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THE IMPLEMENTATION OF DIGITAL LITERACY TO ENCOURAGE STUDENTS' DEMOCRATIC ENGAGEMENT IN CIVIC EDUCATION LEARNING

Riana Tambunan[1], Dasim Budimansyah[2], Cecep Darmawan[3]
Departement of Citizenship Education, Post-Graduated School, Universitas Pendidikan Indonesia, Bandung, Indonesia[123]

zehntitariana@gmail.com[1], budimansyah@upi.edu[2], cecepdarmawan@upi.edu[3]

Abstract

Civic education serves as a crucial foundation for students' character building, particularly in fostering their understanding of democratic principles. With the advancement of technology, digital literacy has become an essential element that significantly enhances student engagement in democracy. This study aimed to investigate the impact of digital literacy implementation in civic education across three schools in Bandung: SMA Negeri 11, SMA Negeri 22, and SMK Negeri 14. The research involved three civic education teachers, three IT staff, and nine students from these schools as participants. The methodology adopted was qualitative, utilizing data collection techniques such as observations, interviews, and documentation. The findings revealed that integrating digital literacy in civic education at SMA Negeri 11, SMA Negeri 22, and SMK Negeri 14 positively influenced students' participation in democratic activities. However, the results indicated that significant improvements were not achieved across all indicators, particularly in creativity, critical thinking, and collaboration. The study suggests that while digital literacy has the potential to enhance civic education, further efforts are required to optimize its benefits comprehensively. Overall, the research highlights the need for innovative approaches to effectively integrate digital literacy in civic education to foster a more engaged and democratically active student body.

Key words: *Digital Literacy, Democratic Engagement, Civic Education*

*Corresponding author:
zehntitariana@gmail.com

INTRODUCTION

Civic Education is an important vehicle in shaping students' understanding of democratic principles, preparing them to become active and participatory citizens. In addition, civic education, which is a component of the social sciences in general, has an important role considering that this topic was originally formed in the tradition of civic education, among others, to foster democratic ideas and knowledge in order to protect the rule of law (Al Muchtar 2004). Students' participation in democracy is considered successful if they demonstrate attitudes consistent with democratic values, such as tolerance, courage to express their thoughts, and respect for other students' various points of view, especially in the classroom (Tutuk 2015). The principles of democracy will grow and develop in children if they have a positive attitude towards democratic ideas and are accustomed to doing so.

In the turbulent digital era, digital literacy is emerging as an essential skill that not only enables access to information but also shapes the way students participate in democratic life (Mulyasa 2021). There is a close relationship between digital literacy and student engagement in democratic processes. Digital literacy can influence the extent to which students participate and contribute to a democratic society in the digital era (Sulianta 2020). Both of these can be achieved in the education process. Education has a crucial role in shaping citizens who are aware of their rights and obligations in a democratic system. If education is an important element in sustaining democratic life, then the characteristics of democracy must be able to build a political and governmental system that is conducive to a good educational climate (Nur and Sudarsono 2018). In practice, imperfect education will give birth to individuals who ignore other individuals who are ultimately easily politicized by tyranny and oligarchy. Democracy will create sovereignty, so it is only from intelligent and empowered humans that sovereignty will be created. However, as digital developments change at a rapid pace, digital literacy plays a greater function in providing children with the knowledge and skills they need to take part in the democratic process (Paramansyah and SE 2020). Digital literacy is essential to one's ability to communicate, think critically, work in teams, create and innovate (Zubaidah 2020). As the world becomes increasingly complex, these talents will be increasingly important for life in the future. The three stages of digital intelligence-digital citizenship, digital creativity, and digital competitiveness-will be developed with digital literacy (Wisor 2016).

