



## DIGITAL LITERACY COMPETENCE OF MOVER TEACHERS IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN SUMBAWA BESAR CITY

Henny Soepriyanti<sup>1</sup>, Untung Waluyo<sup>2</sup>, Eka Fitriana<sup>3</sup>, Andra Ade Riyanto<sup>4</sup>

<sup>1,2,3</sup>Universitas Mataram

Email: <sup>1,4</sup>[hennysoepriyanti@unram.ac.id](mailto:hennysoepriyanti@unram.ac.id), <sup>2</sup>[untungwaluyo@unram.ac.id](mailto:untungwaluyo@unram.ac.id), <sup>3</sup>[ekafitriana@unram.ac.id](mailto:ekafitriana@unram.ac.id),

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Corresponding Author:

Henny Soepriyanti

Email Corresponding :

[hennysoepriyanti@unram.ac.id](mailto:hennysoepriyanti@unram.ac.id)

### ABSTRACT

This study examines the efforts of Mover Teachers in Sumbawa Besar City to implement digital literacy principles in line with the Independent Curriculum. Using a multi-case study approach, it reveals that while teachers are adept at using basic digital tools like Zoom and Google Classroom, they struggle with integrating more advanced platforms like Google Docs and data analytics tools. Continuous Professional Development (CPD) and peer collaboration are key enablers, with training workshops fostering innovative teaching practices. However, challenges such as inadequate infrastructure, limited internet access, and inconsistent high-level training hinder broader adoption. Teachers also face difficulties managing digital classrooms and developing students' critical assessment skills, highlighting the need for targeted professional development. Grounded in Vygotsky's sociocultural theory and Bandura's social learning theory, the study emphasizes the importance of scaffolding and collaborative learning to enhance digital competencies. Addressing these barriers is essential for equitable and effective curriculum implementation, equipping educators and students with 21st-century skills for a digitally connected world.

**Keywords:** Digital literacy; Mover Teachers; Merdeka Curriculum; Education Reform

### 1. INTRODUCTION

The swift incorporation of digital technologies in education is internationally revolutionizing teaching techniques, especially in Indonesia. The implementation of the Merdeka Curriculum in 2021, in conjunction with the Mover Teacher Program, represents a substantial reform initiative aimed at equipping educators with 21st-century skills, including digital literacy, to prepare pupils for a technology-oriented environment. This curriculum prioritizes student-centered learning, critical thinking, creativity, and digital literacy as vital elements for cultivating future-ready competencies (Rizaldi & Fatimah, 2022; Haq, 2024). The Mover Teachers are conceptualized as catalysts for transformation, directing colleagues and students through creative teaching methodologies that proficiently use technology (Pertiwi et al., 2023).

Digital literacy, characterized as the capacity to utilize digital resources for communication, creation, and critical engagement (Knobel & Lankshear, 2006), has emerged as an essential prerequisite in contemporary education. Notwithstanding its

significance, many obstacles endure, especially in semi-urban and rural regions such as Sumbawa Besar, NTB, Indonesia. Urban areas may benefit from superior access to digital infrastructure and training; however, regions such as Sumbawa Besar encounter significant deficiencies, including restricted access to digital devices, inconsistent internet connectivity, and insufficient professional development opportunities (Zam Zam Hariro et al., 2024; Pragusma, 2023).

A significant study vacuum exists in the inconsistent application of digital literacy across various areas. Many studies concentrate on urban schools or neglect the differences between urban and semi-urban environments. Research seldom examines how these discrepancies influence teachers' preparedness and capacity to execute the Merdeka Curriculum effectively. Some educators gain from workshops and continuing professional development opportunities, while others must independently manage digital tools, resulting in a disparity in proficiency (Latifah & Hadikusuma, 2023).

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Moreover, there is insufficient investigation into the impact of socioeconomic and cultural factors on the adoption of digital technologies by instructors and students, particularly in communities characterized by traditional educational methods or restricted technological exposure.

Moreover, although the Merdeka Curriculum prioritizes digital literacy, there is less examination of its particular implementation difficulties in semi-urban regions such as Sumbawa Besar. Challenges such as administering digital classrooms, cultivating critical thinking via digital tools, and encouraging responsible technology usage remain inadequately examined. Current research also fails to emphasize sustainable professional development methods that can respond to continuous technological advancements and enhance teachers' increasing digital competencies (Syofyan et al., 2024).

