

Digital Literacy Analysis in the Implementation of Character Education at SD GMIM IV Tomohon

Martha Margarietha Turang*, Harol R. Lumapow**, Supit Pusung***

*(Universitas Negeri Manado, Indonesia
Email:margariethaturang10@gmail.com)

** (Universitas Negeri Manado, Indonesia
Email:haroldlumapow@yahoo.com)

*** (Universitas Negeri Manado, Indonesia
Email:supitpusung04@gmail.com)

Abstract:

This research is motivated by the rapid advancement of information technology and communication so that digital literacy is needed in the implementation of character education. This study aims to analyze; 1) the use of digital literacy in the implementation of character education at SD GMIM IV Tomohon, 2) the constraints of digital literacy in the implementation of character education at SD GMIM IV Tomohon and 3) the benefits obtained from digital literacy in the implementation of character education at SD GMIM IV Tomohon. This study is descriptive qualitative. The strategy used in this research is a case study. Data collection techniques with interviews, observation and documentation. The result of the study is that the use of digital literacy in schools has proven a significant positive impact on the character development of students. SD GMIM IV Tomohon, applies digital literacy through three phases, namely pre-KBM activities, in the learning process, and post-KBM. In implementing digital literacy, there are a number of obstacles that require attention in an effort to make digital literacy an effective tool in shaping the character of students. Students and teachers are also actively involved in utilizing digital technology, developing technology skills, creativity, critical thinking skills, positive communication, collaboration, and the ability to use technology wisely. Thus, digital literacy plays a role in shaping the character of students who are independent, creative, innovative, honest, disciplined, and wise in the use of technology.

Keywords —Analysis, Digital Literacy, Character Education

I. INTRODUCTION

Digital media literacy is an integral part that cannot be separated from the rapid flow of information through the internet. The spread of information in the digital world makes it the duty of adults to anticipate it with digital literacy education as early as possible so that the nation's children are ready to face the challenges of the 21st century. The entry of information technology through digital media is increasingly rapid and the pace of world development is inevitable. Realizing this, the skills emphasized in learning now are skills or skills that are oriented towards readiness to face the global competition of the 21st century generation, one of which is technological / digital literacy.

The industrial era 4.0 which is marked by the rapid development of information technology has an impact on the abundance of various information resources obtained digitally without borders. Like the lives of today's millennial generation who almost all aspects of their lives rely on digital technology, or known as digital native. Conditions like this are also not surprising will definitely provide changes in student behavior in utilizing and managing information. The diversity of forms and types of information should have a positive impact in encouraging students to be more selective and able to maximize the use of information technology. But in reality, due to lack of education and habituation about the importance of digital literacy, what is seen in elementary

schools has a greater negative impact than a positive one. Supported statements explain [1] there are many education programs launched by the Government. It means that the ability of graduate education institution should be compatible to compete each other.

One of the skills of the 21st century is digital literacy. Where through digital literacy students are formed into individuals who are skilled, capable and wise in sorting out constructive positive content. Digital literacy education is expected to foster a positive culture that will be beneficial in families, schools and communities. With the existence of a digital literacy culture, it is hoped that people will be wise and not easily provoked by issues that are rife to break the unity and unity of the nation, including sara issues, in the name of religion, fraud, and so on. Not to mention that there is internet abuse that is rife to become a favorite in early childhood. Therefore, since elementary school age, digital literacy education is important as an implementation of character education.

The rapid development of information technology foreshadows the great wave of today's digital world is unstoppable, which leads anyone should be able to use it well, but in fact not infrequently incomprehension can destroy a person's dignity in various ways. Human incomprehension in the digital world makes various misuses of digital media occur at the personal, social and national levels. With the development of technology, it has a great influence on the world of education [2]. Therefore, both schools and educators must utilize digital literacy in increasing the strengthening of student character education in an era that is all sophisticated with positive values.

User knowledge and skills in utilizing digital media, such as communication tools, internet networks are targets of digital literacy. The interests, attitudes and abilities of individuals who directly use digital technologies and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to participate effectively in society are the goals and benefits derived from digital literacy. Sherli in her research stated that the purpose of carrying out digital

literacy activities is to build student motivation in learning activities, and is expected to increase the ability of students to think creatively, and increase cohesiveness between students and educators [3]. Therefore, digital literacy needs to be promoted through the innovation of 21st century teachers.

