Strengthening Student Character Education Through the Digital Literacy Movement in Supporting Society 5.0

Dian Tri Utami[1*], Ana Fitrotun Nisa[2,] Kurniastuti[3,] Ika Wati Tresna Utami[4]

[1,2,3,4]Universitas Sarjanawiyata Tamansiswa Yogyakarta, Yogyakarta, Indonesia

*ana.fitrotun@ustjogja.ac.id

Abstract. In the society 5.0 era, digital technology not only accelerates innovation, but also plays a key role in shaping the character and mindset of the younger generation. Digital literacy is an important foundation in creating individuals who are adaptive, critical and globally competitive. This research aims to describe strengthening character education through digital literacy implemented in elementary schools. The method used is qualitative descriptive This research method is qualitative descriptive research with stages of data collection, data reduction, data display and conclusion drawing. Data collection techniques use observation, interviews and documentation techniques. While the data analysis technique uses qualitative descriptive techniques. The results of this research show that the digital literacy movement can help strengthen characters such as critical reasoning, creativity and independence. Digital literacy, which involves using technology wisely and responsibly, is very important in supporting character education. Additionally, the integration of technology in education can help students develop moral values, digital ethics, and critical skills. Obstacles such as limited infrastructure and insufficient teacher knowledge can be overcome with training and government policy support. This research recommends the importance of digital literacy training for teachers, developing a digital literacy-based curriculum, and improving technology infrastructure in schools.

Keywords: Society 5.0, Digital Literacy, Character Education.

INTRODUCTION

In the era of society 5.0, digital technology is not only a tool to accelerate innovation, but also plays an important role in shaping the mindset and character of the younger generation. The concept of Society 5.0 prioritizes a balance between technological progress and human values, where digital literacy is the main foundation in creating individuals who are adaptive, critical and globally competitive. Education, as a vehicle for social transformation, is required to not only produce students who are academically intelligent, but also have strong character. Japan, as a pioneering country in technology, has initiated the concept of Society 5.0, which emphasizes the importance of integration between physical space and digital space. This concept is not only focused on advances in manufacturing technology, but also on solving social problems, such as education, by utilizing technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), and big data (Hayashi et al., 2017; Nisa, Prasetyo & Istiningsih, 2020).

In Society 5.0, humans are at the center of technological progress. Technology is not only presented to make human life easier, but also to improve the quality of life by utilizing data and artificial intelligence. The impact of Society 5.0 covers various sectors, from health, transportation, industry, to education (Ozdamar-Keskin et al., 2020). Therefore, the education

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system in this era must be able to adapt to digitalization and prepare students to live in a world that is increasingly connected to technology (Agustini & Sucihati, 2020; Arafik et al, 2021).

In Indonesia, challenges in the world of education are increasingly complex along with the development of technology. Not only are they required to master technology, students also need to have strong character to be able to face the challenges of the times. Digital literacy is one of the important skills that students must have in the Society 5.0 era, where the ability to use technology wisely and responsibly is very necessary. Digital literacy does not only include technical skills in using technological devices, but also includes critical skills in evaluating information, as well as ethics in behaving in cyberspace (Latif, 2020; Pardimin, Nisa, & Hikmah, 2023).

Strengthening character education through the digital literacy movement is very important in supporting the creation of an intelligent and competitive society in the Society 5.0 era. Character education based on digital literacy helps students not only master technical skills, but also be able to think critically, creatively and innovatively in solving problems. In addition, strong character education will equip students with moral values that can guide them in using technology ethically and responsibly. Therefore, even though they have a variety of skills, educators must have several additional skills in order to carry out their role as learning facilitators well. There are five skills that are very important for educators to practice effective learning. These skills include organizational skills, interaction skills, thinking skills, the ability to maintain continuity of learning, and the use of information boards (Irianti, 2020; Whesli & Nisa, 2023).

In today's era, digital literacy skills are very much needed. This is because the rampant fraud that occurs is carried out through cyberspace with the help of technology. Information is very easy to obtain with the help of technology. However, the information obtained is not necessarily true. These digital literacy skills have an important role so that students have the ability to filter and act with technology in everyday life.

Here are some of the impacts if someone does not have good digital literacy skills (Wulandari, 2024): (1) lack of tolerance among students which causes misunderstandings and results in attitudes of mutual hatred, brawls between students, and other criminal activities; (2) fading love for the homeland and loving the culture of other countries more. (3) low quality of education because the key to successful education is literacy itself. (4) increasing poverty due to laziness to be literate can have an impact on the lack of information regarding job vacancies, improving the quality of performance, and so on.

This research will discuss how the digital literacy movement can play a role in strengthening students' character education in facing the challenges of the Society 5.0 era. With a focus on

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the integration of technology in education, this research aims to describe strengthening character education through digital literacy implemented in elementary schools.

METHODOLOGY

The method used is qualitative descriptive This research method is qualitative descriptive research with stages of data collection, data reduction, data display and conclusion drawing. This research was conducted at the Sidoharum 1 public elementary school which is located on Jalan Puntadewa Sidoharum, Sempor sub-district, Purworejo district. The research subjects in this research were all students in grades 1-6, totaling 227 students. This was selected using purposive sampling due to school area restrictions.