In conclusion, although the Merdeka Curriculum and Mover Teacher Program represent significant advancements in educational reform, it is imperative to address the digital literacy disparity in semi-urban areas. Future study must investigate the structural impediments, including infrastructure deficiencies and inconsistent training delivery, and examine customized solutions to address these gaps. This will guarantee the fair execution of digital literacy efforts, enabling both educators and learners to succeed in a digitally interconnected environment.

## 2. LITERATURE REVIEW

Martin & Zahrndt (2017) define digital literacy as the essential ability required for the evaluation, synthesis, and analysis of digital content. These skills would empower educators to foster enhanced communication, creativity, and collaboration within the classroom setting (Ika Sari et al., 2024). The aforementioned concept aligns with the "Theory of Peer Learning," as articulated by Topping (2015), which posits that collaborative learning among peers serves as both a tool and a methodology essential for enhancing educational outcomes. Peer learning underscores that students do not acquire knowledge in isolation; rather, it is via interactions with their peers, exchanging ideas and information. Peer contact is significantly augmented in a digitally connected environment via digital technologies such as online discussion boards, collaborative editing platforms like Google Docs, and video conferencing. Students may so engage in digital projects, perform peer evaluations, and communicate in real-time regardless of geographical limitations (Jaya et al., 2019). This not only promotes information exchange but also fosters a more profound engagement with the

learning topic among participants. Educators, by mastering digital tools, may cultivate environments conducive to peer learning and integrate digital literacy into daily classroom activities (Veto Mortini et al., 2023). This peer-to-peer digital collaboration cultivates essential 21st-century skills, such as teamwork, problem-solving, and creativity (Purnomo et al., 2024; Dash, 2022). These theoretical frameworks elucidate that digital literacy encompasses more than mere computer usage. Anderson & Bloom (2014) elucidate that the significance of digital literacy-based learning extends beyond basic memorization of tasks.

Topping's postulate is directly associated with Vygotsky's (1978) Sociocultural Theory, which posits that knowledge acquisition is fundamentally a socially constructed process facilitated through interactions with more knowledgeable individuals, such as instructors or peers. Vygotsky (1978) proposed the notion of the Zone of Proximal Development (ZPD), defined as the disparity between a learner's autonomous capabilities and their achievements with assistance. In the realm of digital literacy, the educator assumes the role of a facilitator, guiding students through the complexities of digital content and tools for the crucial utilization of resources. For instance, when a student lacks knowledge of fact-checking methods, a teacher might enhance the learning experience by instructing on how to assess the authenticity of web sources or locate academic publications. Consequently, a teacher's duty extends beyond merely imparting information; it necessitates the scaffolding of learning experiences that facilitate students' development into independent learners (Pramesworo et al., 2023). During this process, by advancing the students through the ZPD, the teacher diminishes guidance as students develop confidence and skills for a more profound comprehension of digital literacy. Furthermore, Vygotsky's theory underscores a crucial aspect: this learning is culturally contextual—the manner in which students engage with digital tools and information is influenced by their social environment. Therefore, it is essential for educators to be attuned to the cultural and social circumstances influencing their students' usage of digital tools and to tailor their scaffolding accordingly to enhance the richness and significance of the learning experience.

Nonetheless, discrepancies in technological accessibility, inadequate training programs, and insufficient professional development collectively exacerbate the digital divide among educators. In Indonesia, the transition to the Merdeka Curriculum, with its emphasis on utilizing digital resources for

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individualized learning, has intensified the imperative to cultivate digital literacy abilities among educators. Rosmalah et al. (2021) indicated that the utilization of digital resources for genuine teaching and learning in schools was constrained. Educators frequently lacked the requisite training and resources to adopt advanced digital literacy practices, including the utilization of online educational platforms and the integration of multimedia resources into their classes. Similarly, Asari et al. (2019) delineate comparable issues faced by educators stemming from their inadequate preparation in digital literacy.

