

Strengthening Digital Literacy in ELT through the Sutori Platform among Second-Semester English Education Students

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INFORMASI ARTIKEL

ABSTRAK

Kata Kunci:

Sutori
Pelatihan
Media Pembelajaran
Literasi Digital
Calon Guru

Pelatihan penggunaan platform digital Sutori dilakukan sebagai upaya meningkatkan literasi digital mahasiswa calon guru Bahasa Inggris. Mitra kegiatan adalah mahasiswa semester II Program Studi Pendidikan Bahasa Inggris Universitas Nias. Kegiatan ini dilakukan melalui pendekatan praktik berbasis tugas, dengan metode kuasi-eksperimen pretest-posttest. Data dikumpulkan melalui observasi, catatan lapangan, dan kuesioner sebelum dan sesudah pelatihan. Hasil menunjukkan peningkatan signifikan pada pemahaman mahasiswa terhadap fitur Sutori dan kepercayaan diri dalam membuat media ajar digital. Sebanyak 80% peserta menyatakan siap menggunakan media tersebut dalam microteaching. Temuan ini menunjukkan bahwa pelatihan digital seperti ini efektif untuk mempersiapkan guru yang adaptif terhadap teknologi pembelajaran.

ABSTRACT

Keywords:

Sutori
Training
Learning Media
Digital Literacy
Prospective Teachers

Training on the use of the Sutori digital platform was conducted as an effort to improve the digital literacy of prospective English teacher students. The partners in this activity were second-semester students of the English Education Study Program at Nias University. This activity was carried out using a task-based practice approach, with a pretest-posttest quasi-experimental method. Data was collected through observation, field notes, and questionnaires before and after the training. The results showed a significant improvement in students' understanding of Sutori's features and their confidence in creating digital teaching materials. Eighty percent of participants stated they were ready to use the platform in microteaching. These findings indicate that such digital training is effective in preparing teachers who are adaptable to educational technology.

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I. INTRODUCTION

The integration of information and communication technology (ICT) into education has significantly transformed the competencies expected of future educators. Based on my analysis, digital literacy among prospective teachers should not be limited to the operation of basic software or internet browsing. Rather, it must encompass the capacity to design purposeful, interactive, and pedagogically sound digital materials. This skill is particularly relevant in English language teaching, where the use of visual aids and multimedia elements can play a critical role in supporting learners' understanding and participation.

This perspective aligns with (Sholihah, 2023), who emphasizes that teachers are now expected to possess a level of digital proficiency sufficient to develop instructional media that is not only engaging but also aligned with learning objectives. (Nehe et al., 2023) similarly observed that although prospective teachers are generally proficient in handling digital tools for everyday use, many lack practical experience in constructing original and effective digital teaching content. Such a discrepancy points to the necessity of structured training during teacher education programs to bridge the gap between technological awareness and instructional design skills.

Similar conditions were identified during an initial survey at the English Education Study Program, Nias University: the majority of students were unfamiliar with the Sutori platform and had no experience producing digital teaching media. Sutori is a web-based platform that enables the creation of interactive learning materials

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using a combination of text, images, video, and chronological sequences. This aligns with 21st-century education recommendations emphasizing the skills of creating digital content and project-based learning technology (Dewi et al., 2022).

However, without intervention, students tend to have difficulty mastering new platforms and producing effective learning media. Therefore, this study developed and evaluated Sutori training for prospective English teacher students. The objectives are to improve familiarity with and mastery of Sutori platform features, develop competencies in producing interactive digital learning media and enhance confidence in integrating technology for English language teaching. This study contributes to the development of a digital media training model as preparation for prospective teachers who are adaptive and competent in the field of technology-based education.

Several previous community engagement initiatives have focused on improving digital literacy through practical training programs. (Dewi et al., 2022) reported that interactive digital media workshops conducted in elementary schools significantly enhanced teachers' skills in designing instructional content. Likewise, (Syarifuddin et al., 2024) found that task-based digital training effectively boosted the motivation and technological competence of pre-service teachers. (Adhe et al., 2022) emphasized that community-centered digital training using simple educational applications successfully improved early childhood educators' ability to implement digital platforms in their teaching practices. Similarly, (Fitriana et al., 2024) demonstrated that training involving the "Merdeka Mengajar" application enhanced both digital literacy and lesson planning skills among elementary school teachers. These studies collectively provide a foundation for the design of the Sutori training, which aims to equip teacher candidates with the necessary competencies to develop and utilize technology-based teaching materials effectively.

II. PROBLEM

In today's digital age, mastery of information technology has become an urgent necessity in higher education. Prospective teachers are required to have strong digital literacy in order to integrate technology-based learning media effectively. However, various studies show that the digital literacy level of prospective teachers is still limited to basic skills and remains insufficient to meet pedagogical demands.

A preliminary survey conducted with second-semester students in the English Education Study Program at Nias University revealed that most respondents had never used the Sutori platform and possessed only minimal knowledge of its features. In addition, both questionnaire data and field observations indicated that students demonstrated a low ability to independently create digital teaching media. This gap reflects a clear contradiction between the demands of modern education which require the effective use of digital media and the actual capabilities of students as future educators.

(Listiaji & Subhan, 2021) emphasize that digital literacy education has a direct impact on improving the ICT competencies of prospective teachers. Without technical intervention, students are likely to face difficulties in several areas, such as accessing and understanding digital tools for instructional purposes, designing interactive learning content, and building confidence in applying technology during microteaching.

