



Teachers' Perspective on Learning Based Digital Literacy

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Abstract. Education continued to develop along with the development of the age, and this development affected the planning, process, even to the evaluation of learning. One of the developments was a technological development that continued to influence all aspects of life in the world including education. Therefore, teachers needed to understand the technology. The teachers must learn and understand digital literacy where this approach allowed to give great experiences in teaching. Of the 32 teachers as respondents, 84.4% knew digital literacy, and 15.6% did not know about it. However, the use of digital literacy in learning was still low.

Keywords: digital literacy, phenomenology, elementary school

INTRODUCTION ~ 21st-century skills began to be developed in education. Students begin to be required to master these skills accompanied by critical thinking skills, cooperation, communication, and creativity. Teachers must begin to present learning that can practice 21st-century skills. Thus, students can also begin to have these skills.

The development of technology has been very rapidly developing. With technology, human work is easier and more efficient. Education is also influenced by the development of technologies, for example, in the use of instructional media, learning resources, and others. With technology, learning is not only limited in the classroom but also it can present all information or anything that is outside the classroom.

The learning process is an effort or educational process to educate students. Interesting learning can give meaning to students so that each knowledge obtained tends to be permanent. There need to be a teacher's effort to present meaningful learning. One of them is digital literacy-

based learning. The rapid development of technology is certainly very helpful for teachers in presenting things outside the classroom to be brought into the classroom. Digital learning media in the form of animation can help to explain the story to students. Digital learning resources can present subject matter that is studied by students abroad, and there are many more benefits of technology in learning.

Although learning technology is advanced, not necessarily elementary school teachers in Indonesia know the phenomenon of digital literacy how they use technology, how are benefits of technology, and constraints of learning based on digital literacy are. This research will see the teacher's perspective on this matter. Researchers will conduct in-depth observations and interviews with several teachers in several cities in Indonesia.

METHOD

In this study, a phenomenological approach was used. (Moleong & Surjaman, 1991) the phenomenological approach seeks to enter into the conceptual world of



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the subjects studied so that they understand what and how learning is developed in their daily lives. The researcher develops an ephoke attitude which is to confine prejudice and let other people's experiences into the researcher so that the feelings of the researcher are neutral, and the researchers' prejudices do not affect the experiences of others. This is similar to Husserl (Kuswarno, 2009) who said that through the method of phenomenology, it will be obtained true knowledge of the phenomenon found.

1. Research sites

The location of the study was conducted according to the city where the subject was located. Interviews were conducted at the school following the subject's workplace or on campus if the subject was conducting lectures.

2. Data resource

a. Research subject

The subjects in this study consisted of 5 people. All of the subjects had the same criteria, i.e. as a teacher education teacher in elementary schools and teaching high classes.

b. Written document

Other sources that were used in the study were written documents in the form of initial interviews with the subject directly. Interview guides were used to develop questions.

c. Unwritten document

Other supporting documents were the situation of observations, recordings, photographs, etc.

3. Data collection technique

Data collection in qualitative research is conducted in natural conditions. Primary data sources are more acquired from role observation techniques, in-depth interviews, and documentation (Ghony & Almanshur, 2012). Data collection techniques used in this study were as follows.

a. Observation

According to (Nazir, 1988),) observation techniques are all activities that are centered on an object involving all five senses. Meanwhile, according to (Nurgiyantoro, 2010), observation is a way to retrieve data from objects that are observed and planned. Observation can be done in two ways, i.e. participatory and nonparticipative observation. In participatory observation, researchers will participate directly in activities or activities. and non-participatory observation is the observation where the observer only pays attention to each activity.

In this study, the observation used was passive participation observation. Researchers come to the place the subject being observed but researchers not involved in it. Researchers only acted as information diggers (Sugiyono, 2008).



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b. Interview

Semi-structured interviews are chosen to be data mining tools. The semi-structured interview was included in the in-depth interview category which, in its implementation, was freer than the structured interview. The purpose of this interview is to find problems openly. The party invited to the interview was asked for opinions and ideas. Accuracy is needed in listening, recording, and analyzing information obtained from informants (Sugiyono, 2008).

c. Other data collection procedures

The document is a record of events that have passed, can be shaped like a diary, life history, films, sound recordings, and others (Sugiyono, 2008). This study used photos, sound recordings, text messages or voice messages sent through WhatsApp or documents obtained through Google Form.

