

ABSTRACT

Technological developments, especially during the COVID-19 pandemic, have increased the use of digital media and technology. This research was conducted to find out how digital literacy is for blind teachers at Public Special School A Bandung City based on four pillars of Kominfo digital literacy, that is; Digital Skill, Digital Culture, Digital Ethics, and Digital Safety.

This study uses qualitative methods, constructivist paradigms and case study approaches. The instrument of data acquisition is through interviews, observations and literature studies. Interviews were conducted with four blind teachers at Public Special School A Bandung City as key informants and an expert who understands and masters the field of digital literacy as an expert informant.

The results showed that teachers with visual impairments at Public Special School A Bandung City had fairly good digital literacy. Teachers with visual impairments use digital devices to find information, communicate, and as learning media, especially during the COVID-19 pandemic. Information or content that is usually distributed is motivational words, health issues, and information about work. In addition, some teachers are also able to distribute positive content such as video tutorials on YouTube, and learning materials on BBI Radio. Between four pillars of Kominfo's digital literacy, the strongest pillar is Digital Skill, while the weakest pillar is Digital Safety.

Keywords: *digital literacy, Kominfo's digital literacy framework, blind teachers, Public Special School A Bandung City*