Training in the use of Sutori is therefore proposed as a practical and targeted solution to address these challenges. Through such training, students are expected to identify and master the basic functions of the Sutori platform, create digital teaching materials independently, and improve their confidence in utilizing digital media in English language instruction.



Pictures 1. Research Location In The Classroom

III. METHOD

This study uses a pretest–posttest quasi-experimental design with a mixed-method approach. This design refers to the model developed by (Hastjarjo, 2019), which is commonly used in educational research contexts without control groups. To provide a more comprehensive picture of the results of the activities, a mixed-method approach was applied by combining pre- and post-training questionnaires, direct observation, and field notes—an effective strategy for exploring changes in participants' attitudes and skills (Amarulloh et al., 2022).

The training was conducted face-to-face in one of the classrooms at Nias University with ten second-semester students from the English Language Education Program. The training activities were carried out in three stages: (1) the preparation stage, which included the development of training modules and observation instruments; (2) the implementation stage, which involved the delivery of digital literacy material and hands-on practice using the Sutori platform; and (3) the evaluation stage, which consisted of distributing the post-training questionnaire and recording observations on participant behavior and group dynamics throughout the sessions.

Quantitative data collected from the questionnaires were analyzed descriptively to assess changes in students' understanding and self-confidence. Meanwhile, qualitative data obtained from observations and field notes were used to illustrate the learning process, identify challenges, and describe the interactions that occurred during the training.

IV. RESULT AND DISCUSSION

Training in the use of the Sutori platform successfully improved the capacity of prospective English teacher students in creating digital learning media. Based on the results of observations, most participants showed high enthusiasm during the practical sessions; they were able to follow instructions, add text, images, videos, and arrange a logical presentation flow.

To further analyze individual performance, each student's engagement level during the Sutori training was categorized based on observational notes. Table 1 summarizes the classification of student performance.

Table: Student Performance Categories Based on Sutori Training Observation

No	Student Name	Code	Performance Category
1	HZ	M1	Sempurna
2	CSON	M2	Sangat Baik
3	RAH	M3	Baik
4	KRJM	M4	Cukup
5	CW	M5	Kurang
6	PZ	M6	Tidak
7	SPKZ	M7	Sangat Baik
8	FG	M8	Baik
9	YSAZ	M9	Baik
10	AFH	M10	Baik

The table shows that the majority of students fell into the “Baik” or higher categories, with only two students categorized as “Kurang” or “Tidak.” This supports the effectiveness of the hands-on training model in increasing student engagement and mastery of the Sutori platform. This is consistent with the findings of (Syarifuddin et al., 2024), who found that practice-based workshops can significantly improve students' understanding and digital literacy skills.

Observations and field notes also indicate an increase in students' self-confidence. For example, some participants who were initially hesitant, such as Roswita, gradually succeeded in completing their teaching materials after being guided. These findings align with the results of Hikmah's study, which showed that prospective teacher students who participated in digital literacy training were able to design more interactive and relevant learning materials (Afriyanti et al., 2025)

Quantitative data from pre-post questionnaires also reinforce these findings. Before the training, more than 70% of students were unfamiliar with Sutori and felt less confident in creating digital teaching materials. However, after the training, more than 80% of participants indicated that they could design interactive instructional materials, utilize multimedia features effectively, and planned to implement their creations in upcoming microteaching sessions. These outcomes reinforce the notion that hands-on training approaches are beneficial in advancing students' digital literacy (Syarifuddin et al., 2024). Beyond technical improvements, the training also nurtured more positive attitudes toward the integration of technology in the teaching and learning process. Nonetheless, some challenges emerged during the sessions, such as disparities in learners' pace and limited digital infrastructure for certain individuals. These constraints underscore the need for sustainable support strategies, including ongoing mentoring and the establishment of peer-driven digital learning modules, to reinforce students' digital competence in the long term.

The results align with previous studies suggesting that experiential digital training programs are effective in enhancing the digital proficiency of pre-service teachers. According to (Syarifuddin et al., 2024), task-based workshops contribute significantly to improving both the practical skills and confidence levels of student teachers in utilizing digital tools. Likewise, (Aminuddin et al., 2024) reported that digital literacy initiatives not only developed technical capabilities but also cultivated more favorable perspectives toward the integration of educational technology. These similarities indicate that the Sutori-based training in this community engagement activity is consistent with current educational paradigms and plays a role in shaping digitally capable and adaptable future educators.

V. CONCLUSION

The implementation of Sutori platform training has shown a positive impact on strengthening the digital literacy of pre-service English teachers, especially in designing interactive and multimedia-rich teaching materials. Learners who were previously unfamiliar with the platform demonstrated improved technical competence and expressed greater confidence in applying digital tools within teaching practices. The combination of practical tasks and consistent guidance from facilitators played a critical role in promoting both technological skills and a more favorable attitude toward the use of digital media in education.

While the training was largely successful, several limitations were encountered, such as disparities in digital competence among participants and the continued need for individualized support. These outcomes suggest the necessity of incorporating structured digital literacy components into teacher education programs, alongside the development of sustainable support systems—such as advanced workshops or peer-assisted learning—to ensure equal opportunities for skill enhancement. This activity highlights the strategic role of digital media training in cultivating creative, flexible, and tech-oriented future educators who are well-prepared to navigate the demands of modern classrooms.

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