Data collection techniques in this research use observation, interviews and documentation techniques. Observation techniques were used to observe how the digital literacy movement had an impact on strengthening the character of elementary school students. The digital literacy indicator used in this research is digital literacy proficiency which is observed from the aspect of ability to use and manage digital devices from technology platforms. Interview techniques were used to interview teachers and school principals to obtain information regarding the implementation of the digital literacy movement, the facilities owned by the school, find out the impact of the digital literacy movement and find out the supporting and inhibiting factors of this movement. This interview was conducted in a semi-structured manner by paying attention to interview guidelines consisting of the digital literacy conditions possessed by students, the implementation of digital literacy that has been carried out so far, and its influence on students. Documentation techniques are used to document the entire implementation of this research. The data analysis technique uses qualitative descriptive techniques by analyzing data obtained from observation data, interviews and documentation.

Character Education

Character is the main goal of education. Education is used as a business tool to produce superior character. The implementation strategy for character education includes socialization, development of regulations, capacity, cooperation, as well as monitoring and evaluation. By integrating digital literacy, students can be equipped with the knowledge, skills and attitudes needed to face the challenges of this era (Supriyoko, Nisa & Uktolseja, 2022; Gandasari et al, 2024).

The context of character education, the main goal is for students to be able to use technology wisely and not be easily influenced by negative content that has the potential to be detrimental. Through character education, it is hoped that students can hone critical skills, ethics and responsibility in using technology. This approach encourages students to become intelligent

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consumers and producers of information, and develops the ability to select, evaluate, and interact with technology content in a positive and productive manner (Tjalla et al, 2022).

The success of character building in the world of education depends on the teacher. The teacher is a learning manager who determines the success of the learning process. What the teacher does will be imitated by his students. Be it in terms of attitude, knowledge, or skills. The behavior and conduct carried out by the teacher will be imitated by the students. The knowledge possessed by the teacher also has an impact on the students' understanding, and the skills possessed by the teacher will also be imitated by the students. Therefore, the teacher must always act as a role model, be it a role model in terms of attitude, knowledge, or skills.

Digital Literacy

In today's increasingly developing digital era, technology has become an important part of people's daily lives. Technology brings many conveniences and benefits to society, but at the same time, it also has a negative impact on moral and moral values in society. The Industrial Revolution 4.0 and Society 5.0 have had a huge impact on the world of education, because this revolution is more oriented towards the use of technology for the advancement of industry, the economy, society, etc.

Yuliati (2017) stated that the ability to carry out digital literacy is a fundamental thing that students must have in the global era so that they are able to meet life's needs in various conditions that are currently occurring, in this case in the educational sphere. Retnowati (quoted in Pratiwi & Pritanova, 2017) revealed that students' appropriate use of digital literacy actions will have a positive impact, namely it can support increased student achievement, but if the use of social media in digital literacy is not appropriate, then this can has a negative impact on students which leads to the emergence of psychological disorders. Therefore, the role of educational psychology in carrying out digital literacy is very necessary to support the realization of society 5.0.

Society 5.0 emphasizes the intelligent and integrated use of technology in everyday life, which combines digital technology with human needs. Digital literacy is a basic skill that students must have to face the challenges of this era. Strengthening digital literacy does not only focus on mastering technology, but also on ethics in using that technology (Yuniarti & Yuda, 2021). Here are some of the impacts if someone does not have good digital literacy skills (Wulandari, 2024): (1) lack of tolerance among students which causes misunderstandings and results in attitudes of mutual hatred, brawls between students, and other criminal activities; (2) fading love for the homeland and loving the culture of other countries more. (3) low quality of education because the key to successful education is literacy itself. (4) increasing poverty due to laziness to be literate can have an impact on the lack of information regarding job vacancies, improving the quality of performance, and so on.

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The digital literacy movement has a significant role in strengthening students' character education. Values such as integrity, responsibility, discipline and empathy can be strengthened through digital literacy-based education. Good digital literacy allows students to understand the social impact of technology, use technology wisely, and respect privacy and the rights of others in the digital world. Thus, the integration of digital literacy in the education curriculum is a necessity to prepare future generations who are adaptive and competitive in the era of the fifth industrial revolution (society.5.0).

RESULTS AND DISCUSSION

The digital literacy movement in this research was carried out at Sidoharum 1 elementary school by familiarizing children with literacy with digital assistance. Digital literacy in this research is limited to aspects of skills in using technology, namely students' ability to understand, use and manage digital devices through technology platforms. This digital literacy movement is carried out every day for 30 minutes before learning begins.

This movement is carried out in high class and low class. for lower classes, this is done by getting students used to looking for story books such as children's story books, regional stories, and so on with the help of search engines. this skill requires students to properly turn on their chrome book, open a search engine, and type in the story they like. Students are also required to be able to select existing stories, download story books and read, conclude and tell other friends about the contents of the stories they read. This habit requires students to independently operate chrome books, independently search for reading materials, and independently read story books that have been downloaded. Students are also required to have critical reasoning skills in selecting which story books to download and to develop creative characters in solving problems faced such as how to download, how to connect devices to the internet and other difficulties faced by students in accessing the internet.

