



The Urgency of Digital Literacy Based on Character Education in Learning Society 5.0

Marina Gusnia Ruchiyat ^{1*}, Agung Prihatmojo², Marwan³, Badawi⁴, Tinto Wahyu Kisworo⁵
¹Sukarno Hatta Elementary School, ^{2,4}Universitas Muhammadiyah Kotabumi, ^{3,5}Universitas Negeri Yogyakarta

*Corresponding Author: ¹niaruchiyat23@gmail.com <https://orcid.org/0009-0006-2329-3135>

²agung.prihatmojo@umko.ac.id <https://orcid.org/0009-0003-3844-8249>

³marwan.2022@student.uny.ac.id <https://orcid.org/0009-0000-0201-4965>

⁴Badawi@umko.ac.id <https://orcid.org/0000-0003-1313-2806>

⁵tintowahyu.2022@student.uny.ac.id <https://orcid.org/0000-0001-9922-0262>

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Abstract

In the rapid development of technology, teachers in learning need to combine digital literacy and character to improve the quality of education. This article aims to determine the importance of digital literacy skills based on character education in a learning approach that integrates digital technology and prioritizes student character development in the 5.0 era. The research method used is a qualitative descriptive method with a literature review approach using various literature such as books, journals and scientific articles as the main object. The research results show that the application of digital literacy in the context of character education can improve students' ability to use technology and develop positive character in the era of society 5.0. Digital literacy-based character education strategies implemented by teachers are 1) watching educational content for 15 minutes at the beginning of the lesson via a digital platform (YouTube) with a critical attitude as an effort to solve problems, 2) the school recommends learning sites to students using laptop media and computers available in the school laboratory.

Keywords *Digital Literacy, Character Education, Society 5.0*

INTRODUCTION

Technological developments in the Society 5.0 era, which offers various challenges and transformations. This era is defined as a period where technology and society focus on humans collaborating, utilizing Artificial Intelligence (Rouf, 2019). Society 5.0 contributes to the progress of the country and develops the foundations for a better human life through technological progress (Narvaez Rojas et al., 2021). The Society 5.0 era focuses on the use of technology to help better manage human resources (Kirani & Najicha, 2022). In this era, the ability to master virtual and physical technology will be an indicator of individual and national progress (Aquilani, Piccarozzi, Abbate, & Codini, 2020).

In the era of Society 5.0, digital literacy skills have become a basic need for everyone in digital activities (Arum Nisma Wulanjani & Candradewi Wahyu Anggraeni, 2019). Digital literacy is a form of literacy that needs to be improved in using digital technology and communication tools to access, manage, integrate, analyze and evaluate information, create new knowledge, communicate and participate effectively in society (Nugraha, 2022 (Nugraha, 2022)). Developing digital literacy is a must, which includes understanding the use of technology. Indonesian people in particular are

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@ruchiyat,et al, (2024)

Corresponding author's email: nurruchiyat23@gmail.com



required to have data, technology and human literacy skills (Ellitan, 2020). The aim is to enable humans to function optimally in the social environment and understand human interactions in an era marked by the rapid development of the industrial revolution (Fatmawati & Safitri, 2020).

Education has a great opportunity to participate, support and expand the country's capabilities amidst global competition and a surge in data innovation. An effective educational process must also meet human literacy needs to exist in the era of Society 5.0. Technological advances in education have created various conveniences, such as increasing learning abilities and providing easy access to teaching and learning activities. In the era of Society 5.0 The transfer of knowledge can be replaced by technology, the application of soft skills and hard skills cannot be replaced by tools or technology no matter how sophisticated they are (Eko, 2019). With the emergence of Society 5.0, it is hoped that technology in education will not change the role of teachers or instructors in teaching moral and exemplary education to students. (Pattiasina, Aswita, Fuadi, Noviyanti, & Pratiwi, 2022).

The increasingly rapid technology in the era of society 5.0 will certainly bring many changes which will also have negative impacts. The negative impact of technological developments as a form of the needs of society 5.0 which are obtained through television, print media and social media leads to the emergence of moral degradation in Indonesian society (Latief, 2020). Some of the negative impacts of this technological development include changes in a person's character. The widespread use of the internet and digital media among children and teenagers, coupled with easy internet access via mobile phones, has a negative impact on children and teenagers in Indonesia. Impacts on students include a tendency to access content on social media or games on their devices. The increasing development of fake news and disputes is caused by the use and dissemination of information through digital media (Fitriarti, 2019; Pradana, 2017; Sabrina, 2019; Tsaniyah & Juliana, 2019).

Digital literacy needs to be developed to build national character in order to create a generation that is intelligent and rich in information and critical in choosing good and correct information (Naufal, 2021). The application of digital literacy in changing character education is closely related to the crucial role of teachers in teaching and learning activities. Teachers play a very vital role in guiding students in developing digital literacy. They have the responsibility to instruct students on the wise and ethical use of digital technology, understand the characteristics of information and media, and develop an empathetic attitude towards others. Teachers must also ensure that the learning methods implemented pay attention to students' emotional development and encourage moral growth to prevent the negative impact of the spread of misinformation (Chan, Churchill, & Chiu, 2017).

