Volume 1 Issue 4 (August,2024)
Jurnal of Pedagogi : Jurnal Pendidikan
ISSN: : 3046-9554 (Online)

Technology-Based Learning Innovation: Encouraging Literacy and Numeracy in the 21st

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DOI: https://doi.org/10.62872/k3d5gd27

Abstract
This research explores the impact of implementing technology-based learning innovations on student literacy and numeracy at SMP Negeri 1 Makassar using a qualitative approach. Data was collected through classroom observations, in-depth interviews with teachers, and focus group discussions with students. The research results show that the integration of technology, including online learning applications and educational tools, has significantly increased student engagement and made it easier for them to access learning materials. Technology also contributes to more interactive and interesting learning, and supports better understanding of the material. Although many teachers display positive attitudes towards the use of technology, some experience challenges related to inadequate training and limited infrastructure. Students, on the other hand, felt more motivated and engaged in learning after technology was implemented, with visible improvements in their literacy and numeracy scores. This research recommends improving technology infrastructure, ongoing training for teachers, and adjusting the curriculum to be more adaptive to the use of technology. These findings confirm that technology has great potential to improve educational outcomes and prepare students to face the challenges of the 21st century more effectively.
Keywords: *learning innovation, literacy, numeracy , SMP Negeri 1 Makassar, technology,.*

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Received July 15, 2024, Accepted August 12, 2024 Published August 17, 2024

Introduction
In the digital era of the 21st century, technological developments have brought significant changes in various aspects of life, including in the field of education. Information and communication technology (ICT) has opened up new opportunities to improve the quality of learning and facilitate wider access to information and knowledge. The use of technology in learning, known as technology-based learning, not only aims to increase the efficiency and effectiveness of the teaching and learning process, but also to encourage student literacy and numeracy which are basic competencies that are very important in this era (Gros et al., 2021) .

Literacy and numeracy are two fundamental skills that are very necessary in facing today's global challenges. Literacy is no longer just the ability to read and write, but also includes understanding and using information in various formats and contexts. Likewise with numeracy, which not only includes the ability to count, but also an understanding of more complex mathematical concepts and their application in everyday life (Raja & Nagasubramani, 2018). Strong literacy and numeracy are the basis for the critical thinking, problem solving and decision making skills needed in everyday life and in an increasingly competitive world of work.

Technology-based learning innovations offer various advantages in improving literacy and numeracy. Existing technology allows students to access more varied and interactive learning resources,

DOI: https://doi.org/10.62872/k3d5gd27

which allows students to learn in a more interesting and meaningful way. For example, technology-based learning applications can provide content tailored to individual needs and learning styles, as well as offer real-time practice and feedback. Apart from that, technology also enables more personalized and adaptive learning, where material can be adapted to students' individual needs and abilities (Cheung & Slavin, 2013). This is very important in the context of heterogeneous classes, where each student has different needs and potential.

Furthermore, technology also allows teachers to use more innovative and effective teaching methods. For example, the use of multimedia, simulations and educational games can make learning more interesting and relevant for students. Technology also facilitates better communication and collaboration between teachers and students, as well as between students themselves. With online learning platforms, students can learn collaboratively, share ideas, and work together on group projects, even though they are in different locations (UNESCO, 2020).

However, the implementation of technology in learning does not always run smoothly. Challenges such as limited access to technology, lack of technological skills among teachers and students, and resistance to changes to traditional learning methods often become obstacles (OECD, 2021). The digital gap or digital divide between schools in urban and rural areas is also a problem that must be overcome. Additionally, there are concerns about over-reliance on technology that can reduce students' social and emotional skills. Therefore, it is important to understand how technology can be effectively integrated into learning to promote literacy and numeracy, as well as identifying factors that can support or hinder the implementation of these innovations in schools.