4. Data analysis technique

The data analysis process begins with a review of all available data from various sources, such as data from interviews, observations, personal documents, official documents, etc. to the results exposure. Data analysis was carried out with the following stages.

a. Data obtained through preliminary observations about some subject activities and interviews after researchers obtained permission from the subject to do the recording.

- b. Interview results are transcribed through playback of a recording device
- c. Data is organized and indexed in tables
- d. Subjects are marked with initials for coding
- e. The keywords are read and learned that contained in the data following the components.
- f. Conclusions are temporarily postponed for repeated analysis.
- g. Data is confirmed with the subject
- h. Conclusions are made and reports are written in the form of descriptions and explanations legitimacy/credibility data

(Ghony & Almanshur, 2012) there are five main techniques to check the credibility of the qualitative research results that are also used in this research, including the following.

- a. More reliable activities are conducted (continuous observation and triangulation). In this research, the activity of the subject was like when the subject was being flown in class, and considering the learning that occurs is part of the methodological triangulation in addition to the interview and observation methods to uncover the same thing (Poerwanfrom, 1998).
- b. External checks on the inquiry process (peer interview). In this study, researchers asked colleagues



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who also did qualitative research to recheck the part that was not maximized.

- c. Activities that approach the improvement of work hypotheses because more information is available. In this study, the process that was conducted by researchers was data reduction.
- d. The activity checks the findings and initial interpretation of the archived "raw data". In this research, the process that was conducted was testing data with other theories (temporary delay of conclusions to be re-analyzed).
- e. The activity tests the findings and interprets directly with the source as a tool and the findings create double relativity that is studied. In this research, the researcher conducted the conformation of result data on the subject.

FINDING AND DISCUSSION

Findings

1. Literacy

Here are some definitions of literation. Newfoundland Labrador Education (2013) (Rahman, Wibawa, Nirmala, & Sakti, 2018) defined literacy as a process of accepting and interpreting information, the ability to define, identify, interpret, communicate, and create text, images and sound, and someone's ability to become stronger, creative and critical. Furthermore, UNESCO (Farmer & Stricevic, T.T.) defined that literacy is the ability to identify, understand,

interpret, communicate, count and use writings related to various contexts.

In Rahman (2018b), six types of literacy can be developed, i.e. basic literacy, numerical literacy, science literacy, financial literacy, cultural literacy, and digital literacy. However, basic literacy and digital literacy are literacy that will be emphasized in this study.

According to Data PIRLS (Sulistyo, 2017), the culture of reading and writing in Indonesia is still very low. Indonesia was ranked 45th out of 48 countries. The benefits of reading and writing activities are remarkable because reading can open up insight on everything, and a lot of information will be obtained with reading activities. Furthermore, by writing, one can capture the work, by writing, great people in the past are still alive today. Physically, the scientists of ancient times are gone, but their names are still alive and are known for generations for writing.

According to Kartika (Yaumi, 2016) explained that the majority of Indonesian people have not made reading and writing an important need although by familiarizing themselves with reading and writing early, it can make a better generation the nation and state (Wandasari, 2017). Likewise, with our students in elementary schools, many schools have not yet implemented the school literacy movement including schools in the regions.

In improving the culture of language literacy in schools, it is not only to provide a variety of books for students to read in



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libraries related to the subject but also other books such as comics, magazines, novels, etc. (Shahid, Sastromiharjo, & Anshori, 2018). In addition to further encouraging student enthusiasm, students need a true example of culture of literacy such as the role of teachers and parents in a culture of literacy and collaboration of teachers and parents to familiarize themselves with reading and writing so that it will be easy when we ask students or the child to start reading and writing. In addition, there are media that can help students improve literacy skills, such as videos (Rahman, 2018a). Video media can attract students' attention and help students to find ideas in writing. In addition, the video can stimulate students to discuss with their friends about the contents of the video, and they can get various information from the results of the discussion between students. Not only videos that can help students develop reading and writing skills but also other media. In this era, technology is very developed that can be utilized in learning, such as a computer, projector, TV, etc.