Efforts to increase the digital literacy movement have been predicted by the government for a long time, various approaches have been taken by the government. However, based on surveys, there are still gaps in internet use, internet abuse, the spread of hoaxes, these are all factors in the low digital literacy in Indonesia which greatly impacts the character of students today.

Literacy is at the heart of students' ability to learn in primary school. Therefore, 21st century teachers are challenged to innovate to apply digital literacy implementation programs, although simple, but have a positive impact to face the challenges of the times and digital information technology that is increasingly widespread and difficult to contain. To respond to this, a school literacy movement was formed that places students as subjects in learning, not objects. The task of the teacher is more as a provider of learning experiences or facilitators, motivators and inspirers to respond to the challenges ahead.

The 21st century teacher is no longer positioned as the only source of learning, but only as one of all sources of learning, the development of learners cognitively as well as affectively. So the digital revolution that is happening today has an impact on the world of education, especially for educational institutions because it has the challenge to contribute to preparing a massive and smart next generation in utilizing the digital revolution. [4] stated that media intelligence is important for today and this digital literacy ability is a strategy to encourage students to be creative, wise to use digital media appropriately.

Even though students already know technology, they cannot use technology as a source of information and knowledge and skills. Most of the students already know to use gadgets but only for games via the internet (games), rocking tiktok, and game applications and video content that turns out to be less positive. So that not a few who are

trapped in the penchant of spending time playing games, do not like to read information in the form of knowledge. Instead, they prefer to open content that does not build character, openly or clandestinely. How does it affect learning in schools? It can be ascertained that children are often late because they sleep late due to playing games, are not disciplined, dishonest, forget to do assignments due to too long playing with gadgets lack control from parents at home and teachers at school. If it is slow to be addressed, it can be ascertained that even worse impacts will threaten the mental growth and character of students. Therefore, it is important to educate digital literacy for elementary school children to avoid cyberbullying, online fraud, privacy breach and others.

In elementary schools there are problems such as bullying fellow friends, inappropriate speech, bad behavior such as undiscipline, dishonesty, breaking through, difficulty following lessons at school and many other character problems that are urgent to be the focus of attention of teachers today. In advanced levels, worse problems in the form of other moral decadence such as abortion, prostitution, brawls, motorcycle gangs, pornography, drugs and free sex until declining character education is a challenge for schools. How schools strive by utilizing digital literacy with an all-sophisticated era can implement character education in the face of a technological age that is growing very rapidly even though elementary school students are familiar with technology. Thus, this discussion becomes an interesting thing for researchers to be appointed as a research at GMIM IV Tomohon Elementary School.

II. RESEARCH METHODS

The approach taken in this study is qualitative descriptive. This approach is intended to describe the results of digital literacy analysis as an implementation of character education at SD GMIM IV Tomohon. The purpose of this study is to describe the variables and conditions that occur at the time the research is conducted. Furthermore, description research is a study that seeks to describe the facts encountered in the field [5]

The strategy used in this study is a case study considering that the location of this research is only in one school, so this study is a single case strategy research [6] because this research was carried out in schools that are the focus of research has been determined before researchers dive into digging for information in the field.

The most important data and information collected and studied in this study are mostly qualitative data. Researchers as key informants. Primary data sources are obtained from teachers and learners. While secondary data sources of information are extracted from various reliable data sources, namely school committees and parents. In data collection, researchers use several techniques, namely interviews, direct observation, recording documents (documentation). To see the correctness of the data collected, it is necessary to carry out the validity of the data. In general, in qualitative research, the data validity development technique used is the triangulation technique [7]

III. RESULTS OF RESEARCH AND DISCUSSION

A. Result

The research data presented below is divided into three parts according to the problems or problem formulations studied in this study, namely about digital literacy analysis in the implementation of character education, its use, constraints and benefits obtained from digital literacy in character education at SD GMIM IV Tomohon. In each section, researchers try to explain the data obtained both interviews, observations and documents collected during the study.

