

Improving Digital Literacy for Class Xi Students of ST Catholic Vocational School. Willibrodus Betun Through the Use of Evernote Educational Software

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Abstract

The purpose of this study is to ascertain how St. Catholic Vocational School students in class XI use digital literacy improvement. Betun Willibrodus Using the Educational Software Evernote. The research methodology makes use of experimental and quantitative research techniques. All St. Catholic Vocational School class XI TKJ pupils made up the study's population. Betun Willibrodus. A two-group post-test design model was used for sampling, with class XI TKJ 1 serving as the experimental group and XI TKJ 2 as the control group. Student questionnaires and multiple-choice exams were the tools utilized. The data analysis method makes use of the independent t-test. According to the study data, the experimental group's average posttest scores were 89.6 and 40.4, respectively, and the control group's average percentage of the research questionnaire was 96.28%. The results of the t-test analysis indicate a significant value of $0.000 < 0.05$, indicating that H_a is accepted and H_0 is rejected in accordance with the criteria employed to formulate the hypothesis. The data analysis method makes use of the independent t-test. The results of the study showed that the experimental and control groups completed 96.28% of the research questionnaire on average, and their average posttest scores were 89.6 and 40.4, respectively. The results of the t-test analysis indicate a significant value of $0.000 < 0.05$, indicating that H_a is accepted and H_0 is rejected in accordance with the criteria employed to formulate the hypothesis. According to the study's findings, St. Catholic Vocational School's class XI TKJ students were using Evernote educational software to improve their digital literacy. Betun Willibrodus.

Keywords: Utilization, Evernote, Digital Literac

INTRODUCTION

Digital literacy skills are now important to overcome problems in the world of work which are increasingly complicated due to the rapid growth of information and communication technology. Increasing digital literacy is a major concern in the world of education, digital literacy skills are an essential prerequisite for students to participate effectively in society technology based. According to digital education expert, Douglas Belshaw, digital literacy is not only related to technical skills, but also involves a deep understanding of digital ethics, online security, and the critical ability to evaluate information encountered in cyberspace.

On the other hand, educational experts such as Prensky and Tapscott highlight the need for learning approaches related to students' daily experiences, which can integrate technology in educational contexts. This is in accordance with the idea that class XI students of St. Catholic Vocational School.

Willibrodus Betun, as part of the digital native generation, requires learning methods that suit different perspectives and learning

styles from previous generations. Digital literacy imbalances can have a negative impact on student development, including gaps in information access, inability to use technology tools, and online security risks. Therefore, there is a need for innovative approaches in increasing digital literacy, and one interesting solution is the use of educational software, such as Evernote, which can provide a structured platform for developing digital literacy skills.

Digital literacy is a crucial aspect for class XI students who are preparing to enter the industrial world. The main challenges involve understanding the basic concepts of information technology, managing information efficiently, and the ability to adapt to technological developments. Therefore, organizing digital literacy learning is a must to ensure that students are able to master these skills.

In the context of St. Willibrordus Betun, this approach becomes relevant considering the role of schools in creating a learning environment that is responsive to student needs. Thus, this research began with the aim

of finding and using methods that could improve the digital literacy of class XI students by using Evernote as a teaching tool.

It is hoped that the results of this research can serve as a basis for the development of more effective teaching strategies that can increase the digital literacy of vocational school students. findings of the researcher's first interview with the homeroom teacher of class XI TKJ 1 St. Catholic Vocational School. According to Willibrodus Betun, throughout the learning process, students tend to tell stories to their friends, pay less attention to the teacher's explanations, and have difficulty focusing during learning.

Apart from that, through survey results, it was found that the learning media used by teachers was less attractive. Several of these things are factors causing the lack of students' digital literacy levels. According to the observation results, several students were considered to be quite skilled because they had the ability and quick grasp in understanding and mastering the material, but there were still many who still needed improvement because.

Thus, the results of a survey conducted showed that students were less aware of the importance of digital literacy. This can be seen when students tend to use technology more for entertainment, such as playing online games, social media such as Facebook, Instagram, and WhatsApp, rather than for educational purposes or increasing digital literacy. This can also be caused by a lack of training and technical support for teachers in integrating technology into learning. Apart from that, the lack of supervision and guidance in implementing digital literacy in the classroom can also be a major factor. Therefore, the author uses Evernote educational software to control the process of student teaching and learning activities (KBM) at any time.

Evernote educational software emerged as a relevant and innovative solution to help overcome digital literacy challenges at St. Mary's Catholic Vocational School. Willibrodus Betun. Evernote not only provides a platform for recording information, but also provides a variety of collaborative and organizational features that support students in

developing overall digital literacy skills.

The use of Evernote in an educational environment can provide added value in the student learning process. Evernote's ability to store notes, images, and other files in a structured manner allows students to better organize and manage information. Thus, using Evernote can speed up the learning process and provide a more effective learning experience.

In addition, Evernote allows the creation of an inclusive and collaborative learning atmosphere. Students can easily share ideas, give each other feedback, and work together on group projects. Can develop collaborative abilities and also foster a student mindset that is receptive to technology and innovative in its application.

By using Evernote as educational software, St. Catholic Vocational School. Willibrodus Betun can ensure that the learning process not only meets curriculum needs, but also creates an environment that spurs the development of students' digital literacy. Thus, the background to this initiative underlines the importance of technology integration in efforts to produce a generation that is able to adapt and compete in the digital era.

