

Exploration of Critical Skills For Teachers In Digital Literacy Practices Education Program

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Abstract

The increasing penetration of the internet and digital devices significantly impacts learning in technological media. Teachers play an important role in improving their competencies through training programs supported by the government. Dompot Dhuafa's Digital Literacy Education Training for Trainers program aims to improve digital literacy among Sekolah Guru Indonesia (SGI) activists. The program includes training in copywriting, learning video creation, the concept of Society 5.0, and future internet professions. The top five participants' work was certified by the Ministry of Law and Human Rights, highlighting a novel approach as few participants developed strong comprehension and critical thinking skills. This research explores the critical thinking ability of the best participants in the digital literacy program, specifically in creating learning videos that obtain intellectual property rights. The method used was phenomenology, in-depth interviews were conducted with five top participants. The findings of this study revealed three main components affecting the implementation of the program: mastery of critical thinking, lack of mastery of critical thinking, and difficulties in improving participants' critical thinking skills. These results underscore the importance of critical thinking in educational training and the challenges in developing this skill among teachers.

Keywords: critical skills; digital literacy; learning video; teacher; training

Abstrak

Meningkatnya penetrasi internet dan perangkat digital secara signifikan berdampak pada pembelajaran di media teknologi. Guru berperan penting dalam meningkatkan kompetensi mereka melalui program pelatihan yang didukung oleh pemerintah. Program Pelatihan Pendidikan Literasi Digital Dompot Dhuafa untuk Pelatih (Training for Trainers) bertujuan untuk meningkatkan literasi digital di kalangan pegiat Sekolah Guru Indonesia (SGI). Program ini meliputi pelatihan copywriting, pembuatan video pembelajaran, konsep Society 5.0, dan profesi internet masa depan. Lima karya peserta terbaik disertifikasi oleh Kementerian Hukum dan Hak Asasi Manusia, menyoroti pendekatan baru karena hanya sedikit peserta yang mengembangkan kemampuan pemahaman dan pemikiran kritis yang kuat. Penelitian ini mengeksplorasi kemampuan berpikir kritis dari peserta terbaik dalam program literasi digital, khususnya dalam membuat video pembelajaran yang mendapatkan hak kekayaan intelektual. Metode yang digunakan adalah fenomenologi, wawancara mendalam dilakukan dengan lima peserta terbaik. Temuan penelitian ini mengungkapkan tiga komponen utama yang mempengaruhi pelaksanaan program: penguasaan berpikir kritis, kurangnya penguasaan berpikir kritis, dan kesulitan dalam meningkatkan kemampuan berpikir kritis peserta. Hasil ini menggarisbawahi pentingnya berpikir kritis dalam pelatihan pendidikan dan tantangan dalam mengembangkan keterampilan ini di antara para guru.

Kata Kunci: keterampilan kritis; literasi digital; video pembelajaran; guru; pelatihan

INTRODUCTION

In 2021, the Digital Literacy Education Program for Teachers of Sekolah Guru Indonesia Dompot Dhuafa South Sumatra was implemented (Anggraini et al., 2021) and the Digital Media Information Literacy Program for Teachers (Anggraini & Pertiwi, 2022). Both trainings were well received by teachers in 3T areas. They found the training useful, increasing their knowledge and improving their digital literacy. In fact, the participants from the 3T areas managed to create a book, "Stories in My Class," and 5 IPRs for learning videos. However, of the 23 participants, not all of them succeeded in obtaining IPRs. Therefore, further research is needed to explore the critical thinking skills of the participants who succeeded in getting the 5 IPRs.

Seven factors influenced the failure of digital literacy training. First, the limited education and literacy of people in remote areas (Mulianingsih et al., 2023). Second, critical digital literacy is complex, diverse, and constantly evolving. Third, digital literacy training requires government efforts to promote educators' theoretical and operational understanding (Gouseti et al., 2023). Fourth, information literacy has not been fully developed with critical approaches such as media literacy (Leaning, 2019). Fifth, it is necessary to develop critical digital literacy practices that can be in the form of visual demonstrations (learning videos) (Watt, 2019). Sixth, trainees can only use digital devices and do not understand the use of various digital-based learning tools (Jumrana et al., 2021). Seventh, training or guidance is needed in digital content creation and problem-solving (critical skills) (Sa'adah et al., 2020).