1. Utilization of Digital Literacy in the implementation of Character Education
 - a. Interview

Here are some excerpts of interviews with main respondents as follows:

"The use of digital literacy has had a positive impact on the character development of students. With various activities such as Morning Literacy, students can access information and communicate creatively, independently, and think critically."

"Although digital literacy has been implemented in some schools, there are still challenges in maximizing the use of digital media in the learning process. Some students still need parental help in using digital media."

"The use of digital media in learning has motivated learners to learn and train independent, creative, collaborative, and communicative characters."

"Parents have an important role in supervising and guiding children in utilizing digital literacy. They must ensure that children use digital media responsibly."

"There is an awareness of the importance of time restrictions and supervision in using digital media so that students do not engage too long in playing games or consuming inappropriate content."

"The development of supporting facilities and infrastructure, such as LCD projectors, computers, and laptops, is important to support the use of digital literacy in the learning process."

"The digital literacy program has received support from various parties, such as principals, teachers, parents, and school committee boards. They work together to facilitate the use of digital literacy in character education"

b. Observation Notes (01)

From the observations of researchers, quite a lot of students are enthusiastic about the advancement of digital technology. The use of digital literacy in the implementation of character education in the era of information and science technology is growing very rapidly. It can be seen that the creativity of students and teachers of the digital era is very necessary. First, there is a school literacy program after morning apple, this literacy activity motivates students to actively access information in the form of the latest news, general knowledge, health information and so on. Second, no less important is the role of digital literacy in the success of the learning process in the classroom, because with digital literacy students have the widest opportunity to access, read, search, process, interpret information, knowledge gained and communicate to others. This greatly impacts the expected character education, namely independent, creative, innovative, critical thinking.

In the learning process in the classroom, there are several classes that actively organize learning by utilizing digital technology media. Where teachers look for teaching materials from digital sources, teaching utilizes ITI. Teachers package learning by presenting images, audio, learning videos sourced from the portals of the ministry of education. In essence, teacher creativity in preparing and presenting technology-based learning has been developed. Digital literacy in the learning process of students enthusiastically even doing assignments from teachers. Found students who can already make their own learning videos at home and send the assignment through the easiest digital media, namely whatsapp.

As a finding, there are several classes that apply digital-based learning, namely grades 2, 3, 4, 5, 6. It is observed that upper class students can search and access information and knowledge from various sources such as google, youtube to do assignments from teachers, using their own gadgets, laptops, computers. This has an impact on both students and teachers in the learning process. Digital-themed reading materials in school libraries are still lacking. So that the frequency of borrowing is also still relatively low. While digital props in the form of computers, laptops, LCD projectors are available even though the number of classes is not balanced with the number of LCDs. Usage by many classes and must alternate. The use of student gadgets in schools used to be allowed, but now we are limited to avoid cases that will interfere with students' activities and concentration while learning in class

Utilization of Digital Literacy in the Implementation of Character Education

Through the use of digital literacy, there are positive impacts in the implementation of character education at SD GMIM IV as follows: 1) train students to become independent individuals, search for information on the internet and do not depend on others, confident in conveying information with their own ideas and dare to present the processed thoughts / ideas to others 2) can collaborate and communicate the results of their work in group discussions or through presentations. With a group of friends when discussing and looking for answers, 3) Creative where students like to learn new things,

have curiosity, inventiveness like tantanan and try to make their own works by accessing the internet. 4) Innovative learners are able to solve problems, produce things differently from others. 5) Honest learners are able to inform something that is true, not a hoax. 6) discipline students are able to follow school literacy and learning activities diligently, not late, do assignments on time 7) obedience of students to hear every suggestion from information and teacher advice in doing their duties. 8) Critical Thinking Students are able to filter positive content, capable and wise utilizing digital technology.

So the program of utilizing digital literacy in the implementation of character education has a very positive impact, so it is expected to become a culture in this school and even have an impact on other schools.

c. Documentation (01)

When related to current reality, digital literacy is related to the vision and mission and goals of this institution, the vision of organizing active, creative, innovative and effective education. Good character and high ethics. The mission is that students master the basics of science and moral value skills as basic skills to develop themselves in their lives. The school's goal of mastering basic technology to continue to a higher level can be seen in the implementation of digital literacy driven in this school.