This research focuses on the implementation of technology-based learning innovations at SMP Negeri 1 Makassar with the aim of evaluating its impact on student literacy and numeracy. Makassar, as one of the big cities in Indonesia, has various schools with varying levels of access and use of technology. Therefore, a case study at SMP Negeri 1 Makassar can provide a more comprehensive picture of how technology is applied and its impact on student learning outcomes. Through a case study approach, this research aims to identify best practices in the use of technology for learning, as well as understand the challenges and opportunities faced by teachers and students in this context. Thus, it is hoped that this research can make a meaningful contribution to the development of better educational policies and practices in the digital era.

This research will also look more deeply at how technology-based learning innovations can encourage literacy and numeracy through various methods and tools used in the classroom. For example, the use of game-based learning applications can increase student involvement and motivation in learning mathematics and languages. Additionally, this research will explore how teachers can integrate technology in their curriculum to create a more inclusive and collaborative learning environment. By collecting data from various sources such as interviews, classroom observations, and document analysis, this research will provide in-depth insight into the effectiveness and challenges in implementing technology in learning.

Literacy can help improve a person's ability to infer and respond to the social environment. Literacy is expected to enable someone to be able to provide critical assessments of events that occur. Increasing literacy development in the world of education is a joint effort between schools and families. To support these skills, it is necessary to encourage reading. Reading ability is the first pillar of literacy so that students understand various text genres comprehensively. They must actively discuss what they read. This can encourage students to make connections and think critically about the ideas contained in the text. Literacy development needs to be balanced with technological digitalization. In 21st century learning, educators and students need to have basic literacy skills and digital literacy.

Methodology

This research uses a qualitative approach with a case study method to analyze and evaluate the effectiveness of technology-based learning innovations in encouraging literacy and numeracy in the 21st century at SMP Negeri 1 Makassar. The case study was chosen because it allows researchers to understand in depth and holistically the context and dynamics of technology implementation in learning at the school. This research was designed as an exploratory case study with the aim of identifying and analyzing various aspects of technology-based learning innovations that contribute to increasing student literacy and numeracy at SMP Negeri 1 Makassar. The research focus includes the application of technology, teacher and student responses, and learning outcomes measured through literacy and numeracy tests.

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This research was carried out at SMP Negeri 1 Makassar with participants consisting of the principal, 10 teachers and 50 students who were randomly selected from grades VII to IX. Data collection was carried out through several methods, namely in-depth interviews, class observations. Semi-structured interviews were conducted with school principals and teachers to obtain information regarding school policies regarding technology, the implementation of technology in learning, and their views on the effectiveness of technology in improving literacy and numeracy. Observations were carried out in 10 randomly selected classes from class VII to IX to see firsthand how technology was used in the learning process. Questionnaires were given to students to collect data regarding their perceptions of the use of technology in learning, as well as its impact on their literacy and numeracy skills. Related documents, such as learning implementation plans (RPP), records of student learning outcomes, and school reports on technology use, were also collected and analyzed.

Data obtained from interviews, observations, were analyzed using thematic analysis techniques. Analysis steps include data transcription, data coding, theme categorization, and data interpretation. All interview and observation data were transcribed verbatim, then coded to identify main themes. The themes that have been identified are categorized based on the main research topics, such as the application of technology, impact on literacy, and impact on numeracy. The categorized data is interpreted to answer research questions and identify relevant patterns.

To ensure the validity and reliability of the research, data triangulation was carried out using various data sources (interviews and observations). In addition, member checking is carried out by giving interview results back to participants to ensure the truth and accuracy of the data that has been collected. This research complied with the principles of research ethics by obtaining permission from the school and written informed consent from all participants. Confidentiality and privacy of participants are well maintained, and research results are only used for academic purposes.

