**ABSTRACT**

Digital literacy has become a crucial issue in the education field that continued to develop rapidly and continuously. This study is aimed at exploring deeper insights into digital literacy skills that focus on EFL teacher figures in junior high schools, especially during the covid-19 pandemic era. This research was considered suitable to use a case study design with data collection through qualitative data. It was found there were at least three of the eight digital literacy skills components found in this study, including being able to understand the importance of mastering skills relating to ICT-Skills ability, operating various technological tools, and using internet data as well as the ability to communicate, convey understanding to students in particular, also communicate in the sense of having conversations with students and parents of students. Teachers also understood the need for skills to explore and obtain information from reliable sources and selectively sort out information. However, the pandemic situation did affect the education field and the change in approach to digital skills that was carried out and felt by the EFL teachers. Teachers need better and more facilities from the government, schools, and the private sector regarding assistance in the form of physical facilities and knowledge material facilities to achieve the common goal of creating technology-literate educators. The following researchers expected can develop more information dealing with the teachers’ digital literacy, related to efforts to improve this skill for teachers, especially EFL teachers.

**Keywords:** Digital literacy, EFL Teacher, needs of digital literacy, pandemic era