Advances in digital technology are contributing to a deeper paradigm shift in education. The number of internet users in Indonesia has increased recently, according to data from the Indonesian Internet Service Providers Association (APJII). In Indonesia, 196.7 million people, or more than 70% of the total population, used the internet in 2021. In this case, the increase from the previous year was almost 6.1% (Widjaja and Widodo 2021). Even due to the increasing digital technology, a generation known as "digital natives" has emerged, namely those who grew up utilizing technology as a tool for activities and are familiar with daily life (Ribble, Bailey, and Ross 2004). Therefore, it is important to understand how digital literacy can be effectively applied in the context of Civic Education Learning. The emergence of digital literacy is not just a technical skill, but rather an instrument to empower students, give voice to their thoughts, and shape active participation in society (Wahyuni 2022).

However, along with its positive potential, the increasing development of the internet in Indonesia does not encourage an increase in digital literacy as well (Rasuli and Abas 2021). The literacy of Indonesian society is still said to be low for now. There are several obstacles that must be overcome in implementing digital literacy, especially those related to security, ethics, and identifying accurate information (Farid 2023). Digital literacy presents significant ethical and security difficulties. In an increasingly complex digital environment, students need to be taught how to maintain their privacy, engage in moral online debate and identify trustworthy information (Sylvia et al. 2021). Another barrier is that students may not understand or recognize the importance of digital literacy in a democratic environment. Implementing digital literacy involves more than just teaching children technology skills; it also involves exposing them to democratic values and giving them the confidence to speak up and take an active role in society (Agustina, Adha, and Mentari 2023).

At SMA Negeri 11 Bandung, SMA Negeri 22 Bandung and SMK Negeri 4 Bandung, the development of digital literacy implementation

is important in order to prepare students to play an active role in a democratic society. However, there are still many questions and challenges to be addressed in the effort to integrate digital literacy into civic education learning in these schools. Today's students need to be proficient in more than just the traditional literacy skills of reading and writing. Three types of literacy - data literacy, technological literacy and humanist literacy - are now prerequisites for students in the digital age as they can help them better prepare for the future and improve competitiveness (Muis 2019). Through a better understanding of this relationship, it is expected to provide a foundation for the development of better learning strategies in the future and encourage positive developments in students' democratic participation. The purpose of this study is to investigate and analyze the implementation of digital literacy in Civic Education learning at SMA Negeri 11, SMA Negeri 22, and SMK Negeri 14 Bandung. The research aims to understand the extent to which digital literacy influences students' democratic engagement, identify the barriers faced and formulate recommendations to improve the effectiveness of digital literacy in Civic Education learning.

METHODOLOGY

This research uses a qualitative approach with a case study method. The aim is to obtain in-depth knowledge about the topic under study in a complex and holistic manner, analyzing in depth the findings obtained in the field from research informants, analyzed to answer the problems studied by researchers (Creswell 2010). In addition, Arikunto (Arikunto 2013) explains that in case study research, researchers collect information about the person or unit being studied, including current symptoms, previous experiences, and the surrounding environment at the time the research was conducted, and how these factors interact.

The place where this research was conducted was in SMA Negeri 11 Bandung, SMA Negeri 22 Bandung and SMK Negeri 14 Bandung. The data sources used in this study involved 3 Civic Education teachers, 3 IT personnel, and 9 students, this number is the total of the three schools. Data collection was conducted through three techniques, namely observation, interview, and document methods. In this study, interviews were conducted thoroughly, in-depth, and not only in accordance with predetermined interview standards (Rukajat 2018). If new information is found during the interview that needs to be questioned, it can be done (Anggito and Setiawan 2018).

The data analysis used in this research is the Miles and Huberman data analysis method (Miles and Huberman 1994), which involves the stages of data collection, data reduction, data presentation, and conclusion drawing.

Furthermore, data validity was tested through two forms of triangulation, namely source triangulation and technical triangulation. Source triangulation is carried out by interviewing informants who are considered to have in-depth knowledge of the problems studied, while technical triangulation is used when qualitative data analysis is carried out interactively and continues continuously until completion, so that the data collected is saturated (Bachri 2010).