LITERATURE REVIEW

The 21st century, which is a digital era, has greatly influenced almost all domains of life, including technology (Amarulloh et al., 2020). Digitalization is opening up access to an integrated network of still-untapped big data, with potential benefits for society and the environment. The development of smart systems connected to the Internet of Things can create unique opportunities to strategically address challenges associated with the United Nations (UN) Sustainable Development Goals (SDGs), ensuring a just, environmentally sustainable and healthy society. This approach illustrates the opportunities opened up through digitalization to build the sustainable societies of the future (Mondejar et al., 2021). Within the field of education, technology is bringing about significant changes in classroom learning methods, resulting in increased accessibility and improved quality of educational services for the community (Kemendikbudristek, 2021).

To advance European cultural heritage education, an ecology-based learning approach is used to enhance Digital Holocaust Memory. In the context of education and learning, digitization

provides significant benefits as it can increase student learning motivation, thereby reducing uncertainty in achieving effective learning outcomes (Manca et al., 2023). To support this, major countries around the world have made significant efforts to cater for education that adopts high-level digitization systems, such as efforts to understand digitization and its uses (Behie et al., 2023).

The use of digitization in education has undergone striking changes, especially in Learning In Primary School Education And Civic Learning, which has received significant attention in recent years (Gripsrud et al., 2011). The implementation of digitization in educational institutions makes it easier for students to learn from home, while teachers can teach from home while maintaining the effectiveness of the knowledge delivered (Lee, 2023). It aims to help educators manage administrative tasks efficiently and improve the quality of teaching in the classroom (Major et al., 2024). In this context, the impact of digitization brings both predictable and unintended consequences, reflecting the developments taking place in the education sector (Sardiana & Moekti, 2022).

RESEARCH METHOD

This study uses a qualitative descriptive method with a literature study approach, taking books, journals and scientific articles as the main objects. Data validity is obtained through data triangulation, namely by checking the validity of the data by comparing it with other data sources. Data was obtained by searching via Google Scholar and cross-searching using the keywords: character education, digital literacy, society 5.0. The journal used is a journal related to these keywords. From the search results, the author chose 10 journals to analyze, summarize and categorize.

The Urgency of Character Education in the 5.0 Era, concept offers a new paradigm in social interaction, with a focus on comfort, efficiency and sustainability of living together. Society 5.0 technology enables advanced digital service platforms that will eventually be integrated into all areas of life (Roblek, Meško, & Podbregar, 2021). The aim of this concept is to fulfill all human needs through various digital platforms that exist and continue to develop rapidly (Mualimah, Usmaedi, & ..., 2021). Era 5.0 can be interpreted as a concept of togetherness in society on one technology platform that focuses on lifestyle efficiency. Society 5.0 has very broad access to virtual space, so vast that it feels like physical space through the use of technology that makes it possible. Virtual spaces have evolved and become interconnected (Xu, Siegrist, & Hartmann, 2021).

In the context of Society 5.0, artificial intelligence (AI), which is based on big data and robotics, is used to carry out or support the completion of human tasks in certain spaces. In the era of society 5.0, social life problems experienced by each individual will be combined with the role of technology used as a tool for AI in solving social life problems (Indarta et al., 2022). Era Society 5.0 provides products and services that are specifically designed to meet the various needs of individuals and society in general (Nastiti & Hayati, 2020). Society 5.0 relies on big data technology collected via the Internet of Things (IoT) and processed using AI to provide benefits to society (Calp & Bütüner, 2022). AI advances in Society 5.0 can improve the overall quality of social life (Dewi, Hamid, Annisa, Oktafianti, & Genika, 2021). Implementation of Society 5.0 will optimize the use of technology to improve society's quality of life as a whole and fundamentally.

FINDINGS AND DISCUSSION

Overview And Publication Trends Of The Utilization Of Digital Literacy Based On Character Education In Society 5.0 Learning In Primary School Education And Civic Learning.

Technology is increasingly developing along with the urgency of Society 5.0 in technology-

based education (Sugianto, Darmayanti, & Humaidi, 2022). The use of digital literacy in the transformation of character education is a model found that relies heavily on the key role of teachers in learning and teaching activities (Pohan & Suparman, 2020). Implementation of this model must be in harmony with the educational vision, teacher responsibility, social sensitivity, logical ability, and integrity to produce output that is well prepared to face the global digital era, taking into account the evolution of technology and its use. The aim of implementing digital literacy is so that students can compete at an international level and overcome the challenges created by digital advances (Sugiarto & Farid, 2023). Therefore, the importance of the idea of digital-based character education, this era must be used positively, not as something scary.

In accordance with Indonesian Government policy, a policy has been developed which aims to develop the Pancasila character in the nation's children (Raharja, 2019). As explained in Indonesia's long-term human resource development policy for 2010-2025, character is defined as the integration of four elements: exercise of the heart, thought, feeling, and exercise and initiative (Sugiarto & Farid, 2023). This policy is designed to form a strong national character and integrity, by developing the emotional, intellectual, physical and spiritual aspects of individuals. The main goal is to form citizens who have positive values, good attitudes, relevant skills, and the ability to adapt to changing times (Muchtari & Suryani, 2019). Through the implementation of this policy, it is hoped that building national character can become a strong foundation in building a progressive, harmonious, cultured and just society.

