

OPTIMIZING DIGITAL LITERACY MANAGEMENT: SYNERGY BETWEEN TEACHERS AND PARENTS IN SOCIETY 5.0

Diana Fachrurazi¹⁾, Khalilah Ramadhani²⁾

^{1,2}Postgraduate, Maulana Malik Ibrahim Islamic State University of Malang, East Java, Indonesia

Email correspondence: ramadhani.khalilah22@gmail.com

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Abstract

Education has now entered the era of society 5.0, where digital technology makes all human work easier. Digital technology is used by adults and children. Seeing that children are also active users of digital technology, it is necessary to provide an understanding of digital literacy by parents and teachers. So that the use of digital media is not misused by children and can prevent irregularities. To teach children about digital literacy, parents and teachers need to work together and work in synergy, not throwing responsibility at each other. This research uses a literature study or literature review approach to several sources such as research journals, scientific articles, and books. After that, the data obtained is viewed, then conclusions are drawn to gain new understanding. Content analysis techniques were used to conduct the research. The results of the study show that parents and teachers can work together in fostering children's digital literacy through smooth communication, schools provide online platforms for sharing, parent-teacher meetings, and parents' initiatives to contact teachers.

Keywords: Synergy; Digital Literacy; Era Society 5.0

INTRODUCTION

The world is currently experiencing very rapid development. This transition is shown by the beginning of the era of society 5.0. Era Society 5.0 is an era in which technology is involved in people's daily activities, and society plays an active role in its development. All aspects of human life are influenced by the era of society 5.0, including the world of education. Currently, Indonesian education is in the era of society 5.0, which was introduced in Japan in 2019 (Sugiono, 2020).

In facing the era of society 5.0, education will have both opportunity and challenge for the teachers and students to develop critical thinking skills and use technology. Era society 5.0 requires the people to be multi-skilled or multi-tasking and have soft skills to compete in a global world (Agustini & Sucihati, 2020). At this moment, skillful and competitive graduate is a must. Thus, mastery of technology becomes an important thing that must be mastered by the people in order to overcome these challenges (Song, 2017)(Anggraini, 2020). Technological knowledge can be obtained in educational institutions which provide a variety of innovations including providing digital literacy since early childhood education level.

Parents and teachers must give support because they play an important role in addressing children's digital literacy problems. The education can prepare children to compete with the global world in the current era of digital information technology. The use of information technology is now unstoppable. Besides its benefits for the users, it often causes disaster for its users (Mustofa & Budiwati, 2019). Children's lack of understanding about the use of technology causes various deviations for themselves, the community, as well the country.

This is in line with Gómez (2015) research that media vast delivery in providing information are not aligned with consumer intelligence when processing the information. Fatmawati (2019) explained in her research that poor digital literacy can have a negative impact on the

accuracy of the information obtained. Therefore, building digital literacy will help provide correct information (Silvana & Cecep, 2018). Therefore, educating children to become active users of technology appropriately requires strong collaboration between teachers and parents. To balance the easy access to digital technology, the students must know how to use the technology media so that it will not be misused. Therefore, it is important to teach students digital literacy before using technology. One of the solutions is the teachers can use digital literacy as an alternative method of distributing educational materials to their students. From the parents' side, not all parents have time to control and accompany their children to explore the use of technology while they are studying. The busyness of working parents create the inability to keep up with changes in the education curriculum as the parents and children have low intensity of seeing each other. This creates an impact on children's lack of understanding and academic achievement optimization. Lack of parental supervision when children use technology can have a negative impact on children's morale; one of it because there are no social media access restrictions. Inadequate parent supervision in the use of digital technology has led to an increase in juvenile delinquency (Akbar et al., 2017). Parents and teachers as educators play an important role in teaching children about digital literacy. This understanding must of course be a continuum between education at home and school so that healthy habits in using technology can be achieved. Parents and teachers need cooperation to work in synergy to teach digital literacy to children. Therefore, this article aims to take a closer look at the collaborative roles of parents and teachers in fostering digital literacy of children in the era of society 5.0.