The urgency of digital literacy critical skills is increasingly widespread in the world. National research by Mulianingsih et al. (2023) shows the importance of media literacy to access, evaluate and produce content. The study is set against the backdrop of low education in Semarang City's Tambak Lorok Fishermen Village and the high use of social media in Indonesia, which reaches 150 million users. The study emphasizes the need for media literacy training with functional and critical skills. Internationally, research by Gouseti et al. (2023) showed teachers' adoption of digital tools for learning in the UK and Spain. This study developed the Critical Digital Literacy framework in the DETECT project, finding that critical digital literacy is complex and evolving. Government and policy support, as well as Initial Teacher Training (ITT) and Continuous Professional Development (CPD) training are needed to improve educators' understanding of critical digital literacy.

Other national research rarely addresses critical digital literacy skills in depth. For example, J Laksono's research (2021) shows prospective science teachers are able to find information from various sources but have not been able to validate the truth and are lacking in creative and critical abilities. The increasing adoption of digital technology has important implications for learning. So, this is an obstacle and limitation that can be reviewed and becomes an encouragement for researchers to explore critical skills in teacher digital literacy. Teachers' digital literacy is crucial in developing the character of a digitally literate young generation, especially in the context of the fourth industrial revolution. Teachers must teach the ethics of internet use and develop students' competence in critical thinking related to digital media. Future technological transformation promises higher efficiency, convenience, security and productivity.

The Ministry of Communication and Information and the National Digital Literacy Movement carried out the National Digital Literacy training titled "Indonesia Makin Cakap Digital" in 2021. The training reached more than 12.4 million trainees in 34 provinces and 514 regencies/cities. The movement was broadcast live on 16 national and private TV stations, aiming for "Digital Indonesia, Makin Digital Makin Maju". As the Minister of Communication and Information Technology, Johnny G Plate initiated this horizontal and vertical collaboration training. Thus, the activity requires the involvement of the entire national ecosystem. Therefore, the researcher found a gap that although many trainings have been carried out, they do not fully have the realm of digital literacy, so this research is very necessary and important to be researched.

This phenomenon of literacy urgency is addressed to teachers at the education level. Teachers play an important role in building the character of a digitally literate young generation (Meliantina, 2019). Teachers are also competent to students regarding media innovation or learning methods that

will be given. That way, referring to the previous phenomenon, efforts that various parties have made need to be encouraged by all levels of society so that this research can assist in the exploration of digital literacy critical thinking skills in digital literacy practice education programs for teachers.

The unit of analysis that researchers use to achieve the exploration of digital literacy critical skills in this study uses Potter's Digital Literacy Skills (Potter, 2019); Henry Jenkins Participatory Culture (in Literat, 2014); Japelidi (in Wijayanto et al., 2022), Weisseinger's critical thinking skills (in Nuraida, 2019), and Freddy Yusanto contextualized learning video making (Yusanto, 2021). The formulation of the unit of analysis of critical thinking skills and digital literacy skills in video making based on critical skills is divided into 4 components: (1) Basic Skills are associated with digital literacy skills and the indicators of Selecting and Understanding are obtained, (2) Basic knowledge is associated with digital literacy skills and the Induction indicator is obtained, (3) The Willingness to Question is associated with digital literacy skills and obtained indicators of Collective Intelligence and Networking, (4) Self-reflection is associated with digital literacy skills and obtained indicators of Synthesis, Producing, Performance and Negotiation, where the best participants consider the ability to Synthesize as a way of assembling material into a learning video unit, Producing as a consideration of video quality (Background, Lighting, Point of Interest, Rule of Third, Face angle, Noise Audio), Performance as self-identity or branding in the learning video created, Negotiation as an attitude in respecting one's own perspective when there are correction results from experts in the implementation of training.