Character education has five objectives which can be described in detail. The first goal is to optimize the emotional, moral and affective potential of students as individuals and members of society who have national character. The second goal is to form commendable behavior and habits in students, in line with universal values and the nation's cultural traditions of religiosity. The third goal is to instill a spirit of responsible leadership in students as a pillar of the nation's leadership. The fourth goal is to develop students so that they are able to become independent, creative individuals and have a solid understanding of their identity as Indonesian children. The final goal is to create an educational environment that is honest, safe, creative, full of friendship and has a high spirit of nationality as an Indonesian citizen. (Syafitri Agustin Nugraha, 2016).

Scope of Study Utilization of digitalization in character education Learning Activities for Primary School Students in the Future.

Character Education Strategy Based on Digital Literacy, technological developments have led to rapid dynamic growth in educational transformation. Technological developments in the digital world have given rise to new learning systems and methods (Hikmat, 2022). There are various technology-based strategies in education that are growing and developing, including the approaches taken by educators, teaching models and methods, as well as the media used in the teaching and learning process. (Saputra & Salim, 2020). In the context of character education, the aim is to ensure that students can use technology wisely and are not easily influenced by negative or potentially damaging content. Through character education, it is hoped that students can develop critical, ethical and responsible skills in using technology. This approach encourages students to become intelligent consumers and producers of information, as well as developing the ability to select, evaluate and interact with technology content in a positive and productive manner (Tjalla & Hanim, 2023).

Several strategies can be implemented to incorporate digital literacy in student character education. One way is to strengthen understanding of personal values through a digital literacy approach that is centered on character development. This is achieved by teaching students about the importance of values such as integrity, empathy, responsibility, and ethics in the use of digital

technology. Apart from that, empowering classroom management which involves educators in guiding students in using technology responsibly, as well as understanding students' self-concept in understanding the impact of technology on their lives, is also a vital component in implementing digital literacy in character education.

Character education can be implemented through various media, including adapting to watching education for 15 minutes at the beginning of the lesson via digital platforms (Dewi et al., 2021). In building student character, it is necessary to carry out digital literacy activities, by utilizing digital platforms that have been prepared by educators that will be watched by students. Content compiled by educators must be presented via digital platforms such as YouTube (Salehudin, 2020), and digital literacy activities must be faced by students with a critical attitude as an effort to solve problems (Johnston, 2020). The main aim of this digital literacy activity is to increase student motivation in learning, develop students' creative thinking abilities, and strengthen relationships between students and educators (Nastiti & Hayati, 2020).

Considering the reality that today's children are more interested in watching YouTube , which can be used by teachers as a medium to shape students' character through technological advances . (Nuryadi & Widiatmaka, 2022). Another method that researchers have found for using digital literacy to shape student character is through school intervention. Schools can recommend learning sites to students using learning media such as laptops or computers available in the school computer laboratory and can also introduce digital learning materials based on images, audio and visuals. By implementing a digital literacy-based learning movement, it is hoped that it can help students to filter the information they receive through digital media.

The role of teachers in building student character education in this era of society must be to keep up with current developments so that various problems that occur can be resolved by building student character education through preventive, curative and repressive actions (Fricitarani et al., 2023; Sapdi, 2023 (Fricitarani, Hayati, R, Hoirunisa, & Rosdalina, 2023; Sapdi, 2023). Through this approach, character education in the Society 5.0 era can be formed effectively. This can help students develop an understanding of character values that are important in digital life, such as digital ethics, online responsibility, collaboration, and being critical in filtering the information students receive. Apart from that, digital literacy can also increase students' understanding of the impact of technology and help them develop relevant skills to face the challenges and opportunities in the digital era.

CONCLUSIONS

The development of the society 5.0 era brings changes that can be used to make human life easier. Through artificial intelligence (AI), which is based on big data and robotics, it is used to carry out or support the completion of human tasks in certain spaces. Behind sophistication there is the threat of negative impacts that could degrade the nation's character. Digital literacy skills based on character education are needed to build national character in order to create a generation that is intelligent and rich in information and critical in choosing good and correct information. The application of digital literacy in changing character education is closely related to the role of teachers in learning activities. It is urgent for teachers to develop digital literacy skills based on character education in the era of society 5.0.

LIMITATION & FURTHER RESEARCH

This article recognizes the limitations associated with the exclusive use of the Scopus database as the primary data source. Therefore, recommendations are made for further investigation into this issue, with particular emphasis on expanding the data sources to include alternative databases such as Industrial Revolution and Digital Citizenship databases. In addition,

it is imperative to consider the inclusion of several other relevant keywords to add richness to the data sources in future research endeavors. Finally, it is highly recommended that future research adopt a systematic literature review approach to further explore and validate the findings found in this bibliometric analysis study.

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