

ABSTRACT

This study aims to analyze the media literacy skills of Digital Literate Teacher Training for Trainers (TFT) participants in the output book "Refleksi Kesadaran Bermedia". By adopting a qualitative content analysis methodology, this study sharply analyzes participants' abilities in aspects of media literacy ranging from analysis, evaluation, categorization, induction, deduction, synthesis, abstraction, and social responsibility related to media use. The results of the analysis show that most of the TFT Guru Literat Digital participants showed diverse abilities in media literacy, but with varying levels of mastery, ranging from low to high levels. The majority of participants were able to present analysis, evaluation, categorization, induction, deduction, synthesis and abstraction, but with variations in the depth of analysis, clarity of concrete solutions and linkage of information to different media literacy topics. The result of this study is that all teachers already have media literacy skills, including analysis, evaluation, induction, deduction and abstraction skills. However, there were still some teachers who were found not to apply grouping skills, synthesis skills, and social responsibility skills. This is influenced by several factors, such as limited access, lack of media awareness, inability to manage information, and age. Based on this, this study underlines the importance of improving media literacy skills among TFT Guru Literat Digital participants.

Keywords: *Media Literacy Skills, Media Awareness, Qualitative Content Analysis, Teachers.*