Based on the previous explanation, the purpose of this study is to find out the critical skills possessed by the best participants in the digital literacy practice education program for teachers when creating learning video works that have successfully obtained IPR.

METHOD

This research uses a qualitative method with a phenomenological approach. The subjects in this research are 5 participants with the best learning video works in the Digital Literacy Practice Education Program for Teachers, while the object of research is the critical digital literacy skills participants possess in making learning videos. Data collection was conducted by in-depth interviews through the Zoom platform. In the results section, researchers used the NVIVO 12 application to explore informant interviews in the form of visualization charts and tables (Limna, 2023).

The researcher analyzed the data using NVIVO 12 through 5 stages; the researcher imported the interview file data from the 5 best participants one by one. Then, the researcher conducted manual coding by creating a code of finding topics (keywords) from the interview results. Next, the researcher visualized the coding results with a Comparison Diagram to determine the comparison of whether or not there was a pattern of connection with the unit of analysis, especially the results of the keywords found by the researcher for the 5 best participants. Next, the researcher also visualized the coding results with a Hierarchy Chart to determine the repetition of words or sentences in the interview results. In addition, the researcher used a Hierarchy Chart to observe the tendency (percentage) with the help of Microsoft Excel software in the calculation.

The data analysis method used is data analysis by Creswell (in Tuhuteru, 2020) by dividing 6 stages. First, describe the experience of the 5 best participants in the learning video related to digital literacy critical skills. Second, identifying the findings of the interviews with 5 participants in making learning videos (using NVIVO 12 data processing). Third, grouping the interview findings into the units of analysis used. Fourth, evaluate the interview results by developing communication phenomena. Fifth, a comprehensive description of the significance and substance of the experiences of the top 5 participants. Sixth, report making in the unity of meaning (digital literacy critical skills).

RESULTS AND DISCUSSION

Results

After conducting interviews, in general, the best participants who obtained IPRs had a flow in making learning videos. The flow begins with the first stage of Basic Skills to the third stage of Self-Reflection, which is shown in figure 1 :