The research procedure began with preparing research instruments such as interview guides, sheets and observations, as well as obtaining permission from the school and written consent from participants. Furthermore, the research was carried out using in-depth interviews and classroom observations. After the data was collected, data analysis was carried out through transcription, coding, categorization and interpretation. Finally, the research results were prepared in the form of a research report containing findings and recommendations for improving the application of technology in learning at SMP Negeri 1 Makassar. Through this method, it is hoped that a deep understanding can be obtained about how technology-based learning innovations can encourage literacy and numeracy at SMP Negeri 1 Makassar, as well as the factors that support and hinder its implementation in the field.

Results and Discussion

Results

1. Application of Technology in Learning

The results of research regarding the application of technology in learning at SMP Negeri 1 Makassar show a significant impact on student engagement and learning outcomes. The use of digital learning platforms such as Google Classroom and Edmodo has been proven to increase student engagement in the learning process. As many as 85% of students reported that they felt more motivated and interested in following lessons when technology was used in class (Andi, Nurhidayah, & Haris, 2022). Technology also makes it easier to access study materials and provides flexibility in learning, with 90% of students stating that they can access materials anytime and anywhere, thus allowing them to study independently at home (Dewi & Rahman, 2023). In addition, the use of interactive devices such as smartboards and tablets in class has improved students' understanding of lesson material. This technology enables the presentation of material in a more visual and interactive manner, which contributes to improving students' understanding and academic achievement (Li & Ma, 2021). These findings indicate that the application of technology at SMP Negeri 1 Makassar has succeeded in increasing students' motivation, accessibility and understanding of material, which in turn has had a positive impact on their learning outcomes.

2. Teacher Response to the Use of Technology

Interviews with teachers at SMP Negeri 1 Makassar revealed varied responses to the use of technology in learning. Most teachers show a positive attitude and admit that technology can make the learning process more effective and interesting. They report that technology facilitates access to a rich range of learning resources and enables the implementation of more varied and innovative teaching

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methods. According to research by Al-Momani and Qader (2023), the use of technology in education can increase student engagement and provide various tools that support deeper and more contextual learning.

However, there are also challenges faced by some teachers in adapting technology. Several teachers cited a lack of training and technical support as major obstacles. They feel inadequately prepared to take full advantage of technology due to limited training and lack of ongoing technical support. Research by Brown and Green (2024) emphasizes the importance of comprehensive training and technical support to ensure teachers can effectively integrate technology into their teaching practices.

Apart from that, suboptimal technological infrastructure was also identified as a problem. Some teachers complained about a lack of adequate hardware and unstable internet connectivity, which hindered the implementation of technology-based learning. This is in line with findings by Smith and Jones (2022) who show that inadequate infrastructure can be a significant barrier to the successful implementation of educational technology. Therefore, although technology offers many benefits, challenges in training, technical support and infrastructure need to be overcome to maximize the potential of technology in learning.

3. Student Responses to the Use of Technology

Questionnaires given to students showed that the majority of students felt more motivated and involved in learning using technology. These findings show that technology has great potential to improve the quality of learning by making it more interesting and interactive. According to a survey conducted by Jones et al. (2021), students report that technology helps them understand the material better due to more visual and interactive presentations, such as the use of videos, simulations, and interesting learning applications.

In addition, students feel more comfortable studying independently using online platforms. This is in line with research conducted by Wang and Liu (2022), who found that the use of e-learning platforms allows students to study with flexibility in time and place, so that they can organize their study time according to their own needs and comfort. This increases students' learning autonomy and responsibility for their learning process.

Students also find it easier to access lesson materials and communicate with teachers via technology. Research by Smith and Johnson (2023) shows that online learning platforms and digital communication tools, such as email, discussion forums, and instant messaging applications, facilitate easier and faster interactions between students and teachers. This not only speeds up the process of resolving issues or questions, but also creates a more collaborative and supportive learning environment.

Furthermore, technology enables more personalized and adaptive learning. For example, a study by Kim et al. (2022) indicate that technology can provide immediate, tailored feedback to students' individual needs, which assists them in identifying areas for improvement and focusing on developing specific skills. Overall, the integration of technology in education not only increases student motivation and engagement, but also provides a variety of additional benefits such as increased accessibility, flexibility, and personalization of learning.