LITERATURE REVIEW

1. Synergy

Synergy derived from the Greek word "syn-ergo", that signifies collaborative efforts for quality creation. Walton defined synergy as the result of a joint effort to create quality. Meanwhile, Covey explained that synergy is the creation of better and innovative solutions and ideas through creative collaboration or cooperation (Rahayu, 2021). From the various definitions of synergy above, it is explained that synergy does not only create unity, but also creates interactions that stimulate people's minds to create collective creativity. Interactive interactions between groups that stimulate thinking will generate new ideas as needed in a continuous process to improve the quality of knowledge and understanding.

2. Digital Literacy

The term digital literacy was introduced by Paul Gilster in 1997 in his book "Digital Literacy" (Shopova, 2014; Nahdi & Jatisunda, 2020). Gilster defined digital literacy as the capacity to use digital devices to access information and technology effectively and efficiently in various situations (Irhandayaningsih & Ana, 2020). This view suggested simplification of information technology that can be used by humans, such as sound, images, and writing. In addition, Alkalai (2004) simplified digital literacy as a form of mindset of technology users that is more than just the ability to use technology. Buckingham conveyed a different view that another digital literacy skill is visual literacy (Zahroh, 2021). This ability allows a person to interpret all the actions, objects and symbols around him (Akbar et al., 2017). Therefore, the ability to utilize technological devices to access, understand, collect, and disseminate information is associated with digital literacy.

Douglas AJ Belshaw in his research stated that digital literacy can be developed through eight important elements: (a) awareness of cultural diversity and digital technology users, (b) cognition, namely the power of thinking to evaluate content, (c) creativity, namely professional copyright skills and practical, (d) communication, namely understanding

network performance and relationships in the digital world, (e) responsible self-confidence, (f) doing new things in creative and new ways, (g) critical to responding to content, (g) socially responsible (Fatmawati, 2019). Based on the proposition above, it can be seen that technical skills such as finding, organizing, understanding, and accurately disseminating information are more important for digital literacy.

Digital literacy is the skill and ability to find, use and distribute information in everyday life by using digital technology, communication tools and networks wisely, intelligently, healthily, effectively and wisely.

Apart from developing skills in using technology, digital literacy plays an effective role in developing cognitive, motoric, emotional, and sociological skills to help users feel comfortable in their environment. Thus, digital literacy serves as a survival skill in the era of society 5.0. Proper digital literacy can enhance student learning ability and overcome various learning barriers (Hanik, 2020).

Digital literacy is a media literacy movement that focuses on giving control to individuals and their environment over the media they use. Digital literacy is the filter and control of media use which is often used to seek information and entertainment. Users must be made aware of the legal basis for using information media, so that they are literate in an appropriate manner. Literacy is adapted to the theory of technological determination which stated that people follow technological developments in their lives (Silvana & Cecep, 2018).

Digital literacy can be implemented in two ways: conceptual and operational. The conceptual approach focuses on aspects of cognitive and socio-emotional development, while the operational approach focuses on the technical skills of using media, which cannot be ignored.