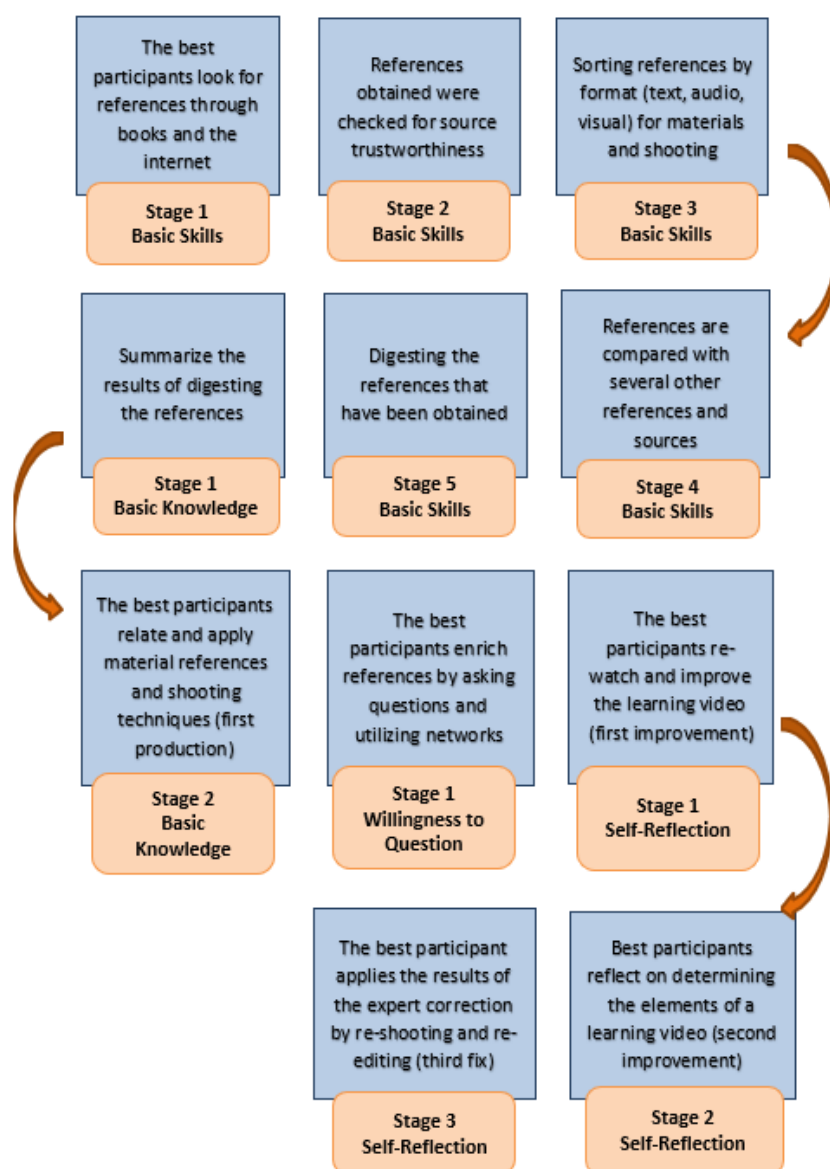


Figure 1. Visualization of Learning Video Creation Flowchart
(Source: Research Results, 2023)

In general, the flow of making learning videos by the 5 best participants begins with all the best participants looking for references in the form of books and the internet. Furthermore, all the best participants checked the credibility of reference sources, both books and the internet. The books used are government books (marked with ISBN), and the internet is one of the five best participants used the official website (national kuartir), while three of the five best participants consider followers of positive comments, two of the five participants consider the most viewers, one of the five best participants consider the most account followers. The references were determined based on format

suitability and learning style. Two out of five determined the format with the suitability of material references in the form of text (articles, journals, books) and image capture references in the form of audiovisual (YouTube), while three out of five evaluated according to learning style (audiovisual). Next, all the best participants considered the adequacy of references, namely, two out of five looking for a minimum of three references and three out of five looking for as many references as needed. Then, all the best participants were compared with various references and other sources. Next, three of the five best participants wrote similar important points, while one of the five best participants summarized the material in detail, and the other best participant directly applied it to the textbook. Next, the best participants summarized by creating a script outline (material references and shooting). After the script was created, the best participants applied similar references and, used personal experiences and created a learning video (first production). Then, the learning video is considered for reference richness by asking the closest colleagues. Next, from the results of enriching references and getting social network feedback, the best participants re-watch and improved the learning video (first improvement). As a form of self-reflection, the best participants considered the elements of shooting techniques in the learning video (second improvement). In the last stage, participants applied the results of the expert correction by improving the shooting and editing again (third improvement).

Based on the interviews with the 5 best participants in the learning video, the following data was obtained: (1) Basic Skills, (2) Basic Knowledge, (3) willingness to Question, (4) Self-Reflection.

Basic Skills

In the Selecting indicator, the results show that each informant uses teaching material book references as the main guide and looks for some additional information via the internet. Internet searches are carried out via Google and YouTube. Book references can be said to have a high level of credibility. The book used as a reference is published by the government and has an ISBN. Besides books, YouTube references also consider the most account followers, the most viewers, and positive comments, and compare other YouTube accounts. Meanwhile, the Google reference used is the official website (National Quartier).

Informants can evaluate various reference formats (text, audio, visual, audio-visual) based on their needs (material references and image capture) and learning styles. Two of the five informants used the text format as a source of material and the audio-visual format as a shooting reference. The other three used the audio-visual format type of learning style as reference material and picture taking. In addition, two of the five informants could evaluate the use of the number of references with a minimum of three references. While the other two informants were used as needed.

The Comprehension indicator shows that all informants can digest, summarize, and apply information. First, digest by making points from explanations representing several texts, writing (synthesis), finding similarities, and summarizing in detail. Second, summarize by outlining. Third, applying the results of references from Google and YouTube into learning videos.

Basic Knowledge

The Induction indicator shows that all informants can connect the various references obtained by looking for similarities in the information. As all informants are teachers, they share their experiences to connect the references.

