., 2015). Through digital literacy, students are expected not only to equip themselves with the technical skills to operate digital devices, tools, software and hardware and to surf cyberspace, but also to have a range of knowledge, skills and attitudes that are required in the digital age as it is today. In other words, digital literacy is useful as a guide and filter for accessing digital information.

Teachers have started incorporating digital technology in their lessons in order to encourage students to integrate digital literacy into the academic setting. This is a response to the widespread Covid-19 pandemic as well as the growing importance of digital literacy in school. Learning in the 21st century integrates digital literacy into teaching and learning activities, especially in language learning (Ng, 2012). This is in accordance with the purpose of implementing the Independent Learning (MBKM) curriculum which is structured to improve the competence of student graduates in the 4.0 industrial revolution era. The success of the language learning process is also influenced by the beliefs of teachers and students about language learning, attitudes and digital literacy (Cephe & Yalcin, 2015). Students' belief in learning refers to their assumptions and understanding indirectly of learning outcomes. The assumptions and understandings in question include the meaning of learning, expectations about what should be taught, and the role of teachers and students in education (Chan & Elliott, 2004). The beliefs of the learner contain a variety of subjective and emotional components related to the student's efforts to perceive their learning environment. This perception then affects the approach to learning and learning outcomes (Karagiannopoulou & Christodoulides, 2005). Several previous studies have codified this type of belief into three, namely behavioral beliefs, control beliefs, and normative beliefs (Abolmaali et al., 2014). The theory that explains these ideas is called the "Theory of Planned Behavior" (TPB).

In addition, the primary aspect in TPB theory is the presence of an individual's intent to act. It is considered that intent is a determinant of motivation, which in turn drives behavior; this will determine how hard someone will attempt and how much effort they will expend on an action. The higher the determination, the greater the exertion. However, it should be apparent that behavioral objectives can only constrain conduct when it is restricted.

Beliefs about behavior are individual ideas about what constitutes appropriate behavior. When someone has a positive attitude about the behavioral beliefs of others, it is

very probable that other individuals will act in accordance with those views. For instance, in this scenario, students will engage in positive behavior if they believe that incorporating digital literacy into learning media has the potential to increase the overall quality of the learning results. Normative beliefs, on the other hand, are those that assume the support of particular individuals, organizations, or settings for particular behaviors. Students will experience social pressure to perform a behavior when they are in an environment that encourages them to do so, and the same is true when they are in an environment that discourages them from doing so. Perceived behavioral control refers to an individual's perception of the ease or difficulty of performing an attractive behavior according to Ajzen in (Chen & Yang, 2019). According to the theory of planned behavior, control beliefs are the basis for measuring perceived behavioral control. Confidence in control indicates that the more confident students are in their abilities and access to resources, the more control they feel. TPB predicts that the behavior is more likely to be performed if each component of those components is favorable (MacFarlane & Woolfson, 2013). Furthermore, (Verma & Chandra, 2018) also added that another element of behavioral intention in the TPB model is the subjective norm which is defined as the viewpoints of other people who are important to an individual and have the ability to influence his/her decision-making (family and relatives, colleagues, associates, or business partners, friends). According to TPB, attitude towards the behavior refers to degree to which a person has a favorable evaluation of certain behavior (Liobikiene et al., 2016). (Alhamami, 2018) also revealed that there were many previous studies used the Theory of Planned Behavior (TPB), however, there has not been a lot of study done looking at how students feel about incorporating digital literacy into sociolinguistics classes utilizing TPB.

This study is aimed to determine the relationship between digital literacy integration and student beliefs in Sociolinguistics classes, as well as to provide an understanding to teachers and universities about the need to develop professional attitude values to help students integrate digital skills into their learning. Students awareness of the importance of digital literacy practices is important because student beliefs also influence their actions.

Therefore, the age of students is considered a group that is still vulnerable to receiving the harmful effects of digital media. By having various types of beliefs in TPB theory, students are expected to be able to use digital literacy in learning, so that it can affect their learning outcomes (Furinghetti & Pehkonen, 2002). Furthermore, in language learning, students' beliefs will affect their motivation, attitude, achievement, proficiency, anxiety, success, behavior, and strategies in language learning (Saputra, 2020). In addition to that, the purpose of this research is to ascertain the behavioral beliefs, normative views, and locus of control held by students in relation to the incorporation of digital literacy into the teaching of Sociolinguistics.