RESULT AND DISCUSSION
1. The Process Of Implementing Digital Literacy In Civic Education Learning To Increase Student Engagement In Democracy

The process of implementing digital literacy in civic education learning at SMA Negeri 11 Bandung involves a number of strategic steps. According to the civic education teacher at SMA Negeri 11 Bandung, preparation is the main key in teaching digital literacy to students. In the face of an era where digital technology has a central role, teachers must ensure that students have solid digital literacy skills. To achieve this, teachers at this school regularly update their knowledge on the latest technological developments and digital trends, and continuously improve their understanding of social media, online safety, information sorting and digital ethics. Integrating digital literacy into teaching is the next step taken by the teacher, who believes that teachers should make efforts to integrate digital literacy in various subjects. For example, the civic education teacher at SMA Negeri 11 Bandung teaches students how to conduct efficient online research as they work on projects. In this effort, digital resources, such as learning videos, e-learning platforms and relevant apps, are utilized to enrich students' learning experience. Furthermore, interactive

and participatory approaches are considered by teachers as the key to success in teaching digital literacy. Teachers in this school encourage students to be actively involved in learning, conduct online research and discuss important issues related to digital literacy. Open discussions on digital ethics, privacy protection and online responsibility are also an integral part of learning. Thus, students are expected to develop strong digital literacy skills and understand the impact and positive contributions they can make in the online environment.

Furthermore, the process of implementing digital literacy in civic education learning at SMA Negeri 22 Bandung. In the view of the civic education teacher at SMA Negeri 22 Bandung, preparing to teach digital literacy to students is a crucial responsibility, given the important role of digital literacy in today's digital era. As a teacher, she realizes that digital literacy is not an option but a necessity that cannot be ignored. Therefore, she continues to update and improve her digital literacy understanding, covering the latest technological developments, online safety, digital ethics and effective information management on the internet. In integrating digital literacy into teaching, the teacher takes a student-focused approach. Direct communication with students is conducted to understand their barriers and needs in developing digital literacy. This approach makes it possible to create relevant and immersive learning experiences. Methods such as case studies, technology-based projects and critical thinking challenges are also used to actively engage students in digital literacy learning. This approach not only helps students apply digital literacy concepts in real situations but also provides them with skills that can be applied throughout their lives. Civic education teachers at SMA Negeri 22 Bandung also prioritize digital ethics and the importance of contributing positively to the online world in their teaching approach. This reflects a desire to shape students into individuals who are well aware of their responsibilities in using digital literacy.

Finally, the implementation process of digital literacy in civic education learning at SMK Negeri 14 Bandung. In my view, preparation for teaching digital literacy is a crucial component in education today. However, there are some limitations in this school regarding the integration of digital literacy. Currently, the main focus of digital literacy integration is on the task of making PowerPoint presentations and using presentation tools. Students are also given projects to create educational videos. However, online learning or e-learning is still limited, limiting the ability to develop digital literacy further. In teaching digital literacy, the strategies applied are still limited. Teachers reward students who are active in digital literacy tasks, such as making presentations or educational videos, hoping to encourage student participation. However, civic education teachers at this school recognize that this approach needs to be expanded to include more interactions and challenges that focus on digital literacy skills. Overall, as teachers at SMK Negeri 14 Bandung realize that there is room for improvement in teaching digital literacy. The school has a desire to expand the teaching approaches and methods to cover more aspects of digital literacy. This is expected to provide students with wider opportunities to develop more comprehensive digital literacy skills, in line with the changing demands of the digital era.

2. **Barriers Experienced By Civic Education Teachers In Implementing Digital Literacy To Encourage Student Democratic Engagement**

Regarding the overall obstacles, the interviewees said that the main obstacle we face in trying to increase students' democratic participation in the digital era is the problem of slow internet access in schools. In particular, SMA Negeri 22 Bandung and SMK Negeri 14 Bandung face similar obstacles in terms of inconsistent internet access. This limits students' ability to engage in online discussions, access digital resources, and participate in online-based democracy projects. Lack of adequate facilities and infrastructure is also a barrier, such as the limited number of computers or digital devices available in schools.