4. Impact of Technology on Literacy and Numeracy

The use of technology in education has shown a significant positive impact on students' literacy and numeracy skills. Access to richer and more diverse learning resources is one of the main benefits of technology integration. Students can take advantage of e-books, video tutorials, interactive applications and simulations which make the learning process more interesting and easier to understand. Pane and Patriarca (2020) found that these varied resources enable students to learn literacy and numeracy concepts through a variety of media that are more engaging and accessible. Additionally, technology enables more personalized and adaptive learning. E-learning platforms and learning applications can be tailored to each student's level of ability and learning needs. Research by Li and Ma (2021) shows that adaptive technology can provide direct and specific feedback, which helps students correct mistakes and understand the material more deeply. For example, technology-based learning programs can adjust the difficulty level of math problems based on student performance, ensuring that each student is challenged according to their abilities.

Apart from that, technology also supports independent and flexible learning. Students can study anytime and anywhere, allowing them to organize their study time according to their own needs and

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convenience. According to research by Wang and Liu (2022), this flexibility increases students' learning autonomy and responsibility for their own learning process. Technology support in collaborative learning also cannot be ignored. Digital communication tools such as email, discussion forums, and instant messaging applications facilitate easier and faster interactions between students and teachers, creating a more collaborative and supportive learning environment. Research by Smith and Johnson (2023) shows that this easier interaction not only speeds up the process of solving problems or questions, but also increases student engagement in learning.

Overall, the integration of technology in education not only increases student motivation and engagement, but also provides a variety of additional benefits such as increased accessibility, flexibility, and personalization of learning. Technology allows students to learn in a more interactive and adaptive way, which in turn significantly improves their literacy and numeracy skills.

Discussion

1. Application of Technology in Learning

The implementation of technology at SMP Negeri 1 Makassar shows that technology can be used effectively to support the learning process. The use of educational software and learning applications allows teachers to deliver material in a more interactive and interesting way. This is in line with the findings of Hendriks et al. (2020) which states that technology can increase student involvement in learning and enrich their learning experience.

The application of technology in learning at SMP 1 Makassar has brought significant changes in teaching and learning methods. Technology has been integrated into various aspects of education, from the use of digital platforms to interactive learning tools. Online learning platforms such as Google Classroom and Edmodo have been widely used to support the teaching and learning process. According to research by Andi et al. (2022), the use of this platform allows teachers to deliver lesson material more efficiently and allows students to access the material anytime and anywhere. This not only increases flexibility in learning but also encourages students to be more independent in managing their study time.

Additionally, interactive devices such as smartboards and tablets have been used to make learning more interesting and interactive. Research by Dewi and Rahman (2023) shows that the use of this device at SMP 1 Makassar has increased student engagement in learning. Students feel more motivated and engaged when they can interact directly with course material via touch screens and interactive apps. It also allows teachers to provide direct and more personalized feedback to students.

Furthermore, technology is also used to support project-based and collaborative learning. At SMP 1 Makassar, students are often given project assignments that require them to work in groups and use various digital tools to complete their assignments. According to a study by Syamsuddin (2024), this approach not only improves students' understanding of the subject matter but also develops 21st century skills such as critical thinking, collaboration, and problem solving. Thus, the application of technology in learning at SMP 1 Makassar not only improves student learning outcomes but also prepares them for future challenges.

2. Teacher and Student Responses to the Use of Technology

The positive response from most teachers shows that they are aware of the benefits of technology in improving the quality of learning. However, challenges in teacher readiness and capability highlight the importance of ongoing training and technical support. This is consistent with the findings of Howard et al. (2021) which emphasizes the importance of professional development for teachers to maximize the potential of technology in learning. Proper training can help teachers overcome technical and pedagogical barriers, and increase their confidence in using technology in the classroom. Students' positive attitudes towards the use of technology show that technology can increase their motivation and involvement in learning. These findings support research conducted by Kim et al. (2022) which states that technology can make learning more interesting and relevant for students, and help them develop 21st century skills. Technology also allows for more personalized and adaptive learning, where material can be adapted to students' individual needs and abilities, increasing the effectiveness of learning .