Willingness to Question

The Collective Intelligence & Networking indicator found that two out of five informants did not ask colleagues in the process of enriching learning video data related to materials and shooting. One of the informants gave 3 reasons. First, they have experience in the field of learning video materials. Second, as a teacher and certified in the material. Third, the reference sources used are credible so there is no need to ask again. In addition, four out of five informants did not utilize

community social networks and social media. One informant utilized Whatsapp group social media, but only for additional references.

Self-Reflection

All informants considered feedback from the peers asked. Three out of five informants shared the learning video with their closest colleagues for feedback. For example, the delivery of excessive material, displaying inappropriate animation and text, and video clarity. As a result of these considerations, two informants made improvements one to three times. Meanwhile, one informant made improvements seven times after consulting with friends.

In producing learning videos, informants meticulously determined various elements. Backgrounds symbolized classroom teaching, chosen based on YouTube references for material suitability. Lighting included spotlights, garden lights, and natural light, with consideration for glass. Point of Interest was carefully chosen by most informants, while some didn't specify. Rule of Third and Face Angle were considered by most, though some faced challenges due to equipment or positioning issues. All informants aimed for a cheerful, engaging teacher persona suitable for elementary students, though one prioritized brevity. Negotiation involved considering expert feedback, with corrections focused on Point of Interest and Rule of Third components.

The following data analysis was obtained using NVIVO 12, researchers visualized the data analysis using charts and tables. The visualization of the figure 2 :

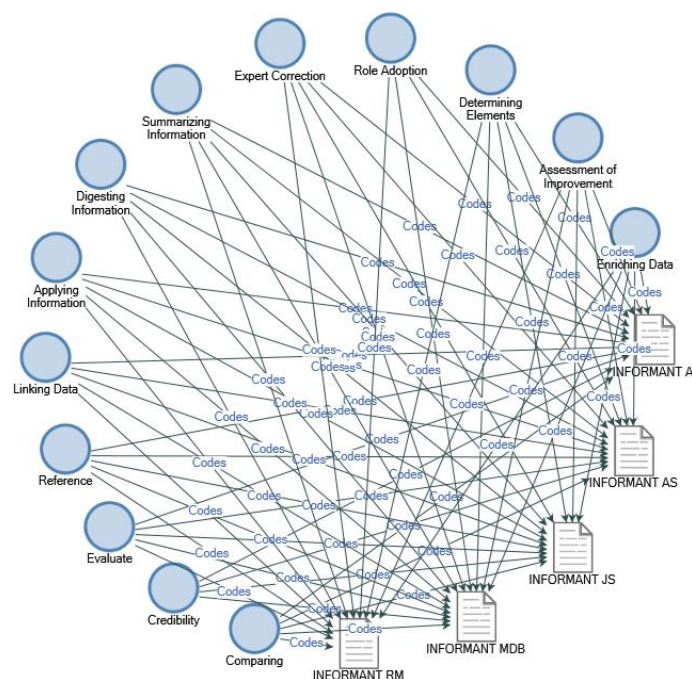


Figure 2. Visualization of The Comparison Diagram Model of Critical Thinking
(Source: Research Results, 2023)

The NVIVO chart results revealed 12 key indicator keywords influencing informants: reference, credibility, evaluate, compare, digest information, infer information, apply information, enrich data, link data, review improvements, determine elements, adopt roles, and expert correction. Participants sourced material from ISBN books and online platforms, ensuring credibility through viewer count, positive comments, and followers. They evaluated references based on format (text/audiovisual), compared them, and linked similar references. Participants digested and summarized information,

applying it to script outlines, then enriching content through peer feedback. They considered shooting techniques, incorporating their self-identity into videos. Expert advice led to final improvements through photo-taking and re-editing. This process underscores the meticulousness and reflexivity of video creation, emphasizing research, evaluation, and iterative improvement.