Based on this problem, the researcher intends to take the title "Improving Digital Literacy for Class XI Students of St. Catholic Vocational School. Willibrodus Betun Through the Use of Evernote Educational Software"

METHOD

This research uses a model *two-group post-test design*, quantitative research, and experimental techniques. Quantitative experimental research aims to determine whether "something" that is the subject of research has an impact. In other words, experimental research looks for evidence of cause-and-effect relationships. Interviews, observations, questionnaires, tests and documentation were used to collect data from the research subjects, namely 25 students in class XI TKJ 1 and 25 students in class XI TKJ 2 so that the entire research sample was 50 people.

RESULTS AND DISCUSSION

The results of research carried out in class using the educational software Evernote to increase the digital literacy of class XI TKJ students at St. Catholic Vocational School. Willibroodus Betun, collected from student response surveys and evaluation of learning objectives. Quantitative experimental data or data obtained by assessing students' posttest results is the type of data used. Before using Evernote, 50 students were divided into 2 groups, namely class XI TKJ 1 as the experimental group, while class The average percentage of calculation findings for this research questionnaire is 96.28%, according to the findings of a survey completed by 25 students in the experimental group. The use of educational software Evernote to improve students' digital literacy has given an excellent response, which can be confirmed.

Data Analysis Results

Normality Test

The posttest results in each group are used to carry out normality tests, and also to ensure regular data distribution. The Kolmogorov-Smirnov test was used for analysis, and SPSS version 24.0 software was used to perform normality assessment. Normal data distribution criteria are based on ASymp. Significance (2-tailed) / $p > 0.05$ (5% significance level), and not normally distributed if Asymptotic Significance (2-tailed) / $p < 0.05$ (5% significance level).

Hypothesis Testing

when it has been ensured that the data is homogeneous and regularly distributed. The t-test in SPSS 20.0 was used to find out the average learning outcomes in experimental classes taught using Evernote educational software. Decision making criteria are approved if the significance value (sig) is less than 0.05, and vice versa. If the significant value (sig) is less than 0.05 then reject H0. The statistical hypothesis used in the research is:

Table 1 Normality Test Results with Kolmogorov Smirnov Testing

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EXPERIMENT CLASS	.246	25	.821	.834	25	.898
CONTROL CLASS	.288	25	.751	.719	25	.713

a. Lilliefors Significance Correction

Homogeneity

This assessment uses statistical analysis (variance test) using SPSS version 24.0. The aim of the homogeneity test is to assess the equality of variance in posttest results between the control group and the experimental group. Homogeneity test calculations were carried out using SPSS version 24.0. Homogeneity test results in the table:

Table 2 Test Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.522	1	48	.473

In the homogeneity test, the experimental and control posttests produced a significant value of 0.473, which shows that the variance of the posttest data between each group is homogeneous because the significance value exceeds 0.05 (5% significance level).

To: Digital literacy skills of class XI students at St. Catholic Vocational School. Catholicism is not significantly different. Willibroodus Betun before and after using Evernote, an educational program.

Ha: Digital literacy skills of class XI students at St. Catholic Vocational School. Catholics differ from each other significantly. Willibroodus Betun before and after using Evernote, an educational program.

Table 3 Hypothesis test results *Group Statistics*

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Post-test of Experimental	25	89.60	10.198	2.040
	Post-test of Control	25	40.40	13.379	2.676

Research results show that students not only feel comfortable using Evernote, but also see this software as an effective tool to support their learning process, especially in terms of digital literacy. This high percentage also indicates that Evernote helps students organize information, take notes and store data more efficiently, which is an important aspect of digital literacy. Overall, these conclusions suggest that the integration of Evernote into learning can improve students' digital skills very effectively, positively impacting the way they process and manage information in academic contexts.

According to the results of observations, researchers concluded that students' digital literacy levels were quite low, as seen from students' minimal ability to use learning devices such as computers. Often students also use their smartphone only for entertainment purposes such as playing games. Therefore, using Evernote educational software in learning can be a good solution for increasing students' digital literacy. After using the Evernote application, it was found that the results of questionnaire calculations from 25 experimental group students showed an average percentage of 96.28%. This figure reflects that the majority of students responded positively to the use of Evernote educational software in improving their digital literacy. Students are also very enthusiastic about participating in learning using this media, it can be seen from the researcher's observations that they are calm and read the material well during the learning process. The interface used in this application

also makes it very easy for students to operate, so that the learning atmosphere is very conducive.

Supporting this, research conducted by Farias-Gaytan, Aguaded, & Ramirez-Montoya (2023) also shows that students' involvement in technology-based education, including software such as Evernote, can influence their digital literacy. This research shows that using Evernote allows students to organize information more effectively, strengthen data management skills, and improve digital reflection abilities.

CONCLUSION

Based on the results of this research entitled Increasing Digital Literacy for Class XI Students of St. Catholic Vocational School. Willibroodus Betun Through the use of Evernote educational software, it can be concluded that:

1. There is use of Evernote Educational Software to increase students' Digital Literacy. The experimental group's posttest average score of 89.6 makes this clear. In contrast, the average posttest score for the control group was 40.4 which was confirmed by calculating the Independent Sample T Test which produced a significance value of 0.000 <0.05 at a significance level of 5%. The results were decided that Ha was accepted and H0 was rejected, this shows that Evernote Educational Software can be used to increase students' digital literacy.
2. Use of Evernote educational software to increase digital literacy. The results of the research showed that the average answer of the experimental group students determined based on questionnaire calculations was 96.28%, included in the

very high category and indicating that the

students' responses were satisfactory.

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