The implementation of the digital literacy movement in higher classes is carried out by utilizing the internet as a support for the learning process, such as directing students to look for examples of study subjects being studied on the internet. This can take the form of looking for examples in video form, looking for examples of poetry, looking for visualizations of material that students don't know yet and so on. Students are also invited to have digital communication skills such as creating emails, sending emails and replying to emails both with friends and with teachers. In looking for examples of material, students are required to independently search and reason critically in finding the right material. Students are also required to be creative in responding to emails with friends and students. Documentation of the implementation of this movement can be seen in the following image.

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Figure 1. Implementation of digital literacy movement

There are inhibiting and supporting factors for this movement. Supporting factors include the availability of adequate facilities such as chrome books and internet networks so that students can make maximum use of them. While the inhibiting factors faced include the lack of human resources owned by schools so that sometimes they cannot facilitate students optimally. Some students are still lazy to read so they are interested in seeing other information that is not educational. It is also necessary to add chrome book facilities because there is only 1:3 available between the number of students and the number of chrome books owned by the school. The curriculum developed is also not fully digitally integrated so this program cannot run optimally. The use of technology in learning is believed to be able to provide students with the provision to adapt to the rapid development of technology (Sahida, Rokmanah & Syachruroji, 2023). This is also an implementation of learning based on the technological pedagogical content knowledge (TPACK) approach which is believed to be able to equip students to adapt in the 21st century, including honing students' abilities to have high creativity, as well as honing students' critical reasoning (Ningsih, Nisa & Bariyah, 2024).

This is also supported by research conducted by Winarsih & Nisa (2024) which explains that the integration of technology in the learning process can improve critical reasoning in elementary school students. The use of this technology can be done to hone students by presenting various cases that can be visualized through videos, images, or other visualizations so that they can help students concretize the objects being studied.

In addition to increasing students' creativity and critical reasoning, the use of technology can also increase student activity in the learning process. This is because through the use of technology, learning becomes interesting and not boring. This is in accordance with research conducted by Handoyo & Nisa (2023) which states that the use of technology in learning in elementary schools can increase student activity in the learning process.

Some recommendations that can be drawn from this research include: (1) Digital literacy training for teachers, so that they are able to integrate digital literacy with character education. This technology training design for teachers can be implemented according to needs by considering the skills possessed by teachers. If the teacher's ability to use technology is still lacking, training can be carried out as often as possible, such as once a week. However, if the

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teacher's ability to use technology is good, training can be carried out every 3 months or once a month to introduce various contemporary applications that can be used for the learning process. Regarding the material being trained, this also adjusts to the condition of the human resources owned by the school, if the human resources are still not optimal, then the training provided can be in the form of various applications that can be used to support the learning process as well as how to integrate them into character education. However, if the human resources owned are good, training can be carried out by providing training in technological development or innovation such as the use of AI, AR, VR, and so on that are in accordance with the characteristics of elementary school students. (2) Creating a curriculum that supports digital literacy with a focus on ethics, security and privacy in the use of technology. (3) Increasing student awareness of digital ethics, including the responsibilities and rights of other people in the digital world. The implementation can be done by integrating it into the learning process. For example, when utilizing technology in the learning process, students are given an understanding that in searching for information in cyberspace, they need to be careful and must check its truth by looking at where the source of the information was obtained, not spreading fake news, and also being careful in uploading personal data in cyberspace. Teachers can also remind that in cyberspace there is an ITE law, so we also need to filter what is written in cyberspace.

Based on the explanation above, this digital literacy movement is very necessary to strengthen character. This is because this movement has been proven to be able to increase student independence in learning. This independence is one of the main goals of education, an attitude that a person must have to survive in any condition (Yuniharto, Pardimin & Nisa, 2024; Arrahmi et al, 2024). This also simultaneously fosters skills in utilizing digital technology in learning. This is important because this skill is really needed by students in this era of the internet of thinks (Lindriany, Hidayati & Nasaruddin, 2023).

Apart from fostering an independent attitude in learning, this digital literacy movement is also able to improve creative as wel as critical reasoning character because students are require to look for ideas or find information, respond to information that has been obtainded. This makes students accustomed to solving problems in scientific way (Krisnajati, Nisa & Zulfiati, 2024; Mukaromah, Mustadi & Nisa, 2022).

This movement certainly needs good support from all aspects including the human resources owned by the school such as teachers. Teachers must be ready to facilitate this movement well. If you are not ready, then this movement will not go well. This is also in line with what was conveyed by Latif (2020) who said that the implementation or use of digital sometimes has human resource aspects because not all human resources are technologically literate.

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CONCLUSION

Based on this research, it can be concluded that digital literacy plays a crucial role in strengthening students' character education to support Society 5.0. The digital literacy movement can improve the independent learning, creative and critical reasoning character of elementary school students. Wise, responsible and ethical use of technology can form strong and adaptive student characters in the digital era. Therefore, integrating digital literacy into the school curriculum is an important step and must be supported by teacher training and development of technological infrastructure.

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