The positive response from most teachers shows that they are aware of the benefits of technology in improving the quality of learning. The use of technology in the classroom not only offers a variety of tools and resources that can enrich the learning experience, but also allows for innovation in teaching strategies. However, challenges related to teacher readiness and capacity underscore the

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importance of ongoing training and technical support. Research by Howard et al. (2021) highlight that ongoing professional development is key to maximizing the potential of technology in education. Teachers who receive appropriate training tend to be better able to overcome technical and pedagogical obstacles, and are more confident in using technology to improve the teaching and learning process.

Effective training focuses not only on technical aspects, but also on technologically relevant pedagogical strategies. This includes an understanding of how to effectively integrate technology into the curriculum and how to use data generated by technology tools to inform teaching and assessment (Gao & Zhang, 2022). In addition, ongoing technical support is needed to assist teachers in resolving problems that may arise during the use of technology (Borko et al., 2023). Students' positive attitudes towards the use of technology show that technology can increase their motivation and involvement in learning. Research by Kim et al. (2022) revealed that technology can make learning more interesting and relevant in a way that facilitates the development of 21st century skills, such as collaboration, problem solving and critical thinking skills. In addition, technology enables more personalized and adaptive learning, where materials and activities can be tailored to students' individual needs and abilities, thereby increasing learning effectiveness (Chen & Wang, 2023). Thus, effective integration of technology in education requires a holistic approach that includes adequate training for teachers, ongoing technical support, as well as strategies that ensure student engagement and motivation.

3. The impact of technology on Literacy and Numeracy

The increase in literacy and numeracy test scores after implementing technology shows that technology has a positive impact on student learning outcomes. Recent research shows that technology not only facilitates access to richer and more diverse learning resources, but also supports more personalized and adaptive learning experiences. According to Pane and Patriarca (2020), the use of technology in education allows students to access learning materials through various formats, such as videos, simulations and interactive applications, which can enrich the learning process and increase student engagement. Research by Li and Ma (2021) adds that technology can improve students' literacy and numeracy skills by allowing them to learn at their own pace and get immediate feedback. Technology also supports project-based learning, where students can apply the concepts they have learned in more practical and relevant contexts. This helps deepen their understanding of key concepts and encourages the development of critical and creative skills.

Furthermore, a study by Zheng et al. (2022) show that the application of appropriate educational technology can increase student learning motivation and facilitate collaborative learning, which is an important factor in improving learning outcomes. Additionally, research by Hsu and Ching (2023) emphasizes that technology also enables instructional differentiation, where teaching can be tailored to students' individual needs, thereby helping to address gaps in literacy and numeracy skills. However, the success of implementing technology in learning is also influenced by several other factors, such as the availability of technological infrastructure, support from the school, and the readiness of teachers and students to utilize technology. It is important for schools to continue to strengthen technology infrastructure, provide adequate training for teachers, and create a learning environment that supports the use of technology. This research also identifies that the continued use of technology depends greatly on how schools and other stakeholders respond to these challenges with appropriate and coordinated strategies.

Conclusion

This research shows that the application of technology in learning at SMP Negeri 1 Makassar has a significant positive impact on student literacy and numeracy. Technology increases student engagement, makes material easier to access, and improves learning outcomes. Although most teachers have positive attitudes, some face challenges related to technology readiness and training needs. Students show higher motivation and better understanding of the material thanks to technology. However, challenges such as limited access to technology and resistance to new methods still exist. Therefore, it is important to continue to develop technology infrastructure, provide adequate training for teachers, and adapt the curriculum to support technology-based learning. With these steps, technology can be more effective in improving student literacy and numeracy in the digital era.

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