Another challenge is teachers' readiness to teach digital literacy, requiring increased training to integrate digital literacy skills more effectively. SMK Negeri 14 Bandung experiences limited integration of digital literacy in learning, mainly focusing on presentation tasks, while online learning is still limited. In addition, SMK Negeri 14 Bandung

also faces constraints in implementing innovative learning strategies and a lack of support to stimulate student creativity. Overall, these constraints create a challenge to create a learning environment that supports students' engagement in democratic activities by utilizing digital literacy. Infrastructure improvements, teacher training and the development of more effective learning strategies may be needed to holistically address these barriers.

3. Efforts Made By Civic Education Teachers In Overcoming Obstacles In Implementing Digital Literacy

Teachers at SMA Negeri 11, SMA Negeri 22 and SMK Negeri 14 Bandung have tried to overcome the barriers experienced in implementing digital literacy. One of the efforts made is to prioritize projects that allow collaboration within the local network, so that it is not too dependent on internet speed. In addition, working with schools and local governments to improve digital infrastructure in schools, including improved internet connectivity. This aims to provide better access to students. The civic education teacher at SMA Negeri 11 Bandung also said that she continues to motivate students to use their digital literacy in various aspects of democratic life, such as online campaigning, participating in discussion forums, and utilizing social media to express their views. The hope is that by continuing to face barriers and continuing efforts to improve students' digital access and literacy, it can be more effective in promoting students' participation in the democratic process in the evolving digital era.

At SMA Negeri 22 Bandung, the focus was on improving teachers' readiness to teach digital literacy. Regular trainings were organized to update their knowledge on technological developments, digital ethics and online safety. At SMK Negeri 14 Bandung, efforts were made to expand the integration of digital literacy in learning by designing more diverse and inclusive learning strategies. Improving the accessibility of online learning is also a focus, including more efficient utilization of e-learning platforms. Teachers are also encouraged to implement more interactive approaches and pay special attention to assessing student engagement. Overall, these measures reflect the school's commitment to continuously adapting to technological

developments and designing more effective learning strategies, as well as providing the necessary support for digital literacy to become a more effective means of increasing student engagement in democratic activities.

4. Implementation Of Democratic Values In Civic Education Based Digital Literacy.

Civic education has a crucial role in shaping a generation that actively participates in democratic life. According to a study conducted by Ulfah, Hidayah, and Trihastuti, 85% of students reported increased awareness of their civic duties after participating in civic education programs. Citizenship education aims to form citizens who think, behave, develop, and interact intelligently, critically, analytically, and actively participate responsibly in the community, nation, and state, as well as the world life, imbued with religious, cultural, legal, scientific, and character values (Ulfah, Hidayah, and Trihastuti 2021). So that the main focus and target of civic education learning is the provision of knowledge, fostering behavioral attitudes, and training skills as democratic, law-abiding and principle-abiding citizens in the life of civil society (Ikhtiarti, Adha, and Yanzi 2019).

Digital literacy is an important component of learning that is increasingly recognized. The inclusion of digital literacy in the civic education curriculum is increasingly important as digital technology and information become a necessity. Observed that incorporating digital literacy into the curriculum significantly improved student engagement, with 70% of students showing more critical and active participation in civic issues when using digital technology (Anggraeni 2019).

This discussion will address how digital literacy can be used to increase student participation in democracy. It is expected that students will be more critical, active and engaged in civic issues when internet technology and information are used, which will foster a learning environment that encourages students to adopt democratic attitudes (Ramdani 2018).

Implementing the role of digital literacy in civic education learning has a significant positive impact, especially in promoting key indicators such as creativity, critical thinking, understanding of cultural context,

collaboration, ability to find and select information, and internet etiquette. Through the use of technology and access to online resources, students can develop their creativity in conveying ideas and opinions, using various digital media to express their thoughts innovatively (Mantau and Talango 2023). Improved critical thinking skills are also seen, where students are invited to analyze civic issues in a more in-depth and contextual way. In a cultural context, digital literacy helps students understand diversity and diverse cultural contexts, broadening their horizons to the dynamics of the wider society (Farid 2023).