2. Digital Literacy

The concept of literacy includes forms of expression and visual, electronic and digital communication. Modern literacy has been broad in scope because it is related to technology and culture, and the ability to be and remain literate requires a long-term commitment (Cordes, 2009). Digital literacy relates to the quantity of discourse that is read and written electronically as binary strings of one and zero before appearing as

letters, words, numbers, symbols, and images on the screen and pages of our literate life (Torrance & Olson, 2009).

According to the definition which is widely accepted by Street (1984) (Koltay, 2011), literacy is understood as social practice and the concept of reading and writing. Social practice is emphasized here, and it is the reason why literacy history shows some contestations of the power and authority to access, interpret and produce printed texts which have been magnified by the evolving role of digital technology (Livingstone, 2004).

There is a lot of literacy that can be identified in various social contexts and various social conditions, and their nature changes in the working conditions of texts (Coiro, Knobel, Lankshear, & Leu, 2014).

In his comprehensive review, Bawden (2001) identified various terms that are related to information literacy that have been used in the literature:

- information literacy
- computer literacy: synonyms - IT / information technology / electronics / electronic information literacy;
- library literacy
- media literacy
- network literacy: synonyms - internet literacy, hyper-literacy;
- digital literacy: synonyms - digital information literacy.

In addition to media literacy, two literacies are very present in professional literature, i.e. information literacy and digital literacy.



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Before we discuss a review of the similarities and differences between these three literacies, visual literacy will be described first. Although it seems to compete with media literacy, both of them tend to complement each other. The definition of visual literacy is as follows:

Visual literacy refers to a group of vision competencies that can be developed by humans by viewing and at the same time having and integrating other sensory experiences. This competency development is the basis for normal human learning. When it is developed, they allow visually literate people to distinguish and interpret visible actions, objects, symbols, natural or man-made that they encounter in their environment. Through the creative use of these competencies, they can communicate with others. Through the use of this appreciative competence, they can understand and enjoy the great work of visual communication (IVLA, 2009).

If we talk about three literacies, it seems clear that they must be defined. We have done this in terms of media literacy. Talking of definitions, we must not hide that there is a reason in the argument of Ward (2006) who states that the problem of the definition has disturbed the concept of information literacy including media literacy, and the difference between terms seems to be a semantic problem.

The best-known definition of information literacy is that people who are literate in information can recognize the information that they need. They can also identify, find,

evaluate, and use the information to solve certain problems (Association & Libraries (ACRL), 2000).

The nature of information literacy can be summarized as follows. This emphasizes the need for caution in the collection and selection of the information available at the workplace, at school, and in all aspects of decision making, especially in the area of citizenship and health. Information literacy education emphasizes critical thinking, meta-cognitive, and procedural knowledge that is used to search for information in specific domains, fields, and contexts. The main emphasis is on the recognition of message quality, authenticity, and credibility (Hobbs, 2006).

The concept of digital literacy (Gilster & Glistler, 1997) was applied in the 1990s to demonstrate the ability to read and understand hypertext (Bawden, 2001).

Gilster described digital literacy as the ability to understand and use information from various digital sources without regard to differences in competency lists which are often criticized for being restrictive.

The four core competencies of digital literacy are:

- Internet search,
- Hypertext navigation,
- Assembling knowledge,
- Evaluate content (Bawden, 2008).

Following thought (Bawden, 2001), we can break down these competencies into the following qualities:



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- a. Search for information (information search) combined with critical thinking. The quality that characterizes most approaches to information literacy.
- b. In addition to accessing information, there is publication and communication. This quality is not always present in the theory and practice of information literacy. It can be an integral part of it.
- c. There is an awareness of the value of traditional tools to media networks and social networks.
- d. Assembling knowledge is the ability to gather reliable information from various sources.

Martin's definition of digital literacy emphasizes the broad meaning and role of the media.

Digital literacy is the awareness, attitudes, and abilities of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expressions, and communicate with others in the context of certain life situations to enable constructive social action and to reflect this process (Martin & Madigan, 2006).