Kurniawaty & Faiz (2022) state that Mover Educators assume a pedagogical leadership role essential for digital literacy. These educators are also expected to take the lead in instructional innovations while exemplifying digital literacy abilities for their peers. In doing so, they become catalysts for change by bridging the digital divide within the school and enabling each teacher to acquire the abilities necessary to operate in a digitally linked environment. The Merdeka Curriculum lays significant emphasis on varied instruction, requiring teachers to modify their teaching to meet diverse student requirements. Digital literacy becomes increasingly important here, particularly as certain options in tailored learning experiences may be facilitated by digital tools. For example, resources may include online platforms designed to support various learning styles, enabling students to engage with knowledge in the most effective manner for them. Moreover, digital tools could enhance this formative assessment method by providing immediate insights into the teacher's awareness of student development, thereby assisting in the modification of instructional strategies. The extent to which the Mover Teachers program can attain the aforementioned objectives is contingent upon several circumstances, one of which being access to technology. Conversely, the majority of educators in schools, particularly in rural and impoverished areas, have limited opportunities to incorporate digital tools into their teaching methodologies due to the lack of necessary infrastructure.

Notwithstanding the acknowledged significance of digital literacy, obstacles persist, particularly in areas such as Indonesia, where educators encounter restricted access to technology and inadequate training. Certain programs, such as Mover Teachers, aim to bridge this gap by equipping educators with the necessary capabilities to spearhead digital literacy initiatives. Nevertheless, these initiatives are not always effective, and certain individuals remain unable to access the necessary tools, particularly in rural and semi-urban regions.

Bandura (2023) posits that the Social Learning Theory provides an alternative perspective on the significance of role models in imparting digital literacy. According to Bandura, individuals acquire knowledge via their own experiences as well as by observing the actions of others. Mover Teachers exemplify digital literacy by effectively utilizing technology in the classroom. Consequently, their colleagues observe these techniques and begin to implement them in their own instruction. For this type of learning to be effective, educators must see the practice of good digital citizenship frequently. The deficiency in professional development and availability to digital resources in certain regions impedes this process, hindering educators in those locations from acquiring proficiency in utilizing digital tools inside the classroom. The Mover Teachers program is essential for closing the digital literacy gap by equipping educators with the direction and support needed for the successful use of digital resources. Additional measures are needed to guarantee that all educators have the requisite tools and skills to operate efficiently in the digital age.

**3. METHODS**

The research was conducted in Sumbawa Besar, a mid-sized city in Indonesia. This setting was selected for its relevance to the study, as the city is home to a significant number of English teachers who have participated in the Guru Penggerak program. This program aims to develop teacher leaders who can create transformative changes in their teaching environments. Sumbawa Besar was deemed appropriate as a research location due to its representation of diverse educational contexts, including urban and semi-urban schools. Moreover, choosing this setting ensures that the study captures the unique challenges and opportunities faced by teachers in implementing program outcomes. This specificity allows for a focused exploration of how the Guru Penggerak program has influenced English teaching practices in this context, providing insights that are both locally relevant and potentially generalizable to similar settings.

This study employs a multiple case study research design, which is particularly suited for understanding complex phenomena within real-world contexts. A multiple case study allows the researcher to explore differences and similarities across several cases, providing a deeper and more nuanced understanding of the phenomenon under investigation (Yin, 2018). This approach is appropriate for the current study as it seeks to examine the experiences and impacts of the Guru Penggerak (Mover Teacher) program on English teachers' professional

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development and teaching practices. By focusing on multiple participants, the design enables the identification of patterns and unique variations in how the program influences their pedagogy. Additionally, this method provides an opportunity to contextualize findings within the unique settings and experiences of each participant, which is critical for answering the research questions comprehensively. Participants of the Study

The participants of this study were ten English teachers from Sumbawa Besar who had completed the Guru Penggerak program. The participants were purposefully selected based on their active engagement in the program and their willingness to share their experiences. This selection criterion ensured that the participants had direct and meaningful experiences with the program, making their insights valuable for addressing the research questions. The diversity of the participants in terms of teaching experience, school type, and professional background enriched the data, allowing the study to capture a wide range of perspectives. By focusing on a manageable number of participants, the study ensures an in-depth exploration of each teacher's experiences while also identifying broader themes across the cases.