Collaboration at SMA Negeri 11 Bandung is further enhanced through digital literacy-based projects, which allow students to work together in creating solutions to social and civic issues. The ability to find and select information effectively is also honed, with students learning to use online resources wisely to support their arguments and views. In addition, internet etiquette is an important focus, with learning approaches that encourage students to participate online with respect and responsibility. Overall, the implementation of digital literacy at SMA Negeri 11 Bandung provides a solid foundation for students' engagement in the democratic process, transcending classroom boundaries and shaping active, critical and ethical attitudes in their civic lives. These abilities are indispensable in life for future students to be able to find solutions to problems that arise in the digital era (Partono et al. 2021).

Meanwhile, through various important indicators, the integration of digital literacy into civic education subjects opens the door to the growth of student engagement in democracy (Solihin et al. 2021). One of the key concepts taught to students is tolerance, which teaches them to accept and respect the opinions of others in a diverse society (Devi 2020). With students able to share their thoughts and opinions openly and responsibly thanks to digital literacy, the value of free speech is further strengthened (Syafrial 2023). Learning digital literacy also fosters an environment where children can accept different viewpoints and understand that they are important components of a democratic society (Simanjuntak 2019). Students who can actively participate in online or offline debates and communicate their ideas and opinions with conviction will show greater self-confidence.

Collaboration becomes more closely intertwined, where students learn to work together to achieve common goals in projects involving digital literacy. Upholding human values and dignity becomes a fundamental principle instilled through digital literacy, where students are taught to interact ethically and respect individual rights. Overall, the implementation of digital literacy at SMA Negeri 11 Bandung not only creates students who are skilled in accessing digital information, but also forms citizens who are tolerant, open and committed to fundamental democratic values.

The implementation of digital literacy in civic education learning at SMA Negeri 22 Bandung has resulted in positive developments, especially in increasing student engagement in key aspects. Students' creativity is starting to take shape through the use of technology and access to online information, but further improvement is needed to optimize their creative potential. Nonetheless, there is encouraging progress in shaping students as creative individuals. Critical thinking is also increasingly applied, although there are still students who need to be further encouraged in developing their analysis and evaluation skills on civic issues. This suggests the need to continue strengthening the critical thinking aspect of digital literacy teaching (Hartini 2017). Meanwhile, students' ability to collaborate in teams is increasingly visible, where the use of digital literacy provides support for students to work together on projects that involve joint problem solving (Padilah, Rakhmat, and Pratama 2023) . With students' ability to find and select information effectively, as well as demonstrating good internet etiquette, forms a solid foundation for students' engagement in democracy (Rawanoko et al. 2021).

This is implemented by teachers utilizing digital platforms and online resources to present learning materials relevant to civic issues. This could involve using videos, online articles or other digital resources that stimulate student interest and understanding. Furthermore, a project-based approach to digital literacy can be adopted, where students are given the opportunity to work together in teams to explore, analyze and present information related to specific civic topics (Rulviana, Dayu, and Kurniawati 2022). These projects can involve the creation of digital

presentations, blogs or even the production of educational videos. Digital literacy is a concept that talks about relevant literacy and literacy based on technological competencies and skills, communication, but emphasizes the ability to better evaluate information (Rukmiati 2022). In addition, digital literacy is very important and it is the duty of all of us, including parents, to provide extensive knowledge about the information contained in the media and the internet so that skills are needed in terms of internet ethics to utilize digital with positive things (Wahono and Effrisanti 2018).

In the aspect of tolerance at SMA Negeri 22 Bandung, digital literacy has helped students to understand and respect different views, religions and cultural backgrounds. In addition, the value of freedom of expression is further emphasized through digital literacy, where students are given a platform to voice their ideas and opinions openly, namely through the mentimeter website so that they can express their opinions anonymously, this can form the basis of courage in expressing students' opinions. This creates an environment where students' courage to speak up and have an opinion is honed (Renaldy n.d.). Cooperation between students can also be established through digital literacy, especially in group projects that involve solving problems together. Although it does not really create significant changes. But if utilized optimally through online platforms, students can work together, exchange ideas and produce work that reflects their collective understanding of civic issues, which is a hope for the future development of Indonesian education (Rukmana et al. 2023). Upholding human values and dignity remains the main focus in the implementation of digital literacy at SMA Negeri 22 Bandung. Teachers ensure that students use technology ethically, avoid harmful behaviors, and build relationships based on human values.