There are also inconsistencies in the use of this term. Distinctive features of digital literacy (Bawden, 2008) include many things that are not claimed as their own. This includes presenting information, without including creative writing and visualization. This includes evaluating information,

without claiming a systematic review and meta-analysis as his own. This includes organizing information but not claiming the development and operation of terminology, taxonomy, and thesis (2008: 26).

3. Digital Literacy-Based Learning

The term learning is already very familiar in society. Many definitions of learning terms such as learning to read, learn to write, learn to sing, learn to count. However, that is not enough to define it. Learning is an activity that occurs in all people without knowing the age limit and lasts a lifetime (Falahudin, 2014). Learning is an effort made by someone through interaction with their environment to change their behavior. Thus, the outcome of the learning activities is a change of behavior in a positive direction that is relatively permanent in the person who learns. Thus, the sign that someone has learned is a change in a person's behavior. For example, the student disobediently became obedient, the student liar became honest, and the student who did not know anything become knowing. The changes in the results of activities (Hamalik, 1975) can be in the form of affective aspects (attitudes), cognitive (knowledge), or psychomotor (skills).

Learning is a situation where students interact with teacher and learning resources in a learning environment. Learning is a set of events that are designed to initiate, encourage and support student learning activities (human learning)



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(Gasong, 2018). Learning is more describing the students' effort to make learning activities with their teachers. Learning activities will not be meaningful if they do not produce learning activities for students. Learning activities can only succeed if the students actively experience the learning process.

Digital literacy-based learning is a learning activity that utilizes digital as a tool to achieve learning goals. As stated by (Bawden, 2001) regarding competence in digital literacy-based learning:

a. Searching information combined with critical thinking. In the learning process, students and teachers can develop the process of finding information with digital media because using digital information can penetrate the boundaries of space and time. Teachers and students can find out information that students and teachers in America or even in any country. Searching for learning resources on the internet, searching for video learners on YouTube, and others are digital utilization in getting information.

- b. In addition to accessing information, there is publishing and communication. This means that besides seeking information, teachers and students also seek to produce work in the learning process for publication.
- c. There is an awareness of the value of traditional tools about media networks and social networks. In the learning process, teachers can instill on how to use the internet media well for positive things so that students use the internet for positive and even scientific things.
- d. Assembling knowledge is the ability to gather reliable information from various sources. The next ability is the ability to connect all information that has been obtained from various sources so that it becomes a whole concept for student understanding.

Data collection was carried out by giving instruments to respondents who were teachers of elementary school. Resource persons in this study were 32 resource persons where all of them are teachers who teach in elementary schools. Its details can be seen in *Figure 1*

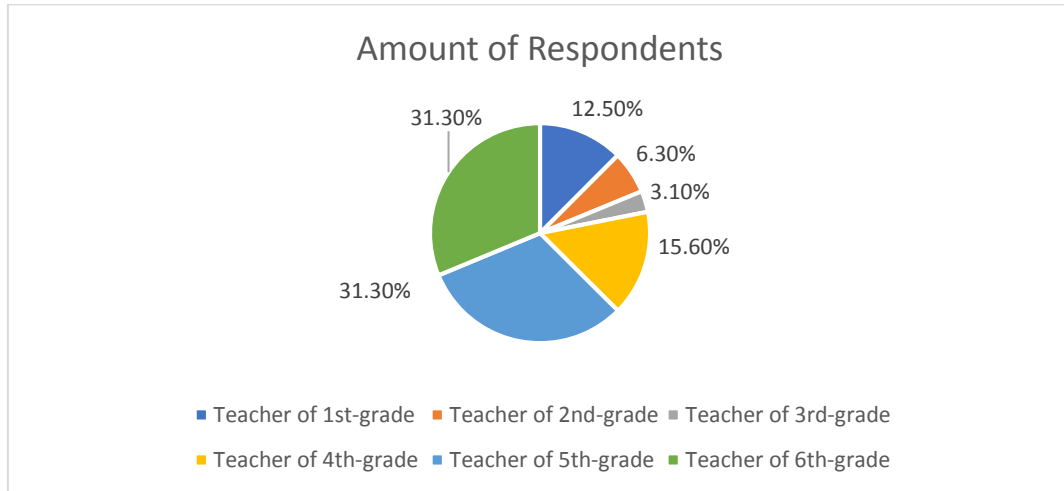


Figure 1 Presentation of amount of respondents

From 32 respondents, 4 respondents taught in class one, 2 respondents taught in second grade, 1 respondent taught in third grade, 5 respondents taught in fourth grade, 10 respondents taught in fifth grade, and 10 respondents taught in sixth grade. From all respondents in this study, 27

