

ICT Literacy Among Elementary School Students in Kuantan

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ABSTRACT

Computer use among students is now becoming a major focus within the government. This is due to its being a catalyst for the nation's development. The massive subsidies given to students through digital devices by certain bodies prove that the government is ensuring that ICT use in schools will flourish. Thus, ICT literacy among elementary school students will become crucial for the government's plans to succeed. The main objective of this study is to measure ICT literacy among elementary school students in the Kuantan district. This specific scope was chosen due to a lack of research on this area. Furthermore, this study was conducted by giving out surveys to elementary students aged 10 to 12 from 5 different random elementary tools across Kuantan. The surveys were distributed via Google Forms. This study is also performed by reading scholarly articles from reputable journals. Then, the students are quantitatively measured on a scale of 0 to 1, with 0 being no and 1 being yes. This study is hoped to serve as a reference in designing the ICT syllabus for school students, to enhance their technological skills, and ensure that students are better prepared to face the challenges of the digital era.

Keywords: *ICT literacy, elementary school, Kuantan*

INTRODUCTION

ICT is an abbreviated term for Information and Communication Technology which includes smartphones, tablets, desktops, and tablets. ICT literacy, however, is defined as a learner's ability to "adopt, adapt and use digital devices, applications and services" (JISC, 2014). In other words, the learner can use these digital devices to achieve their end goal. It can also be defined as the ability to read and interpret media (text, sound, and images), to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments (Jones & Flannigan, 2006).

In recent years, pedagogical bodies such as schools and ministries have been trying to use ICT to empower their classrooms. For instance, Malaysia started a step towards guidance when the Malaysian Ministry of Education successfully improved internet access with a speed of 30 Mbps to 100 Mbps at 10,208 schools in 2019. In Pahang, digitization measures were taken in the field of education and human capital, such as financial management, virtual learning, and school management through the Pahang Digital Plan (Pelan Digital Pahang, 2021). Another instance is when the Ministry of Education distributed 50 thousand laptops to all schools nationwide to facilitate learning using textbooks (Radhi, 2023).

These measures were taken due to the undeniable benefits of ICT use in classrooms, such as increased knowledge retention, increased students' interest in learning, and encouraged individual learning (Dean, 2018). This is proven through a case study at SD Negeri Berkat;

teachers have reported that ICT-based learning media has consistently helped students in the learning process (Lian & Eddy, 2021).

METHODOLOGY

The research is done quantitatively by distributing questionnaires via Google Forms. Questionnaires are given to 5 different primary schools that are selected randomly. The respondents consist of 42 students ranging from 4th grade to 6th grade. The respondents were required to rate the questions on a scale of no, with 1 being yes. The data is then sorted, and the mean and average are calculated. The questions consist of 3 parts: Part A asks for the respondent's info such as their age, school, and gender, Part B inquires about the respondent's frequency of ICT use in learning, and Part C asks for their proficiency regarding ICT use.

RESULTS AND DISCUSSION

Around 42 students answered the questionnaire, ranging from five 4th-grade students, 19 5th-grade students, and 18 6th-grade students, all from government and private schools in Kuantan. Based on gender, this survey has been answered by 23 male students and 19 female students. It is shown in Figure 1. The respondents mostly consist of 5th and 6th grades because the need and use of gadgets increases with age.

