

Analysis of Student Digital Literacy Skills in Entrepreneurship Course

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Abstract

A combination of increasing student and lecturer competencies related to digital literacy skills needs to be done to face global challenges. This study aims to analyze the level of digital literacy skills of students in the entrepreneurship course. The study population was all students who took the entrepreneurship course at Universitas Negeri Padang. Samples were taken using a random sampling technique, totaling 421 students. Data were collected using a questionnaire developed from the global framework of reference on digital literacy skills for Indicator 4.4.2, the statement indicators consist of information and the data literacy, communication and collaboration, digital content creation, safety and problem solving. The results showed that in general the level of digital literacy skills of students in the entrepreneurship course was in the category enough, but the indicator content creation was still in the low category. Based on the results of this study, entrepreneurship course lecturers are expected to be able to train more students in digital content creation, so that the entrepreneurial activities undertaken by students can be well promoted.

Keywords: digital literacy, student, entrepreneurship course

Introduction

The digital era is now wide open opportunity for anyone to progress and develop, because the available information is abundant and easy to access. The survey conducted by the Ministry of Communication and Indonesian Internet Service Provider Association (APJII) said that more than 50 percent, or about 143, 26 million people have been connected to the Internet throughout the year 2017. From the profile of Internet users in Indonesia based on age is 13-18 years as many 16.68%, age 19-34 years of 49.52%, 29.55% age 35-54 years, age above 54 years of 4.24%. The data shown that Internet users are dominated by teenagers. (BULETINAPJIIEDISI 23April2018.pdf, nd). With the development of Internet users growing rapidly across the world and technology is more fast, safe, and reliable, then the opportunity to pioneer the business and entrepreneurial activism is relatively easier to do. Field studies showed everyone has the potential to become entrepreneurs and become more advanced thanks to the strong influence of the Internet makes the world more accessible. Universities need to respond actively related to the condition of this shift toward digitization. These challenges need to be addressed by improving the competence of students and professors, especially regarding digital literacy skills in entrepreneurship courses. Universities need to respond actively related to the condition of this shift toward digitization. These challenges need to be addressed by improving the competence of students and professors, especially regarding digital literacy skills in entrepreneurship courses. Universities need to respond actively related to the condition of this shift toward digitization. These challenges need to be addressed by improving the competence of students and professors, especially regarding digital literacy skills in entrepreneurship courses.

The term digital literacy was first proposed by Paul Gilster 1997 as the ability to understand and use information from a variety of digital sources. He argues that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in a variety of contexts, such as academic, career and everyday life. (Eshet-alkalai, 2004) Some experts formulated the following definition digital literacy. Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, Evaluate, analyze and synthesize digital resources,

construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process. (Chan, 2017) (Sharp, Professor, Brien, & A, 2018). (Kurnianingsih&Ismayati, 2017). Thus, it can be concluded that the characteristics of digital literacy does not only refer to the operating skills and use different tools of information technology and communication technology (hardware and software platform), but also for the "read" and "understand" the grain content of technological devices and processes "create" and "write" into a new knowledge.

Students today are the millennial generation born when the world has become a very digital and urban (1989-2000). This generation is an individual who grow and develop with technology that is increasingly advanced and easier for people to do the job. Individuals learn, work, write and interact with each other in very different ways. (Santosa& Sudirman, 2014), when they entrepreneurship millenials generation who become entrepreneurs have the opportunity to succeed on a large scale because people know that the digital world as it is today is very good for the growth of their business. Individuals know how to thrive in it, people know that friends and many people living with a variety of existing technology facilities and the individual knows how to exploit the trend in today's digital era. Students are expected to take advantage of the opportunities that exist in the vicinity of creating their own businesses after graduation as well as a lecture, it is necessary to note the skill of digital literacy of students in participating in entrepreneurship courses so that later they were able to compete and take the benefits of the digital age. (Power ,Ukl, & Cooperatives, 2011). Based on observation of Padang State University students in entrepreneurial university classes seemed that they use digital means in every opportunity both to communicate and to support entrepreneurial learning activities undertaken. Utilization of this digital technology would have to be offset by digital literacy skills are good, so that technology can be used optimally and do not have a negative impact. The results of this study are expected to be used as a reference in designing entrepreneurial learning design based on digital literacy.

Methods

Types of Research

This study aims to determine and analyze the digital literacy skills of students in entrepreneurship course. This study is preliminary research to research-based entrepreneurial learning design digital literacy, digital literacy skills of data obtained will be the need assessment in the next research phase. This research using cross sectional survey, researchers collected data at one point in time (Cresswell: 2017). The approach taken in this study using a descriptive approach that is research directed to provide the symptoms, facts, or events in a systematic and accurate information on the properties of the population or a particular region. Descriptive statistics is the simplest form of the frequency distribution,

Location, Population and Sample Research

This research was conducted in Universitas Negeri Padang from various faculties such as the Faculty of Economics, Faculty of Social Sciences, Faculty of Mathematics and Natural Science, Faculty of Literature and Arts, Faculty of Engineering, Faculty of Sport Sciences, and the Faculty of Education. The study population is students who have and are taking courses in entrepreneurship. Samples drawn using random approach, the sample amounted to a total of 421 students.