respondents had knowledge about digital literacy with a percentage of 84.4% while 15.6% did not have knowledge about digital literacy, i.e. 5 respondents. Respondents' knowledge about digital literacy based on the class can be seen in detail in Figure 2

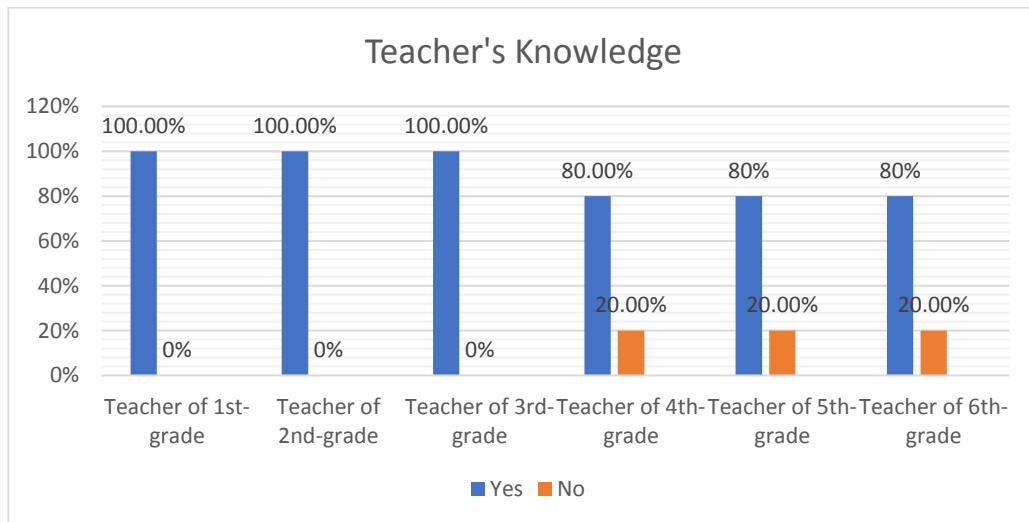


Figure 2 Presentation of Teacher's Knowledge about Digital Literacy

From figure 2, we can see that all teachers from low classes, i.e. 1st-grade until 3rd-grade, have knowledge of digital literacy, and the number of teachers in the low class is 7 people. Meanwhile, teachers in high class who know digital literacy are only 80% for each class with details as following: 4 of

5 teachers from fourth grade, 8 of 10 teachers from fifth grade, and 8 of 10 teachers in sixth grade. All of the teachers of the class both low and high class can be seen that the use of literacy in the learning process is still relatively low. There are three categories of use of digital literacy learning,

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i.e. often, sometimes, and never. Of all the teachers who became respondents, teachers who often use digital literacy in the learning process are only 29% of 32 teachers where 58.1% are teachers who

sometimes use it, and teachers who have never used digital literacy in the learning process are 12.9 %. Details of each class from the use of digital literacy in the learning process can be seen in figure 3.