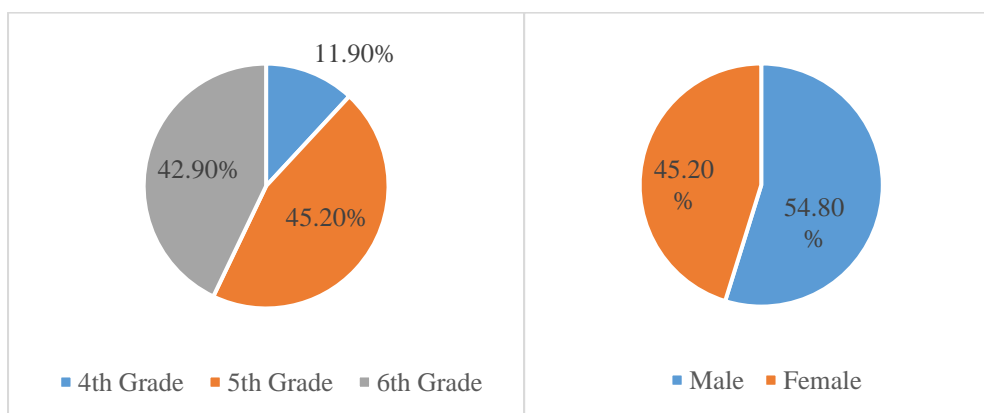


Figure 1. Number of Students by Grade and Gender

Figure 2 suggests that 74% own a gadget, 41% use their gadget daily, and 38% use it for more than 2 hours per week. A key reason might be how gadgets are integral in today's world, especially in education. However, their parents might be keen on their screen time, so the majority do not use it daily. Moreover, Figure 3 indicates that approximately 31% of respondents can code, while 27% can create posters. This might be because it needs external software and requires mastery over general ICT knowledge. Inversely, 69% of respondents can make videos, and 57% draw using their gadgets. This might be because it is simpler than coding and making posters.

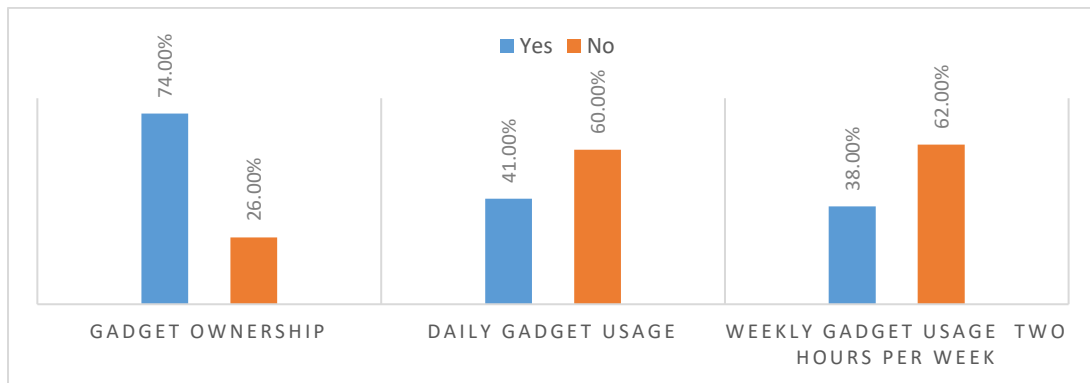


Figure 2. Frequency of Gadget Use

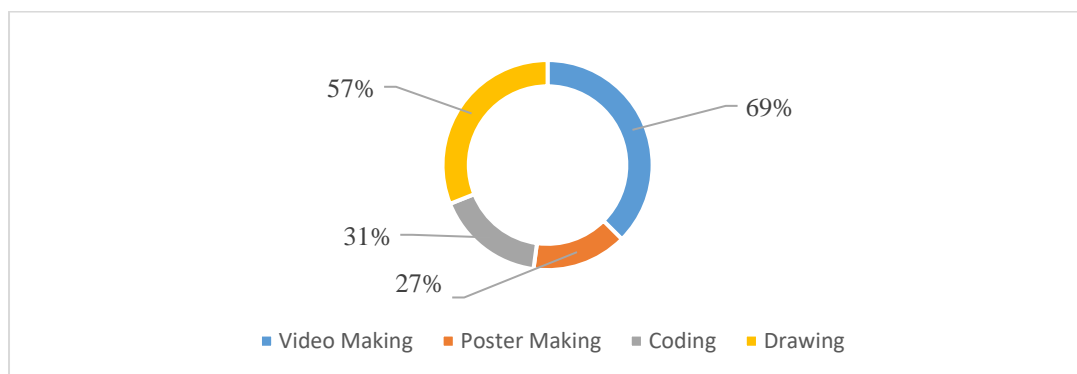


Figure 3. ICT Skills Performed

CONCLUSION

To conclude, most students do not have the skills to do higher-level skills such as coding or saving files. However, they can use their gadgets to make videos and to draw. It seems that most students do not use their devices that much. We found that there might be no correlation between screen time and ICT literacy. We hope that our research can be used to increase ICT literacy among elementary school students by organizing ICT workshops and improving ICT classes.

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