Correspondence

Revolutionizing education: how digital literacy is transforming inclusive classrooms in post-COVID 19

Dear Editor,

Inclusive education is one of the most exciting topics to be discussed in recent years. It is a system that provides equal opportunities for every individual to get an education.[1] Teachers play an active and robust role in promoting social inclusion and equality for all students.[2] The combination of students with special needs and students without special needs is two different things in the classroom. How a teacher looks, behaves and conveys the material assuredly needs attention. The teacher's knowledge and the use of effective classroom management strategies possess a good impact on student learning outcomes.[3]

Classroom management practices that pay attention to communication rules, physical environment, reinforcement, modifying lesson plans, instructions and assessments derived from special needs have been successfully applied to inclusive classes.[4] However, the implementation of good classroom management changed when the Covid 19 pandemic hit the world. One sector that has experienced a tremendous impact is the education sector. Management in education is also transforming to keep up with the innovative new technologies to continue supporting learning implementation.[5,6] The existence of distance learning is one of the solutions to continue conducting educational activities.[7] However, this distance learning situation is increasingly unfavorable for students with disabilities who are rarely involved, so learning in inclusive classrooms becomes increasingly ineffective.

One factor influencing this is the media[8] and the curriculum used.[9] Furthermore, the factors that influence teachers in implementing inclusive classroom education are the literacy dimension, the practical-evaluative dimension and the projective dimension.[2] This shows the importance of media which is closely related to literacy for a teacher. One of the literacies that are closely related to the current situation is digital literacy, which refers to a person's ability to effectively access and find information online.[10] In conformity with this point, digital interventions must be involved in inclusive classes.[1] After the occurrence of the Covid 19 pandemic, it has become increasingly necessary for teachers to have

adequate digital literacy skills to manage classes properly so that they could still apply the latest and innovative learning models.[11–13]

The digital literacy skill model, which consists of cognitive, technological and ethical skills, can guide inclusive classes.[13] Cognitive skills refer to a teacher's efforts to provide strategically planned insights or information to ensure that all students are able to understand. Technological skills are how a teacher uses media to attract students effectively, such as using communication technology and creating art activities such as drawing comics, pamphlets and others. In this case, the school must provide support as well, for instance, improving ICT equipment and ensuring conducive learning spaces that are disabled-friendly. The last component is ethics, the teacher must ensure that students are ethical and honest in their behavior, and do not submit assignments obtained from the internet. The teacher must also educate students on the importance of taking responsibility for what they make, not just copying, pasting and sharing information with others. By mastering digital literacy competencies, inclusive classroom management is expected to improve the quality of learning further.

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