The NVIVO chart visualization shows the stages of creating learning videos, aligning with previous keywords. It starts with Basic Ability: referencing, credibility, evaluating, comparing, digesting information. Basic Knowledge includes packaging, applying information, linking data. The Will to Inquire involves enriching data. Self-reflection includes assessing improvement, determining elements, role adoption. Expert correction is part of Self-reflection. NVIVO 12 analysis correlates with the video-making stages, emphasizing selecting, understanding, and synthesis, thus connecting interview findings with video creation processes.

Meanwhile, the results of the data analysis visualization are in the form of table 1:

Table 1. Hierarchy Chart of Critical Thinking

Codes	Number of coding	
	references	Percentage
Nodes\\Self-Reflection	113	46%
Nodes\\Basic Skills	100	41%
Nodes\\Basic Knowledge	17	7%
Nodes\\Willingness to Question	15	6%
	245	100%

Source: Research Results, 2023

The data table shows that from the interview results, the determination of the elements used in the learning video based on the Self-Reflection process amounted to 46%, Basic Skills amounted to 41%, Basic Knowledge 7%, and Willingness to Question 6%. The largest data from the 4 units of analysis in the interview results is Self-Reflection. The coding results showed that the participants had 113 similar words or sentences in the self-reflection section coded by the interview results to the 5 best participants. Thus, the researcher concluded that the greater the percentage number or the number of similar words or sentences, the greater the best participants applied the code (unit of analysis). This data shows that the best participants in making learning videos consider the results of improvements more than the initial stages of searching for references to enrich the data. The best participants self-reflect in the form of improving from the results of the closest colleagues' suggestions, rewatching, determining the elements of shooting techniques, and the results of expert corrections, so there are 3 times of improvement in the process of self-reflection. That way, the visualization of the NVIVO 12 data analysis table with the interview results has a relationship in the largest percentage, namely Self-Reflection as a form of the critical thinking process of informants in making learning videos.

Discussions

Based on the description of the interview results from the 5 best participants in the previous learning video, it shows that the teachers mastered critical thinking skills consisting of Basic Skills, Basic Knowledge, and Self-Reflection units of analysis. The findings show that the teachers mastered critical thinking skills consisting of Basic Skills, Basic Knowledge, and Self-Reflection units of analysis. First, the basic skills analysis unit is divided into two indicators: selecting and understanding. In the Select Indicator, teachers obtain references from books of learning materials published by the government and the internet (Google and YouTube). To the demands of the curriculum, the main support in the learning process is a textbook from the teacher's handbook (teacher's book)(Dewi, 2022). The learning material book has an ISBN (International Standard Book Number). ISBN is a publishing standard indicating that the book has undergone a publication feasibility check and can be used (Fatmawati, 2020).

The change from using books or other printed media to digital media makes the internet an easily accessible and up-to-date source of information (Tobing, 2019). Even so, it requires skills in using new media effectively because of its different nature from traditional media such as print media (Rianto, 2019). Sources of information on the internet need to be filtered before being used as a reference so that the information can be accounted for (Andriani, 2021). As a new media, YouTube effectively improves the learning experience (Nur Syafiq et al., 2021) and positively influences learning motivation (Khaliq & Nasution, 2019). According to five informants, YouTube's credibility must fulfill 3 components: the video has the most viewers, positive comments, and followers. In line with this opinion, Hendika Permana (2021) found that the credibility of YouTube accounts can be seen from the comments column that is not turned off and user accounts that are not private.

The process of choosing also requires the ability to evaluate the format to be used. Informants evaluate formats to accommodate audiovisual learning style types. Audiovisual media can convey emotions and thoughts to the audience, increasing learning comfort (Hambali et al., 2021). Everyone generally has their learning style to understand the information received. Someone with an audiovisual learning style is more stimulated to learn and understand the material through images, sounds, and movements (Khaliq & Nasution, 2019; Supit et al., 2023). That way, this finding is by the Selecting indicator, namely having the ability to share information that has gone through selection and sorting (credibility and format) based on various sources accessed (Raharjo et al., 2021).

