THE DIGITAL LITERACY OF RURAL PRIMARY SCHOOL PRINCIPALS IN INDONESIA

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ABSTRACT

This research aims to obtain a description of the digital literacy profile of rural elementary schools and the support needed to strengthen their digital literacy.

This study uses a quantitative approach. The research respondents were 764 elementary school heads who were obtained using simple random sampling. The data collection technique uses a questionnaire. Test the validity of the data using Pearson Correlation and test the reliability of the data using Cronbach's Alpha. The data obtained were analyzed descriptively and comparatively.

The research results show that 1) the digital literacy level of rural elementary school heads in Indonesia is in the medium group (mean score 2.31 in the interval 1 to 4). There are significant differences in the digital literacy levels of rural elementary school principals in Indonesia based on age, education provider status, number of ICT training courses attended each year, and availability of ICT facilities in schools. However, there is no significant difference in the level of digital literacy of rural elementary school heads in Indonesia based on gender. 2) Principals of rural elementary schools in Indonesia need digital literacy development programs in the form of training, coaching/mentoring from experts, and coaching/mentoring from peers. Training is the most needed form of development.

Kata Kunci: *digital literacy, rural areas, rural primary schools, principals*