METHODOLOGY

This research employs a qualitative case study approach. The researchers conducted some classroom observations and online open-ended questionnaires to assess the students' beliefs about integrating digital literacy into Sociolinguistics learning. During class observations, students are asked to create some thematic posters and learning videos as their learning projects as the Project Based Learning (PBL) assignment. It involved 24 students as participants. While the triangulation of data obtained from the results of structured interviews. There were four students joined in this interview as informants to get in depth-data.

By choosing this assignment, students are expected to have sufficient skills in the use of digital technology. All participants are allowed to use gadgets and laptops that are connected

to the internet network, either via WiFi provided by the campus or using personal cellular data. In addition, all participants belong to the active internet users who regularly use it either to connect their social interaction or to assist their learning process.

Therefore, this research also employs the Constant Comparative Method (CCM) to analyze the data. The CCM delivered in a phase that is divided into four stages; determining information, categorizing data, determining the relationship between categories of information, and writing theory, according to Glaser & Strauss, 1967:165 in (Kolb, 2012).

The data for this study was gathered through observation and semi-structured interviews with students in sociolinguistics classes to find out their perspectives on the incorporation of digital literacy into those courses. After that, the data that was gathered from the observations and the semi-structured interviews were categorized based on their commonalities through the use of the transcripts, codes, and the findings of the data processing. The collected information was divided into three categories: behavioral beliefs, normative views, and locus of control beliefs. During the step that involved evaluating the relationship between the information categories, each of the ideas that were described was investigated to determine where the sample should be placed in respect to the relevant category. In addition, as part of the findings of the research, the theory as well as the outcomes of the data processing were drawn.

RESULTS AND DISCUSSIONS

The Independent Learning (MBKM) curriculum allows students to learn everything according to their interests and talents (Prastowo et al., 2020). This curriculum has been applied in Sociolinguistic class in the academic year of 2020/2021. Therefore, students are asked to elaborate their knowledge through a series of Project Based Learning assignments which allow them to choose the certain themes and idea by themselves. This research, then, observed the students' activities on exploring their knowledge of Sociolinguistics themes in the procedure of Independent learning curriculum through the Theory of Planned Behavior, so that it leads to these following results.

Behavioral Beliefs

The main idea of Behavioral Beliefs is to identify students' beliefs on what value (benefits) they might get if they integrate digital literacy in learning media (Chen & Yang, 2019). The value or service in question relates to whether or not digital literacy facilitates their learning. These values pertain to information efficiency, cognitive abilities, and ethical awareness, as well as English competence.

Figure 1. The results of a Closed Questionnaire on Students' Behavioral Beliefs Regarding the Integration of Digital Literacy into Sociolinguistics Courses
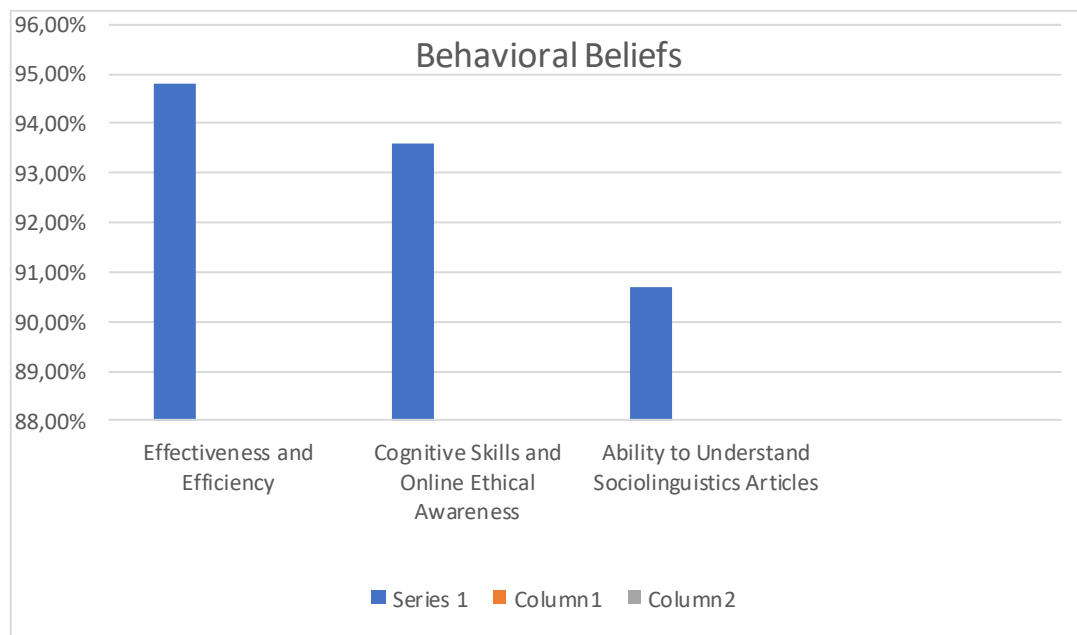