In the Understanding indicator, all informants digest information by making personal notes containing important points. In line with the opinion of (Gustanti & Ayu, 2021), a person processes the content of reading or information quickly through important points then notes it based on the meaning of the context. By noting important points, a person will more easily understand the content of the reading as a whole. Next, informants summarize the information into a script outline before applying it to the learning video. The aim is to prevent the sentence structure from becoming rigid or wordy (Oranburg, 2020). This ability is by the Understanding indicator, where informants can digest all the information that has been previously selected (Novitasari & Fauziddin, 2022).

Based on this, all informants have critical thinking skills, namely considering 3 components in selecting and understanding information: credibility, issue identification, and inference. The credibility of the information source determines the selection of reference materials used. Then, the reference material is also by the topic of the material issue. Furthermore, the reference material will be summarized and digested for the learning video material (Nuraida, 2019). The results show that all informants can access information and consider the source's credibility. In addition, all informants understand all the information obtained through the digestion and summarizing process. Therefore, the researcher concluded that the informants had mastered Basic Skills well.

Second, Basic Knowledge has an indicator of Induction, which relates data to the similarity and wholeness of information. Apart from carrying out Induction, all informants also collaborate personal experiences with their knowledge as teachers. According to Beyer (in Syafitri et al., 2021), the characteristics of critical thinking are divided into 3 components: 1) being able to filter and select various meanings; 2) being able to synthesize various information from various materials; 3) considering the point of view of other thoughts or interpreters. All informants attributed the data as a form of good critical thinking process to the Basic Knowledge unit of analysis. Even so, all informants have limitations. They only combine information sources from books and the internet.

Third, self-reflection is divided into 4 indicators: Synthesis, Producing, Performance, and Negotiation. In the Synthesis indicator, all informants reviewed the learning videos that had been made to consider maximum results. Reviewing performance is a form of Self-Reflection phase in completing the task (Khongput, 2020). To obtain quality results, one needs to undergo a continuous error correction process (Irfan & Basuki, 2023). Thus, in the Synthesis indicator, all informants gave their best results before being corrected by experts. Three out of five informants asked for feedback (trusted close people) to maximize their learning videos.

On the Producing indicator, all informants reflected on their experiences to determine the elements used in shooting the learning video. A person's experience can significantly impact the good and bad decisions that will be made (Aslamiyah et al., 2022). By this theory, all informants considered the background according to their experience teaching students in elementary school. Children tend to be interested in learning that uses backgrounds in the form of attractive images. Thus, multimedia (audiovisual) based learning can motivate children to follow the learning process (Bhatti et al., 2020). Based on these findings, we conclude that all informants have Self-Reflection skills in producing audiovisual content by determining the elements of the learning videos that have been made.

In the Performance indicator, four out of five informants adopted the role of a jolly figure to suit their target audience (elementary school students). This is by the opinion of Oktaria et al., 2023 which states that an object and the manifestation of the surrounding environment influence a person's attitude. However one informant played a role that was not as expected. The informant planned to act as a jolly figure, but was constrained by feeling nervous when taking the learning video. One's actions can be influenced by oneself or other circumstances (feelings) (Harley et al., 2019).

Meanwhile, on the Negotiation indicator, all informants considered expert judgment in evaluating and correcting their work. This is by the theory of Negotiation Henry Jenkins Participatory Culture (in Literat, 2014) as one of the digital literacy skills, namely the ability to appreciate and consider different perspectives and adapt them to one's perspective.

Critical Thinking Skills that are not Mastered

Critical Thinking Skills has a Willingness to Question unit of analysis with Collective Intelligence and Networking indicators. Based on the interview results, the informants did not fulfill the data enrichment process properly, so they did not show a good critical thinking process. A person develops critical thinking skills by asking questions to get answers to things (Munawarah et al., 2018). Meanwhile, informants do not consider enriching data through asking widely and utilizing their social networks. They tend to interact with the surrounding environment only.