2. Digital literacy constraints in the implementation of character education

a. Interview

Here are some excerpts of interviews with main respondents as follows:

"The constraints in digital literacy in schools include a number of key factors, including: a) Time constraints, especially during online exams, where students need to divide attention between doing questions and electronic devices. b) Inadequate Wi-Fi network issues, connection interruptions, and weak signals, which impact teacher and student device usage. c) Lack of hardware and software in schools, such as computers and LCD media projectors, which are often damaged and poorly maintained. d) Limited capacity of older and less motivated teachers to utilize technology in teaching."

"Students are still in the early stages of digital literacy, with some of them yet to make regular use of digital literacy."

"Some students face obstacles in terms of internet access, especially those related to limited data quotas. They also need parental assistance at home to access the internet."

"Most learners are still focused on playing games and are not used to using digital literacy in academic tasks."

"There are technical issues such as power outages and Wi-Fi network disruptions that hinder access to digital literacy."

"Parents also have a role to play in addressing digital literacy issues by advising their children to be wiser in their use of technology."

"The importance of cooperation between schools, school committees, and parents to overcome these obstacles, including improving facilities and teacher training in digital literacy."

b. Obervasi Notes (02)

From the researchers' observations, the obstacles faced by digital literacy in the implementation of character education in the field are as follows: 1) internet network. In addition to children's problems but also parents' problems as well as the habit of playing games. 2) Facilities and infrastructure supporting the learning process are still lacking in the form of LCD projectors and computer devices. 3) teacher capacity, where some senior teachers are no longer motivated to learn to use ITI for the reason of approaching retirement.

c. Documentation (02)

Based on the observations of researchers, there is a match of interviews with respondents on this matter that there is physical evidence of hardware and software that has been damaged in the Computer Room, it is rarely used, as many as 40 units of computers and other software are accommodated in a separate room.

The impact of obstacles to the use of digital literacy in the implementation of Character Education

In practice, the use of digital literacy faces several obstacles that greatly impact the development and progress of schools to continue to drive the application of digital literacy in this

school. These constraints include: time, network (connection), availability of hardware and software and teacher capacity. The impact of the obstacles to the use of digital literacy in the implementation of character education is that students and teachers ultimately do not make the same progress in learning and teaching. Especially students who do not experience network constraints are much better at progressing accessing and obtaining information and completing tasks quickly and precisely. As for classes whose teachers do not utilize digital literacy, they are left behind by classes whose teachers continue to innovate following developments, utilizing technology as a good means and medium in learning. Students in the classroom whose teachers are able to operate ITI, are smarter, independent, creative and innovate quickly solve problems by thinking critically, wisely utilizing technology as the easiest and fastest learning resource

3. Benefits derived from digital literacy in the implementation of character education

a. Interview

Here are some excerpts of interviews with main respondents as follows:

"Digital literacy programs in the implementation of character education have important and sustainable benefits over a long period of time. Although the benefits are not immediately visible, this program is expected to have a positive impact on the character development of students, teachers, and school residents."

"Digital literacy motivates learners to actively participate in cross-knowledge learning. This can help them develop characters that are independent, creative, innovative, collaborative, think critically, honestly, and responsibly."

"Learners who engage in digital literacy exhibit strong character, including the ability to think critically, speak confidently, and creativity that develops early on."

"Digital literacy programs can help students learn faster and more efficiently. They can connect to the internet easily, allowing access to a wide range of learning resources."

"Cooperation between teachers and parents is very important in supporting digital literacy programs.

They must work together to direct learners to use it wisely and understand the positive impact of digital media."

"Digital literacy helps students explore knowledge quickly, saves time, and improves their skills and competencies."

"Parents are also seeing the benefits of digital literacy in terms of supporting their children's education and building positive character."