Figure 1 demonstrates that students have a great deal of faith in the incorporation of digital competencies into sociolinguistics lectures. This indicates that students believe adopting digital literacy into learning material can affect or improve their learning outcomes. In contrast, the majority of students hold optimistic views regarding the incorporation of digital competencies into sociolinguistics education.

1. Effectiveness and Efficiency

The first set of surveys is aimed to measure students' perceptions of the usefulness and efficiency of Internet research. Based on the data presented in Figure 1, 94.8 percent of students are optimistic about the incorporation of digital skills in learning media in sociolinguistics classes. The reason for this favorable opinion is the convenience and time savings. According to some pupils, locating material on the Internet is simpler and saves time. Users need only enter terms into a search engine (such as Google) for the required information to surface in seconds. Similarly, according to another source, finding information on the Internet is more convenient and comprehensive because it provides more information than books. In the meantime, another student asserted that the internet contained information that he could not discover in books. Students prefer to find knowledge about digital technologies due to their efficacy and efficiency, especially in terms of accessibility.

2. Cognitive Skills and Online Ethical Awareness

The following problem investigates the opinions held by students who believe that incorporating digital literacy into learning media will increase their cognitive abilities as well as their online ethical awareness. The fact that 93.6% of students have the optimistic belief that incorporating digital literacy into learning media will make it simpler for them to improve their capacity to comprehend, compare, analyze, evaluate, communicate, create information, both in the form of illustrations and texts, and increase awareness is evidence of this positive perception. This finding is corroborated by data gathered from interviews, which showed that

students had no trouble comprehending the material that was provided in the form of text and graphics (icons, pictures, tables, or diagrams). Students had a better chance of understanding material when it was explained to them in straightforward language and was occasionally accompanied by images. In addition, students are aware that the internet provides access to a wealth of information, but that not all of that material can be trusted equally. Students are compelled to engage in analytical and critical thinking about the content of the information they are given when it is both comprehensive and varied. Students feel more confident in their ability to select information that is authentic and legitimate when they are exposed to digital literacy. It was discovered that students frequently compare information from multiple websites and rely on trusted websites recommended by teachers or managed by other well-known institutions from abroad, then analyze and evaluate for additional information. This was done in order to determine whether or not the information was reliable and credible.

In the meantime, when it comes to communication, the incorporation of digital literacy makes it simpler for students to express themselves, transmit information, and share that information through a variety of types of digital media. According to the findings of interviews, students prefer to utilize digital technology to share information, send assignments, and have virtual discussions since it has the ability to facilitate the transmission of information in a faster and more straightforward manner. Students choose to concentrate on the efficacy and efficiency of digital literacy because they are members of a generation that grew up with computers. In addition, the incorporation of digital literacy allows for the investigation of students' cognitive abilities in terms of their creative potential. When creating posters, students make use of digital tools such as Canva and a variety of other online platforms. The vast majority of students' report feeling more creative when it comes to developing new work, whether it be photographs, films, essays, or anything else. The findings of the interviews also indicate that students take pleasure in the process of utilizing digital tools, particularly in the process of producing posters, which may be done independently or in groups. As a result, the poster appears to be more intriguing and illuminating.

While a questionnaire was used to study student beliefs about the benefits of integrating digital literacy connected to ethical awareness in the digital era, it should be noted that the questionnaire was used to investigate student beliefs about the benefits of integrating digital literacy. The exchange of private information is the primary emphasis of this field. According to the findings of the interviews, students have a reasonably good awareness of the importance of avoiding sites that contain pornographic content and staying away from them.

Students typically choose to disregard pop-up advertisements whenever they include pornographic content even indirectly. Students are required to have the awareness and filters necessary to prevent them from accessing potentially dangerous content that is not appropriate for their age by avoiding and dismissing pornographic content. The findings from the interviews indicate that all of the students have a high level of self-awareness and do not easily trust strangers, especially those they know from the internet. All of the participants voiced their worries and apprehensions about the potential risks involved in disclosing personal information to people they only know through social media platforms like Facebook, Instagram and Twitter. Students appear to possess a level of self-awareness that enables them to avoid the danger of being victims of cybercrime.