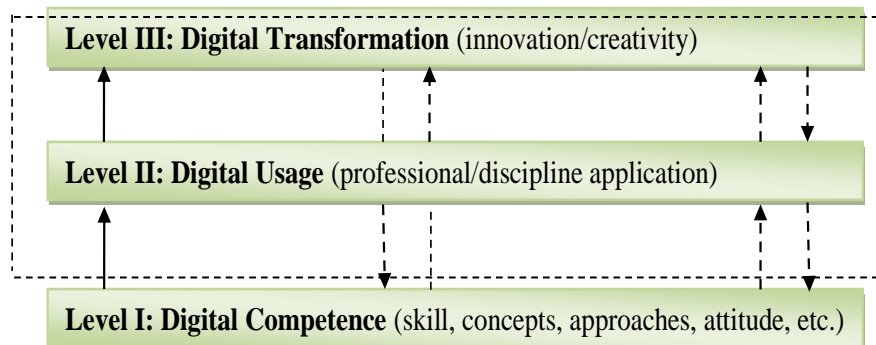


Figure 1. Principles of Digital Literacy Development

According to Mayes and Fowler, the principle of developing digital literacy has several levels. The first level of digital competence includes skills, concepts, techniques, and behaviors. At level 1, digital competencies vary according to context, and digital competencies range from basic skills to evaluative or analytical skills and can even be acquired through a variety of knowledge. In the next level, the digital literacy is used in certain contexts. At this level II, the achievement of digital competence must be realized in a certain context, and must benefit individuals, groups and organizations from digital applications. Third, the digital environment requires innovation and creativity for digital transformation. Level III shows that digital transformation can be carried out through innovation and creativity so as to bring about changes in the professional field or

knowledge at the individual, group or organizational level (Hanik, 2020). Song (2017) added that the need for change is an important reflection.

3. Digital Literacy in the Family

Parents play an important role in educating children in the family. The first educational institution of children is their parents. Children learn new things from the example shown by their parents. Therefore, it is important for parents to be able to educate their children well and become their role models. Because children spend most of their time around the family, the family environment becomes the main environment for children to get a better education.

According to Article 26 in the Law of the Republic of Indonesia Number 35 of 2014, parents are responsible for: (1) caring for, raising, educating and protecting children, (b) developing children abilities, talents and interests, (c) preventing marriage at a young age, (d) equipping children with character education and an understanding of ethical values (Agustini & Sucihati, 2020). Therefore, parents play a very important role in building children's character which aims to prevent abnormalities and irregularities.

Stephen R. Covey explained that parents are role models for their children, since parents play an important role in the family. The thoughts and actions of a child are determined by the upbringing and behavior of parents. In this way, parents pass down their behavior and thoughts to the children. Parents play the role of teachers who teach the basic laws and principles of life in the family. It is important for parents to make their children aware that they have to act, so they don't feel forced in doing something (Novitasari & Fauziddin, 2022).

Parents need to instill digital literacy from an early age so that children can develop active, creative and positive thinking skills when using digital media. It is believed that appropriate parental guidance will not only help families develop a literacy culture, but also increase knowledge on how to use digital media wisely, intelligently and carefully to facilitate family communication. According to Agustini & Sucihati (2020), several things need to be done to build good family digital literacy, such as: (a) increasing the variety of reading materials in the family, (b) increasing the daily reading channels, and (c) increasing the number of readings, (d) increase the intensity of digital use in appropriate activities, (e) increase the amount of digital literacy development that intersects with the family.

4. Digital Literacy Education in Schools

The movement to provide literacy education in schools was initiated by the Ministry of Education and Culture in 2015. This program aims to improve the quality of human resources by using a culture of reflection, analysis and critical thinking (Mustofa & Budiwati, 2019). This movement needs to be implemented to increase the love of digital reading among students. The ability to understand, acquire, and use things intelligently is at the heart of literacy.

Digital literacy can be used as a sophisticated learning tool, as stated by O'Brein & Scharber in Sujana & Rachmatin (2019). Puspito suggested that schools should focus on three things when implementing the digital literacy movement in schools: (a) creating a literacy-friendly climate, (b) creating a social environment that functions as a place for literacy communication and interaction, and (c) making schools an analytical academic environment.

Digital literacy is a high-level skill that uses digital technology as a tool to support academic achievement. Rapid advances in technology are used to empower 21st century critical thinking, collaboration, and communication in education. The existence of a technological shift has brought changes to the learning model which was originally

teacher-centered learning to become student-centered learning. Students are encouraged to develop their own understanding and creativity while studying. Thus, children will have the independence to compete in the era of globalization (Song, 2017).

Susilawati et al (2021) stated that digital literacy activities also must be supported by the government's cooperation with the community and organizations outside of school. Schools need to build cooperation with other parties to achieve their vision and mission.