"Schools and teachers must support digital literacy programs as part of efforts to shape students who are ready for a technology-filled future."

b. Observation notes (03)

Based on the observations of researchers in the field, the benefits of digital literacy as an implementation of character education in this school are 1) for students, learning is easier and faster. This has an impact on character education, namely students who are independent, creative, innovative, disciplined, obedient, critical thinking in searching, accessing the widest possible information about science, in order to add insight, train experienced skills in developing their competencies. 2) For teachers, easy work can develop professional competencies to become 21st century teachers who utilize digital multimedia in learning. 3) For schools, the creation of mutually supportive cooperative relationships, namely principals, teachers, parents and school committees as partners, in improving the quality of schools with digital literacy culture so that a smart and massive generation can be realized.

c. Documentation (03)

In the document review, there are findings in line with the vision, mission and goals of the school. This institution can develop the potential of students and educators and education staff in responding to the times in the era of digital technology. Management of learning activities, digital-based school administration is well managed. Motivate students to be creative, innovative, outstanding and independent. Making schools with digital literacy culture that is expected to transmit to other schools.

Benefits obtained by digital literacy in the implementation of Character education

Based on interviews, observations and documentation from researchers, the benefits obtained from the use of digital literacy in the implementation of character education are that students and teachers get many benefits including learning faster, saving time and cost, always connected, making more secure and expanding networks.

There are innovative learning activities from teachers who utilize digital literacy as a means and source of practical learning. Through videos, images, animations, interactive video learning, small and large class students are very excited, passionate about learning, fun presentations and do more tasks so as to train students independently, creatively complete them and produce varied student work products in the form of video content, writing and images as well as innovative creative works that can be displayed in class or student portfolios. These benefits have an impact on the character of independent, creative, innovative, honest, obedience, wise critical thinking and smart encouraging digital technology.

B. Discussion

1. Utilization of digital literacy in the implementation of character education

The use of digital literacy in the implementation of character education in the school environment shows a significant positive impact on the character development of students. This can be seen through interviews with key respondents, observation notes, and documentation that illustrates how digital literacy has become an important tool in shaping the character of learners. The use of digital literacy in the implementation of character education at SD GMIM IV Tomohon has been pursued and carried out in 3 phases, namely: 1) pre-activity KBM, namely the "Morning News" Literacy activity is carried out every day effectively with this program students are trained in the skills of reading, writing, loading, accessing, processing, using technology to get information and habituation to reading 15 minutes before KBM. 2) In the learning process, namely: students search, access information from digital media about, subject matter, knowledge, tutorials from digital sources YouTube, Google and

so on. Teachers look for teaching materials from trusted sources on the internet and present the material, using digital media in the form of laptops, LCD projectors in the form of images, audio, video learning in class. As a product of digital literacy activities, students present works in the form of written content, concept maps, innovations, collaboration with group mates, can create content in the form of creative images, learning videos sent through the WhatsApp digital application. 3) After KBM, students can take advantage of waiting for pick-ups by reading in the school library or using their own gadgets to fill their free time with digital literacy. This is supported [8] which states that digital literacy is not only in the form of writing or reading activities, but digital literacy is the knowledge and ability to use digital media, various types of communication tools or networks in obtaining, assessing, using, creating and utilizing information wisely, intelligently, capably, correctly and law-abiding in fostering interaction and communication in everyday life. This is in accordance with [9] which states that the literacy movement in schools aims to increase student learning motivation, develop student creativity in critical thinking, and foster the integrity of students and educators. This is reinforced which states that the roots of a literacy culture are very crucial for humans to advance their lives, because the roots of a literacy culture will make people accustomed to being critical and reviewing what is happening around them [10].

The impact of utilizing digital literacy on character education is that students are trained independently, creative and innovative, honest, obedient, think critically in collaborating to solve problems, wisely and intelligently utilize technology as the easiest and fastest learning resource. [3] added that the use of digital literacy for elementary school students still requires supervision from both parents and teachers in harmony with the provision of good knowledge in ethics so that children avoid behavior and negative impacts of the bad influence of technology.