3. Ability to Understand Sociolinguistic Articles

In terms of the ability to understand Sociolinguistic articles, 90.7% of students believe that the internet and digital literacy facilitate them to access additional information about Sociolinguistics in English. The results of the interviews revealed that most students use the internet and digital literacy not only as a safe and fun entertainment medium, but also as a medium to influence their English skills, especially in this study to increase knowledge about Sociolinguistics. Several other students said that in order to improve their English skills, especially speaking skills in the short videos they produced, they often accessed news and videos of Sociolinguistics learning in English through certain YouTube channels. Meanwhile, in poster writing skills, students more often access journal provider portals and search engines (Google). In addition, students also gain more vocabulary through surfing activities in cyberspace. They admitted that after reading Sociolinguistic references in English; many unfamiliar and complicated terms, terminology, and idioms are found. When faced with this situation, students will access Google Translate to understand the purpose of the narrative in question.

Normative Beliefs

The focus of the discussion in this section is on the belief that an action is supported or not supported by a particular person, group, organization, or community and on the perception of control, according to Ajzen in (Chen & Yang, 2019). Students have the perception, based on Normative Beliefs, that their academic environment (campus), parents, instructors, and friends are fully aware of the usefulness of digital literacy to help their learning. This perception is based on the academic environment (campus).

Table 1. The results of the closed questionnaire of students' normative beliefs

Survey Category	Average
Academic environment	98.5%
Lecturer	93,2%
Parents	77%
Classmates	86,8%

According to the results shown in table 1, the vast majority of students have the opinion that the school environment, teachers, parents, and peers all play a significant part in the process of incorporating digital literacy into the Sociolinguistics classroom. The support of the academic environment is the most important thing to consider when attempting to integrate digital literacy into the Sociolinguistics course. Students believe that the campus provides support in the form of a form of support in the form of comfortable classrooms, public facilities, and Wi-Fi services that can be accessible by both students and teachers. This is demonstrated by the findings of the observations, which revealed that the majority of the buildings located within the campus area are equipped with Wi-Fi. In addition, the findings of the observations revealed that the lecture room was outfitted with auxiliary facilities such as LCD projectors and displays to support the presentation. Not only are these facilities utilized to assist instructional activities, but they are also used to support both teachers and students in their integration of digital technology.

The next important position is the lecturer who gets 93.2%. The lecturer plays a vital role in the normative beliefs of students. In the interview, the students mentioned that the teacher was one of the groups that most supported them in integrating digital literacy. According to students, this is considered useful for developing their knowledge, increasing

awareness of online ethics, communication and expression skills, and mastering English skills to increase Sociolinguistic knowledge. Observational data supports this data that teachers always involve students with digital devices in learning activities, ranging from simple ones such as using PPT presentations to complex ones such as making learning videos and Learning Management System (LMS) tutorials.

While this was going on, it was discovered while the data was being collected that students had the unwavering support of their parents. The findings of the interview indicate that parents provide their children with electronic devices, including laptops, which are linked to the internet at home either through prepaid or postpaid data (Wi-Fi). As a result, students are not constrained by factors such as location or time when carrying out their academic pursuits. The students provided an illustration to demonstrate that the provision of electronic facilities is an example of parental support to support the incorporation of digital literacy. In addition, it is clear from the interviews that parents have the expectation that their children are capable of using the internet in a responsible manner that caters to their individual requirements. In the modern digital era, the appropriate form of support is thought to be the mentality of parents who encourage their children to engage in activities that allow them to use the internet and other forms of digital technology without invading their children's privacy.

Control Beliefs

The component of control beliefs is associated with a measure of perceived behavioral control. Control beliefs imply that the more possibilities and access to resources individuals have in their learning activities, the more in control they feel. Students believe they can readily incorporate digital literacy due to the availability of suitable facilities, both those provided by the school and those supplied by the parents. Students require digital literacy to make the most of the digital devices given by their schools and parents. In accordance with the provision of comprehensive facilities, students believe that the ability to use digital devices in the classroom affords them greater opportunities to incorporate digital literacy. In addition to the availability of digital devices, the opportunity to use digital devices in the classroom has a significant impact on students' capacity to integrate digital literacy.

