

ABSTRACT

The increasing penetration of the internet and digital devices has implications for learning in technological media. Teachers at the education level have an important role in developing their competence through training programs that the government also pursues. Dompot Dhuafa's Digital Literacy Education Training for Trainers Program for Sekolah Guru Indonesia activists is a training to improve digital literacy competencies for Sekolah Guru Indonesia (SGI) activists. The teachers have been given briefings on Copywriting material, making Learning Videos, Society 5.0 material, and New Professions from the Internet (Future Works). As a result of the training, the 5 best works were certified by the Ministry of Law and Human Rights. This is a new thought considering that only 5 participants managed to have comprehension Skills and lacked the ability to analyze and think critically in creating a work. This study examines the exploration of critical thinking 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. The methodology in this research is phenomenology by conducting in-depth interviews based on the experiences of the 5 best participants. The results show that 3 components influence the implementation of the program. First, critical thinking is mastered. Second, critical thinking is not mastered. Third, the difficulty of improving critical thinking by trainees.

Keywords: *critical Skills, digital literacy, learning video, teacher, training*