RESEARCH METHOD

This research employed literature survey or literature review from various sources, including books, relevant research journals, and news articles to support research on fostering digital literacy by parents and teachers for children as active users of technology. The data and information obtained from books, research journals and articles were then read and highlighted regarding the development of digital literacy by parents and teachers for children as active users of technology. Then, conclusion was drawn that was expected to be useful for the integrity of the research.

This literature study selected sources that met the required variables or topic. Then the researchers combined the research results that had the same topic with this current research as the preliminary study. This research used qualitative approach which described the data analysis process through problem formulation, data selection, data collection, and conclusion drawing. It aimed to validate previous research and find elements of novelty in further research. The research method used content analysis techniques in the form of problem formulation, data source sampling, categorization, data collection on a sample of coding documents, and creating a scale as well as interpretation of the data obtained regarding digital literacy and the role of teachers and parents. The interpretation then was used to draw conclusions based on certain characteristics to make the research objective and systematic, as well as produce research findings that would give contribution of knowledge to children's understanding of digital literacy.

RESULTS

Education in the era of society 5.0 has used technology as a learning tool. After the Covid-19 pandemic, learning by utilizing technology has become an important requirement for educational institutions. During the Covid-19 era, the immaturity of the online learning system became a challenge for both the teachers and students. The teachers were difficult to prepare teaching methods, and the students often hardly understood the learning materials that the teacher conveyed.

Digital technology is considered essential for educational purposes by governments and policy makers. To improve education in Indonesia, national literacy campaign has been set. The developing digital assets with broad access and transparency is a sign of an improvement in the quality of education (Yuniarto & Yudha, 2021). Technological changes and the explosion of data have changed the components of the educational experience (Çam & Kiyici, 2017). This has inspired many people to develop digital component capabilities to explore the rapidly changing multi-faceted advanced world (Kirchoff, 2017).

In contrast of the advancement of technology, it is increasingly difficult to instill good behavior in children. Thus, it is very important to introduce digital literacy education in schools. Today, children have easier access to social media, shows, and online games that is unfortunately followed by the effect in children's bad behavior. In this modern era, the learning practice of how to use the internet is increasingly affecting children's education.

After the Covid-19 virus pandemic, monitoring of children's literacy in schools is carried out by teachers. Teachers provide knowledge and supervision to children directly. While at home, parents help their children's learning activities and report their children's activities to the

teacher. Both teachers and parents play an important role in fostering children's digital literacy, because the existence of digital technology-based learning affects the children to be straightforward, controlled, think freely, practice hard, and are able to do assignments.

DISCUSSION

Digital literacy education must focus on four 21st century skills such as critical thinking, creativity, collaboration, and communication to have higher order thinking skills (HOTS). We must learn to think analytically, critically, and creatively, which are called as higher order thinking skills. Educators need to be tech-savvy and highly creative to create better ways for students to learn. An educator or teacher needs to master four 21st century teacher competencies, namely pedagogic competence, social competence, personal competence and professional competence.

Parents also play a very important role in the continuity of children's learning. Parents must be able to explain the material provided by the teacher and help children complete the assignments given. Parents should also create suitable conditions for learning at home. Therefore, in the current era of education society 5.0, we must be able to make the best use of technology. We also have to be able to think critically and have multitasking abilities.

Digital literacy education in schools aims to increase student learning activities as well as to become a forum for student creativity. It is done by creating collaboration between teachers and children to use digital technology in the teaching and learning process. This is reinforced by the research of Ni'mah et al (2020) which provided students with digital literacy education as a creative platform for creating products that were competitive in a global world.

Digital literacy activities that take place directly in schools involve the teacher as a key component. The main focus of literacy success is the teacher. Therefore, schools must facilitate the teacher by training and development programs to achieve their goals. An important part of the digital literacy movement in schools is the involvement of parents and the community. Therefore, socialization is needed through meetings, letters to parents, posters on the school website and social media. These all done to support the implementation of school literacy.

Increasing literacy in schools can be supported by allocating special time for literacy programs. Because increasing student literacy is the desired goal of the school. Mukhlisin (2022) research, states that schools provide literacy programs that are aligned with the school curriculum. In addition, educators and parents must work together or synergize well to support the success of this learning.