Research Instruments

The research instrument used was a questionnaire. Questionnaire was developed based on indicators that have been set by reference framework-global digital literacy skills for the indicator. 4.4.2 The indicator used is that: 1) The information and the data literacy, 2) communication and collaboration, 3) digital content creation, 4) safety and problem solving(Law, Woo, Tore, & Gary, 2018),

Data Analysis Technique

The data analysis technique used is descriptive technique, in which the data is searched an average of each aspect of the indicator, after which the data will be interpreted and analyzed.

Results and Discussion

This study aims to identify and analyze the digital literacy skills Universitas Negeri Padang student skills in entrepreneurship courses. Digital literacy questionnaire instrument is also equipped with data- given initial data such as gender, origin of the faculty, the age of first use of IT equipment and the age of first use of the internet. Respondents supporting data presented below:

Table 1. Data Gender

gender	Σ	%
Female	316	75.06
Male	105	24.94
Σ	421	100.00

Source: Primary Data 2019

Table 2. Origin of the Faculty

Faculty	Σ	%
Faculty of Languages and Arts	57	13.54
Faculty of Economics	97	23.04
Faculty of Education	58	13.78
Faculty of Social Sciences	72	17.10
Faculty of Sport Science	53	12.59
Faculty Mathematics and Sciences	76	18.05
Faculty of Tourism and Hospitality	2	0.48
Faculty of Engineering	6	1.43
Σ	421	100

Source: Primary Data Processed: 2019

Table 1 and Table 2 above describe preliminary data of respondents, where more female respondents than male respondents. The number of women who were interviewed three times the number of male students. Judging from the faculty of origin appears that the respondent had come from eight faculties in the Universitas Negeri Padang (UNP). Students of the Faculty of economics that most respondents as many as 23.04% and the Faculty of Tourism and Hospitality of at least 0.48%

Table 3. Age It was first Use of Digital Devices

Age	Σ	%
<10	38	9.03
10 -12	120	28,50
13-15	185	43.94
16-18	68	16.15
> 18	10	2.38
Σ	421	100

Source: Primary Data Processed: 2019

Table 4 Age It was first Using the Internet

Age	Σ	%
<10	12	2.85
10 -12	107	25.42
13-15	226	53.44
16-18	73	17.34
> 18	4	0.95
Σ	421	100

Source: Primary Data Processed: 2019

Table 3 above describe beginning students to interact with digital devices have a variety of data, there are students who are already using the device before the age of 10 years since elementary school, but there are also college students who had first used the digital device when it becomes a student aged > 18 years to the top. Data Table 3 shown that most students interact with digital devices are age 13 to 15 were as much as 43.94%, this means that a lot of students get to know the digital device while sitting bench junior high school.

Table 4 above show beginning students interact with the Internet has a variety of data, there are students who are familiar with the internet before the age of 10 years, since I was in elementary school, but there are also college students who had first used the internet today has become a student aged > 18 years to the top. Data table 4 show that most students interact with the Internet the first time at the age of 13 -15 year as much as 53.44%, this means that many students first used the internet while sitting in junior high school.

Digital literacy skills of students is measured by using an instrument developed by reference framework-global digital literacy skills for the indicator. 4.4.2 The indicator used is that: 1) The information and the data literacy, 2) communication and collaboration, 3) digital content creation, 4) safety and problem solving, following which get the research data,

Table 5, Digital literacy Skills Course students in Entrepreneurship

Number	Indicator	mean	Percentage	Remarks
1	Information and Data Literacy	3.45	69.02	enough
2	Communication and Collaboration	3.54	70.84	enough
3	Digital Content Creation	1.95	39.92	Bad
4	safety	3.06	61.13	enough
5	problem Solving	3.30	65.98	enough

Source: Primary Data Processed: 2019

Table 5 above describe that the average digital literacy of students who belong to the generation of the millennial has been in good enough category, the highest aspect is the indicator of communication and collaboration, students have been accustomed to communicating with others, using digital technology, such as using e-mail, and social media eat it, but in the aspect of content creation is still weak UNP students where the percentage obtained for 39.92% categorized ugly. Weak content creation freshman student only show consumers and users of digital technology. For these students need to be encouraged to produce content-content digital creations to introduce entrepreneurial activities undertaken, one of the things that can be driven by the lecturers so that students can use to make a youtube video ad that entrepreneurial product better known by prospective customers. In addition to using the youtube app also trained students to create a google account business, a business run so well known to the public. Judging from the views expressed by (Summey: 2013) that the Literacy Digital does not only ability to use digital tools, learning to use a new device, or even application of the device and the technology into the learning process and continue to

improve skills, because digital literacy is the ability of the results of the high adaptability which allows people to take advantage of technical skills and navigate a variety of information in the internet network.

Conclusions

Students who take entrepreneurship courses have the digital literacy skills are diverse, it could be related to how long they interact with IT devices and the Internet. The research data show that digital literacy is quite new students, new students limited to users of digital information available, the student is still low in the entrepreneurial ability to generate additional content interesting content. Results of research expects professors to encourage and challenge students generate project entrepreneurial project using digital applications. Both faculty and students must always improve digital literacy skills.

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