2. Digital Literacy Constraints in the Implementation of Character Education

In the context of utilizing digital literacy for the implementation of character education, there are a number of obstacles that present challenges in efforts to make digital literacy an effective tool in shaping the character of students. Digital literacy constraints in the form of: time, network, hardware and software, teacher capacity. The time for working on questions through digital media is limited so that sometimes students do not finish answering the questions, time is up, the network is the most needed connection, wifi network coverage still needs to be increased, because the school is very wide. The number of hardware and software in the form of computers as many as 40 units in the "Computer Room" is now in a lot of damaged condition because it has been operated for almost 11 years and is not in good condition, and is no longer used. LCD projector media is still lacking, only 6 units, used interchangeably, so it needs to be added. Capacity teachers, most of whom are already in their 50s, are no longer motivated to learn technology. As is the case in research [11] which states that at the elementary school level, literacy programs are carried out in 3 stages, including: habituation stage, development stage, and learning stage. At the habituation stage, the school prepares a literate school ecosystem, prepares the necessary facilities, carries out capacity building on literacy for educators and education staff, and begins to implement simple literacy activities at the school level. At the development stage, facilities such as books and libraries have begun to be utilized by taking into account the characteristics of students. At the learning stage, literacy activities are carried out in the classroom, meaning that teachers develop literacy-laden activities in learning activities, with interesting and appropriate methods, strategies, models, and media.

For students, the use of gadgets in schools is limited in use. Lack of cooperation with parents in assisting children using gadgets or computers at home. The availability of digital-themed books is still very lacking. Supported by [12] which states that character education through digital literacy can be strengthened by integrating teachers, parents and other parties into one body to welcome the arrival of the era of society 5.0. So that good cooperation

between schools, teachers, parents and the community is needed.

3. Benefits Derived from Digital Literacy in the Implementation of Character Education

The benefits obtained from digital literacy have been felt by most students and teachers, including saving time, learning more effectively, obtaining information quickly, saving time, saving costs, making safer, always connected to the internet, making decisions quickly, expanding friend networks. These benefits have a positive impact on the implementation of character education, namely the need for students and teachers to improve technological skills active participation, increase creativity and skills in finding information on the internet using digital applications, software and Microsoft applications writing and editing documents, creating digital content, critical thinking, using technology in learning, using social media wisely, being able to collaborate, communicate well and positively online. In accordance with [13] which states that the purpose of holding digital literacy activities in schools is to develop the character of students in the 21st century. Digital literacy in the implementation of character education is that students become wise, smart using digital technology Human resources students are expected to be independent, creative, innovative, honest, disciplined, obedient, collaborative, communication, wise, intelligent and patterned critical thinking, and cultivate and become an example to other schools, as a resilient, smart and massive millennial generation ready to face the challenges of the industrial revolution 5.0 today and the future. In line with [14] which states that students who utilize or can use digital literacy well will have good character because they can manage the information they get from the media. These learners usually dig deeper into the information to find out if the information is true.

IV. CONCLUSIONS

Based on the findings of research and discussion, it can be concluded that the use of digital literacy in schools has proven a significant positive impact on the character development of students. SD GMIM IV Tomohon, applies digital literacy through three

phases, namely pre-KBM activities, in the learning process, and post-KBM. This is in line with efforts to introduce students to the knowledge and ability to use digital media wisely and intelligently in daily interactions. Although there are great benefits in implementing digital literacy, there are a number of obstacles that require attention in an effort to make digital literacy an effective tool in shaping the character of students. These constraints include time constraints in working on problems, network problems, hardware and software limitations, and teacher capacity. It takes cooperation between schools, teachers, parents, and communities to overcome these obstacles. The use of digital literacy in schools has provided tangible benefits for students and teachers. These benefits include time and cost efficiencies, rapid information acquisition, and the ability to make better decisions. Students and teachers are also actively involved in utilizing digital technology, developing technology skills, creativity, critical thinking skills, positive communication, collaboration, and the ability to use technology wisely. Thus, digital literacy plays a role in shaping the character of students who are independent, creative, innovative, honest, disciplined, and wise in the use of technology.

ACKNOWLEDGMENT

With gratitude I express my gratitude to SD GMIM IV Tomohon and to Manado State University.