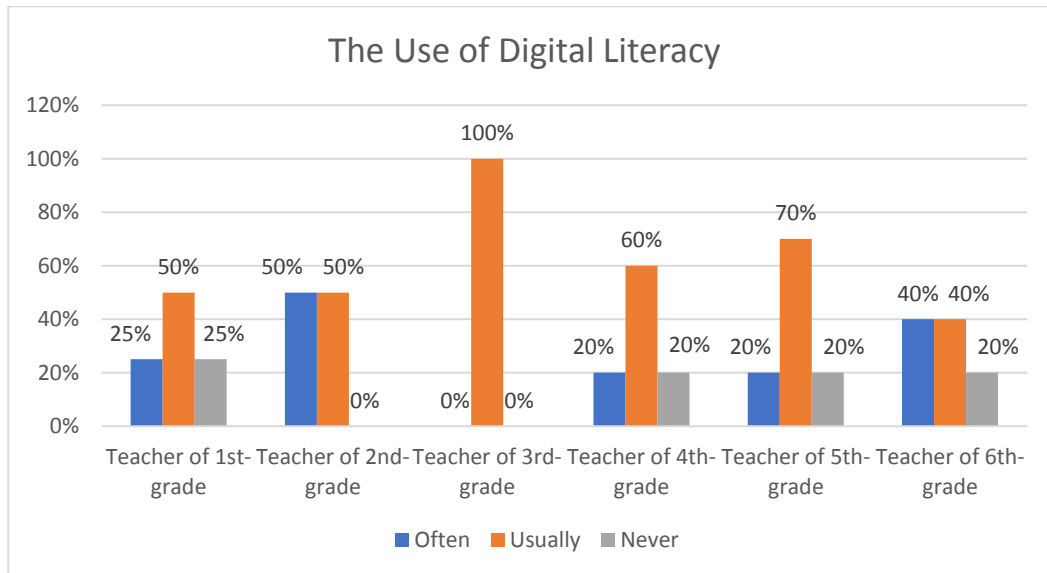


Figure 3 The Use of Digital Literacy

Based on figure 3, we can see that the use of digital literacy in the learning process is low. All teachers in low and high classes rarely use digital literacy in the learning process. The main obstacle that is felt by teachers in using digital literacy in the learning process is inadequate facilities and infrastructure.

In addition to using instruments to collect data, researchers also use structured interviews. Researchers conducted interviews to obtain more in-depth information about the teacher's views on digital literacy-based learning. The researcher interviewed 6 teachers, i.e. one teacher from each class. The results that researchers got from the interview were the teacher's knowledge about digital literacy only from reading books or peer discussions

without training from relevant agencies. The teachers' understanding of digital literacy is limited to usage without understanding it although they said that digital literacy is something important in life including in the learning process.

The teachers that are interviewed also said that basically, digital literacy has an important role because information spreads quickly, but their understanding is insufficient to use digital literacy in the learning process. In addition, they also said that they wanted to apply digital literacy-based learning, but they are blocked by knowledge and facilities that are limited.

DISCUSSION

Digital literacy is something important in the era of the industrial revolution 4.0. Literacy is



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important to be understood in this day and age. This is in line with (Chan, Churchill, & Chiu, 2017) who said that digital literacy is one of the skills that must be possessed by everyone today including students and teachers. They are asked to explore information from digital media. This literacy is not only about how to use digital tools but also about how the process of its creation, how to understand it, and how to read it (Kurniingsih, Rosini, & Ismayati, 2017).

Based on the explanation of the results above, the teacher's knowledge about digital literacy is quite good. For teachers, literacy is very important especially in the learning process. This literacy is very important in the lives of both teachers and students (Cote & Milliner, 2018). The importance of understanding and mastering digital literacy is as important as understanding language. Therefore, this literacy must be understood and mastered by the teacher, and it must be taught to students.

Learning to use digital literacy is what every education director should do. This is because digital literacy is a skill demanded in the 4.0 era. In line with this statement (Silvana & Cecep, 2018) digital literacy is an important 21st-century skill that includes skills in learning as well as a part of modern educational innovation. Furthermore, the implementation of digital literacy learning must be supported by adequate infrastructure.

Digital literacy is a demand that must be understood and mastered by everyone in

the era of industrial revolution 4.0 which is also part of the 21st-century. The demand is also addressed to every educator, both teachers in elementary, junior high, high school and lecturers in universities. Therefore, teachers in primary schools must have digital literacy skills.

CONCLUSION

Based on the results and discussion above, there are three conclusions that we can conclude as follows. (1) Digital literacy knowledge is widely known and understood by elementary school teachers; (2) Digital literacy-based learning in classrooms is rarely conducted by teachers in primary schools; (3) Teachers who teach in primary school view that digital literacy is an important thing in life including in the learning process.

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