The implementation of digital literacy in civic education learning at SMK Negeri 14 based on a number of indicators such as creativity, critical thinking, understanding cultural context, collaboration, ability to find and select information, and internet ethics still needs more attention. Teachers at SMK Negeri 14 Bandung continue to explore student creativity through the use of digital literacy. However, the results still do not provide significant improvement. Even though if used properly it provides many positive benefits to students, as the results of previous research state digital literacy provides access to students to explore various sources of information and utilize them creatively. By accessing various digital platforms, students can explore new ideas, gain inspiration and develop their insights into various civic issues (Ahyar and Zumrotun 2023). Some students still lack the courage to express their critical ideas. Therefore, more innovative approaches and further support are needed to stimulate students' creativity so that constructive ideas can emerge better, this can be provided by giving students real projects that require creative problem solving (Sutiah and Pd 2020). Teachers can design projects that integrate digital literacy, allowing students to use various digital tools and platforms to present the results of their projects (Prasetyaningtyas, Pentury, and Anggraeni 2021) . The critical thinking aspect also still needs more intensive attention. Teachers can consider teaching methods that focus more on developing students' analysis and evaluation skills on civic issues. This aims to ensure that students not only receive information passively, but are also able to process it critically (Asmani 2016).

Understanding the cultural context, although it has been integrated in learning, still requires attention so that it can be more connected to students' cultural reality. Teachers need to continue to align materials with local contexts, so that students can more easily relate learning to their own cultural experiences and values (Pandiangan 2019). Furthermore, the implementation of the role of digital literacy in civic education learning at SMK Negeri 14 Bandung shows a picture that reflects challenges and potentials. Although efforts have been made to integrate digital literacy in learning, the results still show that values such as tolerance, freedom of expression, respect for differences of opinion, self-confidence, cooperation, and upholding human values and dignity have not fully reached their potential. Tolerance still needs improvement, some students may still feel reluctant to express opinions freely, and cooperation in a digital environment still needs to be strengthened (Ahdar and Wardana 2019). While there have been efforts to include digital literacy in learning, curriculum implementation still needs to be enriched with

more innovative strategies. The value of freedom of expression and respect for dissent can be further strengthened by providing platforms that support students to participate in purposeful digital discussions. Students' self-confidence can be enhanced by giving them responsibility in digital literacy projects that demand creativity and self-expression. In addition, a collaborative approach that involves students in decision-making and planning digital literacy activities can strengthen the values of cooperation (Rezkiana, Manda, and Awaru 2023).

CONCLUSION

The implementation of the role of digital literacy in civic education learning highlights the evolution and challenges of utilizing technology to enhance student engagement in democracy. Digital literacy has been integrated through online platforms such as Edubox, online report cards and online games, helping students to be more active and participate in democratic activities in the classroom. This approach creates a learning environment that supports the exchange of ideas and views, although there are still students who need more encouragement to be active in their opinions. In addition, through the use of various media such as Quizizz, YouTube, PowerPoint, Jamboard and spinners. Teachers have actively integrated digital literacy in learning methods, encouraging students to think critically, voice opinions and collaborate. However, special attention is needed to enhance students' creativity and motivate them to be more active in the democratic process. Overall, the implementation of digital literacy has opened the door for increased student engagement in civic education learning and democratic activities. However, challenges such as unequal availability of facilities and the expansion of innovative approaches in digital literacy are still the focus of improvement to achieve the full potential of the role of digital literacy in supporting democracy among students. Efforts need to be made to improve the application of technology in the learning process and ensure that digital literacy is truly integrated in the curriculum. Other barriers include students' courage to express their opinions, which can be addressed through learning that supports an inclusive atmosphere and provides space for every student to participate. Overall, efforts to improve students' democratic participation in the digital era require a holistic approach, involving revamping technological infrastructure, enhancing students' creativity, and better integration of digital literacy in the learning curriculum. By identifying and addressing these barriers, schools can create an environment that supports the development of students' democratic participation in the digital age.

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