REFERENCES

- [1] S. Pusung, "The effect of learning model and task assessment regarding student learning outcomes of science by controlling student prior knowledge," *Res. Soc. Dev.*, vol. 8, no. 9, pp. e29891290–e29891290, 2019.
- [2] E. L. F. Ahsani, N. W. Romadhoni, E. L. Layyiatussyifa, W. N. A. Ningsih, P. Lusiana, and N. N. Roichanah, "Penguatan Literasi Digital dalam Pembelajaran di Sekolah Dasar Indonesia Den Haag," *Elem. Sch. J. Pendidik. dan Pembelajaran ke-SD-an*, vol. 8, no. 2, pp. 228–236, 2021.
- [3] P. Sherli, A. Fadhilah Dwi, F. Nisa' Aqidatul, and M. Badruli, "Penguatan Pendidikan Karakter Pada Siswa Sekolah Dasar Melalui Pemanfaatan Literasi Digital," *J. PGSD*, vol. 8, no. 1, pp. 58–72, 2022.
- [4] A. S. Hidayat and I. F. Kristiana, "Hubungan Antara Kecerdasan Emosional Dengan Intensi Bermedia Sosial Pada Siswa Sma Negeri 11 Semarang," *J. Empati*, vol. 5, no. 4, pp. 694–699, 2017.
- [5] M. N. Makalew, S. Sambiran, and W. Waworundeng, "Koordinasi Antara Pemerintah Dan Forum Kerukunan Umat Beragama (FKUB) Dalam Menciptakan Kerukunan Umat Beragama di Kota Manado," *GOVERNANCE*, vol. 1, no. 1, 2021.
- [6] I. K. Yudiana, M. Miskawi, and I. W. Pardi, "ANALISIS KERUKUNAN ANTAR UMAT BERAGAMA PADA MASYARAKAT MULTIKULTUR DI UJUNG TIMUR PULAU JAWA (STUDI KASUS DI DESA PATOMAN, BLIMBINGSARI, BANYUWANGI, JAWA TIMUR)," *J. Ilmu Sos. dan Hum.*, vol. 6, no. 2, pp. 147–158, 2017.
- [7] I. N. B. Pramatha, "Pendidikan Karakter Di Sekolah Luar Biasa Bagian A Negeri Denpasar-Bali," *Soc. Stud.*, vol. 4, no. 1, pp. 1–20, 2016.
- [8] S. Mauludin and I. Cahyani, "Literasi digital dalam pembelajaran menulis," in *Seminar Internasional Riksa Bahasa*, 2018, pp. 1273–1282.
- [9] P. Putri, P. Harianti, R. Andriani, and A. Marini, "Membangun Karakter Siswa Melalui Literasi Digital dalam Menghadapi Pendidikan Abad 21," *J. Pendidik. Dasar dan Sos. Hum.*, vol. 2, no. 2, pp. 395–402, 2022.
- [10] Y. Kasene, M. Rindengan, and R. D. H. Pangkey, "Improvement of Indonesian Language Learning Outcomes with the Use of a Literacy-Based, Problem-Based Learning Model," *Eur. J. Innov. Nonform. Educ.*, vol. 3, no. 6, pp. 193–206, 2023.
- [11] S. A. Walewangko, V. N. J. Rotty, H. R. Lumapow, J. S. J. Lengkong, and E. A. Lomban, "Implementasi Kebijakan Literasi Numerasi di Regina Caeli Elementary School Manado (RCESM)," *J. Pendidik. Tambusai*, vol. 6, no. 2, pp. 10829–10838, 2022.
- [12] B. Yuniarto and R. P. Yudha, "Literasi digital sebagai penguatan pendidikan karakter menuju era society 5.0," *Edueksos J. Pendidik. Sos. Ekon.*, vol. 10, no. 2, 2021.
- [13] D. A. Dewi, S. I. Hamid, F. Annisa, M. Oktafianti, and P. R. Genika, "Menumbuhkan karakter siswa melalui pemanfaatan literasi digital," *J. Basicedu*, vol. 5, no. 6, pp. 5249–5257, 2021.
- [14] N. Nisa, N. A. S. N. Hidayat, and Y. Wahyuningsih, "Penguatan Pendidikan Karakter melalui Literasi Digital di Sekolah Dasar," *J. Educ.*, vol. 5, no. 2, pp. 2457–2646, 2023.