Participatory Culture Theory Henry Jenkins (in Roxo, 2020) explains that everyone cannot possibly know everything. But one can learn more and develop shared intelligence by pooling resources and skills from many people. Users collaborating to solve problems, add information, and develop solutions through social networks demonstrate social transformation. Social networks provide opportunities for individuals to contact other individuals, cooperate, and build different networks and communities (Restaty & Wuryanta, 2022). However, all informants have not fully built social networks and obtained information from various communities at this stage. In addition, Networking skills in Participatory Culture Theory Henry Jenkins are not only limited to bringing together and disseminating information. Still, they can also provide a change by utilizing social networks to a wide audience. Therefore, the ability of informants in the Willingness to Question unit of analysis to enrich learning video information data is concluded to be poor.

Difficulties in Improving Critical Thinking Skills by Trainees

The causes of difficulties in mastering critical thinking skills experienced by informants are generally divided into 3 factors. First, informants felt the lack of time when making learning videos (1 week). What influenced this was the informants' inability to manage their time well. All informants stated that they teach at school all day so they only have free time at night, while night is their rest time. In addition, informants also explained that apart from teaching, they also attended other trainings. Second, informants have low Willingness to Question, a lack of openness, and lack of persistence. The fourth informant (RM) stated that his reluctance to ask questions online or during training was due to his shy and soft-spoken personality, so he did not ask questions if it was not urgent. In addition, the third informant (MDB, female) also stated that she felt uncomfortable if she asked a man, and was having personal problems at the time. Meanwhile, the other three informants did not ask because they had already asked their closest colleagues. However, the fifth informant (JS) had

asked directly during the training for material he did not understand (Rule of Third). However, the explanation from the expert still confused him, so he asked his closest colleague. Third, gender differences create differences in informants' leisure time length. Two informants are female and married. Both informants confirmed that women have to spend more time caring for children and households at night. In addition, one informant confirmed that the shooting had to be done at night because the child (aged 3 years) would already be asleep. Meanwhile, male informants did not mention the constraints in caring for household and children. They tend to shoot learning videos while at school with their colleagues.

The causes of the informants' difficulties in mastering critical thinking skills are divided explicitly into 2 factors: internal and external. Regarding internal factors, two of the five informants confirmed that they felt tired after a long day of teaching, taking care of the household, and attending training through Zoom which was held at night, which had a significant influence on making learning videos. In terms of external factors, most informants found it difficult to find time to make videos (as described earlier) and to get access to tools (lighting and mics).

CONCLUSION

All informants have gone through 4 stages of analysis units, namely Basic Skill, Basic Based on the research, five informants improved their digital literacy and critical thinking skills while making learning videos. They made three key improvements: re-watching and reviewing their videos, refining technical elements (background, lighting, Rule of Thirds, point of interest, face angle, audio noise), and accepting feedback to reshoot and edit. The informants struggled with time management due to busy schedules and faced personal challenges, such as shyness, personal conflicts, and discomfort in repeatedly asking questions. They also encountered technical limitations with shooting tools like mics and lighting, resulting in suboptimal video quality.

This study found that the informants mastered critical thinking skills in the Basic Skills, Basic Knowledge, and Self-Reflection units of analysis, but had not mastered the Questioning skill, so future research could explore effective ways to achieve the Questioning skill in the learning culture of online training for teachers in Indonesia. In addition, given that the informants in this study were teachers in the 3T areas who participated in digital literacy training, the researcher suggests that future researchers could examine digital literacy communities outside the 3T areas to get different views. Furthermore, this study examined the process of making learning videos as part of the digital literacy training program implemented during the COVID-19 pandemic. Therefore, the researcher suggests further research related to similar training in the conditions after the COVID-19 pandemic to see how the development of digital literacy skills and critical thinking skills of teachers after the pandemic. This study also shows that there are differences in the skills of female and male teachers who are married. The unbalanced gender-based division of household tasks causes this difference. Therefore, further research is needed to explore effective ways to equalize the household division between female and male teachers participating in digital literacy training. Furthermore, referring to the program's success in improving the teachers' critical thinking digital literacy skills and considering the dynamic development of ICT, researchers see the potential for practitioners (government and digital literacy activist communities) to continue to hold similar training sustainably by the times.

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