In addition, "learning how to learn" was seen as an element of the program curriculum that was on par with the importance of the program's content. This involves developing in the learners an awareness of the process of learning such that they may take conscious control of learning (Marshall, 2008). This study demonstrates that there are ideas about student conduct that are related to students' perceptions of the benefits of digital literacy in Independent Learning (MBKM) curriculum. These beliefs are held by both teachers and students. These advantages are to being successful and efficient in one's search for material information, having cognitive abilities and ethical awareness, as well as having competence in English in order to acquire knowledge. According to the preliminary findings, the vast majority of students are incorporating digital literacy into their Sociolinguistics studies because of how effective and efficient it is in information gathering. As a consequence of this, the students came to the conclusion that the use of technology and proficiency in digital literacy were effective tools for communicating with one another, transmitting assignments, and engaging in digital discourse. Students choose to use the internet to search for information since it has the possibility to search for information more rapidly and can contain information that is more thorough than books can. This finding is backed by findings from prior studies that

demonstrated that children are dependent on speed and have a tough time tolerating an environment that moves at a moderate pace. Therefore, it can be understood why students prefer to use digital technology which is considered faster in providing information (Amaral et al., 2013).

They began incorporating digital literacy into learning media in the Sociolinguistics class as they came to the conclusion that having pupils possess digital literacy makes it simpler for students to comprehend the material that is offered via the internet. Information presented in simple language and sometimes accompanied by illustrations affects better understanding of information (Ng, 2012). In addition, one option for locating reliable sources of information is to visit reputable websites that offer electronic books and to cite the material obtained from those websites. When looking for credible sources of information, students have the option of relying on the information obtained from reputable sources. Regarding this finding, most of students of English Education Department at Pancasakti University Tegal started their search for information by trying to find an outline (important points) from the available information, identifying information relevant to the topic assigned to them, then students investigating and evaluating the information (Dunn, 2002). Most students even first look for information from websites, databases, and e-books that are relevant to their topic. In addition, digital literacy is used to increase the efficient use of media in terms of information (Amaral et al., 2013). Users can, for instance, obtain information that is pertinent to their needs and credible despite the volume of material that is available on the Internet by strengthening their skills in power searching. On the other hand, some students look to the resources that have been suggested by their instructors in order to find further knowledge associated with the topics covered in class.

Regarding the concept of Normative Beliefs, it is indisputable that the support that kids receive from those who are closest to them, such as their parents, friends, instructors, and the atmosphere of the school, plays an essential part in the formation of students' normative beliefs. The normative views that students hold is profoundly shaped, in particular, by the role that the teacher plays in the classroom. The encouragement that their teachers and parents give them makes the students feel more driven. This finding is supported by previous research which found that teacher support, peer opinion, and institutional promotion all play an important role in students' decisions to use technology in learning (Huang et al., 2020). Similarly, communication between children and teenagers that has a substantial impact via the Internet is predominantly with peers, followed by communication with teachers and communication with family members. Therefore, it is not surprising that campus, friends, professors, and parents impact student beliefs, as this is the setting with which they are most familiar and interact. However, what is more intriguing about the results of the interviews about normative beliefs is that despite these circumstances, students agree that one of the most powerful elements on their intents is their own desires. In terms of control confidence, the availability of facilities such as computers and internet networks, quality lessons, training, and the possibility for students to interact with digital literacy in the classroom have a favorable effect on their intents to incorporate digital literacy.

CONCLUSION

This study concludes a significant notion connected to the findings: students' favorable perceptions regarding the incorporation of digital literacy into Sociolinguistics classes in the Independent Learning (MBKM) curriculum can impact learning practices. Students tend to always use digital technology for Sociolinguistic learning if they hold these beliefs; (Behavioral Beliefs), support from family, teachers, and the school environment (Normative Beliefs), and

beliefs about the existence of factors that can facilitate or hinder performance (Control Beliefs). Participating students have favourable attitudes of the incorporation of digital literacy into learning material in the Sociolinguistics course. The good response is represented in the outcomes of the study instrument; questionnaires, interviews, and observations pertaining to the incorporation of digital literacy in learning media in the Sociolinguistics course. This viewpoint emphasizes the necessity for teachers, parents, and peers to assist students in incorporating digital literacy into their learning process. Students are more aware of the benefits of digital technology as a result of the support, opportunities, and facilities provided by schools, teachers, and parents. Thus, they attempt to enhance digital literacy skills in preparation for industrial revolution 4.0. In conclusion, it is evident that additional study is required to determine the influence of incorporating digital literacy into other courses in the MBKM curriculum, thus highlighting the significance of digital literacy.

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