

ABSTRACT

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In an era characterized by the ubiquitous presence of digital technologies, the integration of digital literacy into education has become imperative. The implementation of various digital media platforms can help for students literacy in teaching and learning writing at higher education. This study is aimed to investigate what kinds of media do the lecturer use in implementing digital literacy for teaching and learning Academic Writing and the challenges faced by lecturer in implementing digital literacy for teaching and learning Academic Writing. The research methodology involves narrative inquiry including interview guideline. The data were taken at Antasari State Islamic University Banjarmasin which one of the lecturer who teach writing as participant. Detailed data results from in-depth interviews and analyzed using narrative analysis. The findings reveal that the lecturer used various digital resources and platforms such as WhatsApp, Google Site, Microsoft Office, and ChatGPT to support students' literacy and facilitate teaching and learning activities in accordance with the stages of Academic Writing. Despite the integration of various digital media, the lecturer encounter challenges when teaching Academic Writing. These challenges include: students struggle due to standard and scientific English in sources (1), students distracted that reading and writing English are harder (2), overusing chatbots makes undermines students original writing (3), students still procrastinate despite varied media and deadlines (4), network usage is still unstable in some places (5), and students hesitate to share thoughts due to fear of being wrong (6).

ABSTRAK

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Di era yang ditandai dengan kehadiran teknologi digital yang menyebar di mana-mana, integrasi literasi digital ke dalam pendidikan menjadi suatu keharusan. Penerapan berbagai platform media digital dapat membantu literasi mahasiswa dalam proses belajar mengajar menulis di perguruan tinggi. Penelitian ini bertujuan untuk mengetahui jenis media apa yang digunakan dosen dalam menerapkan literasi digital dalam pembelajaran Academic Writing dan tantangan yang dihadapi dosen dalam menerapkan literasi digital dalam pembelajaran Academic Writing. Metodologi penelitian melibatkan penyelidikan naratif termasuk pedoman wawancara. Data diambil di Universitas Islam Negeri Antasari Banjarmasin yang merupakan salah satu dosen pengajar menulis sebagai partisipan. Data rinci hasil wawancara mendalam dan dianalisis menggunakan analisis naratif. Temuan mengungkapkan bahwa dosen menggunakan berbagai sumber dan platform digital seperti WhatsApp, Google Site, Microsoft Office, dan ChatGPT untuk mendukung literasi mahasiswa dan memfasilitasi kegiatan belajar mengajar sesuai dengan tahapan Academic Writing. Meskipun terdapat integrasi berbagai media digital, dosen menghadapi tantangan ketika mengajar Academic Writing. Tantangan-tantangan ini meliputi: siswa kesulitan karena sumber bahasa Inggris standar dan ilmiah (1), siswa terganggu karena membaca dan menulis bahasa Inggris lebih sulit (2), penggunaan chatbot yang berlebihan membuat tulisan asli siswa terhambat (3), siswa masih menunda-nunda meskipun media dan tenggat waktu bervariasi (4), penggunaan jaringan masih belum stabil di beberapa tempat (5), dan siswa ragu menyampaikan pemikiran karena takut salah (6).