The research instruments used in this study included a semi-structured interview guide, an observation checklist, and a document analysis framework. These instruments were designed to align with the study's objectives and to capture various dimensions of the teachers' experiences with the Guru Penggerak program. The semi-structured interview guide included open-ended questions to explore participants' reflections on their professional growth and the program's impact on their teaching practices. The observation checklist was used to assess classroom practices, focusing on the application of pedagogical strategies introduced during the program. Finally, the document analysis framework facilitated the examination of teaching plans, lesson materials, and reflective journals for evidence of transformative practices. A detailed description of the instruments, along with their indicators and references, is provided in the appendix to ensure transparency and replicability.

**Table 1: Summary of Research Instruments**

Instrument	Indicator	References
Interview Guide	Teacher reflection on professional growth	Mezirow (2000); Knowles (1980)
Observation Checklist	Classroom practices influenced by the <i>Guru Penggerak</i> program	Creswell (2018); Yin (2018)
Document	Evidence of	Braun & Clarke

Instrument	Indicator	References
Analysis	transformative practices in teaching documents	(2006)

The data collection process was carried out over a two-week period and involved three primary methods: interviews, classroom observations, and document analysis. Each method was designed to collect data that addressed the research questions from different angles, ensuring a comprehensive understanding of the phenomenon. Semi-structured interviews were conducted with all ten participants. Each interview session lasted approximately one hour and was guided by a set of open-ended questions. The interviews explored the participants' experiences in the Guru Penggerak program, their reflections on professional growth, and the specific ways in which the program influenced their teaching practices. The interviews were audio-recorded with the participants' consent and later transcribed for analysis.

Classroom observations were conducted to examine how participants applied the knowledge and skills gained from the Guru Penggerak program. Each participant was observed during two teaching sessions, focusing on their pedagogical strategies, classroom management, and interaction with students. Detailed field notes were taken during the observations, which were later analyzed to identify patterns and themes.

Participants were asked to provide teaching plans, lesson materials, and reflective journals for analysis. These documents were examined to identify evidence of transformative practices influenced by the program. The document analysis provided additional context to the data collected through interviews and observations, allowing for triangulation and validation of findings.

Thematic analysis was employed to analyze the data collected through interviews, observations, and document analysis. Thematic analysis is a systematic method for identifying, analyzing, and reporting patterns within qualitative data (Braun & Clarke, 2006). The first step of analysis involved immersing in the data by transcribing interviews, reading field notes, and reviewing documents multiple times. This step helped the researcher gain a deep understanding of the data and identifies initial ideas. Second, during the coding phase, the researcher generated codes by identifying meaningful segments of the data related to the research questions. Codes were applied systematically across the entire dataset to capture patterns and insights.

The codes were organized into broader themes that represented significant patterns within the data. Themes were developed to reflect the core ideas and

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concepts emerging from the participants' experiences. These themes were reviewed and refined to ensure they accurately represented the data and addressed the research questions. Any overlapping or redundant themes were merged or redefined to maintain clarity and focus. Each theme was given a clear definition and a concise name to capture its essence. This step ensured that the themes were distinct and meaningful. The final step involved integrating the themes into a coherent narrative, supported by direct quotations and contextual information. The report provided a detailed account of the findings, offering insights into the impact of the Guru Penggerak program on the participants' professional practices.

**4. RESULTS AND DISCUSSION**

The present study emphasizes the initiatives taken by Sumbawa Besar City's Mover Teachers to incorporate digital literacy into their lesson plans in order to facilitate the Independent Curriculum's implementation. Although these educators show a strong grasp of the fundamentals of digital tools, their ability to use more sophisticated technologies to improve their teaching methods varies. The results also highlight the value of ongoing professional development and teacher collaboration in addressing digital literacy issues. However, the best use of digital tools in the classroom is hampered by enduring issues like inadequate infrastructure and access to advanced training, even in the face of noteworthy best practices. The study's themes shed light on the trends, best practices, and difficulties encountered by these teachers and serve as a foundation for filling in the gaps in the efficient implementation of digital literacy in classrooms. To give a targeted analysis, the main themes from the results are grouped as shown in **Table 2** below:

**Table 2: The Emerging Themes Based on the Research Objectives**

Themes	Pattern/Model of Digital Literacy Utilization	Good Practices in Utilizing Digital Literacy	Obstacles to Utilizing Digital Literacy
<b>Basic and Advanced Digital Literacy Skills</b>	Teachers effectively use basic tools like Zoom, Google Classroom, and WhatsApp for communication and lesson delivery.	Regular use of Google Classroom to organize lessons and assignments, providing structured feedback.	Limited proficiency with advanced tools like Google Docs and data analysis platforms, hindering

Themes	Pattern/Model of Digital Literacy Utilization	Good Practices in Utilizing Digital Literacy	Obstacles to Utilizing Digital Literacy
			broader digital integration.
<b>Continuous Professional Development (CPD)</b>	Participation in training improves teachers' ability to integrate digital tools into teaching practices.	Workshops on tools like Canva and other platforms help teachers design interactive and engaging lessons.	Unequal access to advanced training opportunities, leaving gaps in skills related to critical evaluation and data analysis.
<b>Collaborative Learning and Peer Support</b>	Peer collaboration through informal meetings enables sharing of strategies to address challenges in digital literacy integration.	Teachers leverage Google Docs and shared tools for student group projects, enhancing teamwork and problem-solving skills.	Limited opportunities for structured peer collaboration and mentoring, especially in resource-constrained schools.
<b>Digital Infrastructure and Access</b>	Resource availability influences the extent to which teachers can implement digital literacy effectively in classrooms.	Adaptation of lesson plans to available resources showcases teachers' creativity and resilience.	Insufficient infrastructure, such as computers and internet access, particularly in rural schools, impedes consistent use.

This study reveals that the Mover Teachers in Sumbawa Besar have achieved a basic level of digital literacy, effectively using tools such as Zoom, Google Classroom, and WhatsApp for remote learning. However, their proficiency in advanced digital tools, such as collaborative tools and data analysis, remains underutilized. Teachers face challenges in managing digital classrooms and teaching critical evaluation of online content, indicating a lack of professional development and resources. As Martin &

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Zahrndt (2017) state, digital literacy is not just about using digital tools but also about the ability to analyze, evaluate, and synthesize digital content. Although some teachers creatively use digital platforms for differentiated learning, promoting collaboration, and engaging students, limitations in infrastructure and uneven training hinder broader adoption.

These findings align with Vygotsky's Sociocultural Theory, which posits that knowledge is acquired through social interaction with more knowledgeable individuals (Vygotsky, 1978). Peer collaboration emerges as a significant supporting factor, with teachers sharing strategies and solving challenges informally. As Topping (2015) explains, "peer learning is an effective tool for enhancing educational outcomes." However, the lack of systematic mentoring programs limits consistent development. Addressing these gaps through targeted training and improved infrastructure can unlock the transformative potential of digital literacy, fostering critical thinking, creativity, and ethical digital engagement among students.

**5. CONCLUSION**

The research highlights the critical role of Mover Teachers in Sumbawa Besar City in integrating digital literacy for the implementation of the Independent Curriculum. These teachers have demonstrated fundamental digital literacy skills by utilizing basic tools such as Zoom, Google Classroom, and WhatsApp for communication, lesson delivery, and class management. However, their ability to integrate advanced digital tools, such as Google Docs and data analysis tools, remains limited, which hampers the full potential of digital technologies to improve teaching practices. While continuous professional development has enabled teachers to use platforms like Canva to create interactive lessons, the lack of infrastructure, such as reliable internet access and sufficient devices, especially in rural areas, poses a significant challenge.

Furthermore, although peer collaboration has helped teachers overcome some challenges and enhance their skills, the absence of systematic mentorship programs and limited professional growth opportunities hinder the development of advanced digital skills. Teachers also face difficulties in managing students' engagement in digital

environments, highlighting the need for strategies to maintain focus in online learning settings.

To address these challenges, future research should explore the effectiveness of targeted training programs focused on advanced digital tools, investigate ways to enhance digital infrastructure, and develop strategies to help manage student engagement in virtual environments. Additionally, further studies could examine the impact of mentorship and peer collaboration on teachers' digital literacy development, with an emphasis on creating sustainable professional development frameworks.

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