Synergy is an effort to create better ideas and solutions resulted from collaboration. One of the collaborations to be carried out is to open a forum for communication between teachers and parents in developing children's digital literacy. The school should make a plan to make parents involved optimally, so as to create an active relationship between parents and teachers. Parents can participate in the teacher-designed curriculum so parents can stay informed about their children's education. All parties must be aware of the needs and challenges faced by children in education. The problem can be solved together by the cooperation of parents and teachers.

Parents and teachers play an important role in education. While parents are the main educators in the family, teachers hold the main role in educating children in the school environment. Parents who pay attention to their children in using digital technology at home will make it easier for teachers to monitor and provide an overview at schools about the flow of good digital use. Conversely, the clarity of teachers in delivering material at school will make it easier for parents to take care of their children at home.

A study by Cahyani (2016) found that 77% of parents communicated with teachers through school meetings, 22% by telephone, and 1% via email. In today's digital era, the dynamics of

parents and teachers certainly change very quickly. Collaboration between parents and teachers already relies on technology, especially to communicate their children's interests via WhatsApp, telephone, Telegram, and even Facebook. Then, teachers and schools can create information media where parents can exchange information, make complaints, and consult teachers and school principals via the internet.

The school has high expectations for group and individual meetings with parents. Schools and parents discuss to create a collaborative approach to teach children about digital literacy. This meeting aims to build trust between both parties, as well as to create a forum where parents get correct information from the school and where the school receives complaints and suggestions from the parents. In order to carry out good cooperation to help children, parents should not wait for an invitation from the school, but may take the initiative to contact the school to deliver what the parents need. Therefore, the school, in cooperation with parents, can build confidence to educate children using digital technology.

The children's desire to use digital technology is strongly influenced by the environment. Therefore, parents and teachers play an important role in educating and monitoring children's use of digital technology in everyday life. Children who have easy access to smartphones at home should be monitored and taught by the parent how to use the technology properly. At school, children also use smartphones or computers as learning tools. Children will use these digital tools effectively if they are well-taught at home. This will lead to a goodness when using digital technology.

It is believed that by creating good cooperation between parents and teachers in children's education, children will have good communication ability not only in the academic field, but also to realize their goals and develop their morals and behavior. If this practice is done well, the use of digital technology in schools can bring about significant changes. This is because it can explore the potential of students so that it has a positive impact on the child-parent relationship at home through good communication.

Parents and teachers must have a good synergistic relationship in educating children using digital technology. This is important for the conformity between home and school education. Children have relied on the trust of their parents so they don't dare to make trouble at school or outside of school. This is the importance of parents and teachers in teaching children digital literacy so that children can still have hope and care. Through this collaboration, parents will gain knowledge and experience about their children's development and successful participation in school activities. Then it will be easier for parents to know the needs and difficulties of their children at school. This will allow parents to provide additional education to their children.

Guidance and supervision of children's digital literacy education must start from an early age, and there must be structured procedures for digital literacy education. This process goes through several stages, such as in the first stage, (a) the digital literacy movement in the family, where parents play an important role in teaching children to use digital media, have a digital literacy movement strategy for children, and determine the goals for proper digital use in the family. This strategy includes strengthening the role of trainers, increasing the number of quality learning resources, and expanding access to appropriate learning resources. In the second stage, (b) there are three aspects that must be considered in the digital literacy movement in schools, namely: creating supportive environment to literacy education, reviewing school's social and affective environment as a model of literacy communication and interaction, and trying to make the school a literate learning environment. In the third aspect, (c) creating community digital literacy movement by setting movement goals and having a digital literacy movement strategy for the community. Thus, there are several things that need to be done, such as: training on how to use digital programs or devices, training on

using internet devices and programs intelligently, and disseminating reference materials on legal and ethical issues in the use of digital media (Mustofa & Budiwati, 2019).

To improve children's critical, creative and positive thinking abilities in using digital media in everyday life, a culture of digital literacy needs to be strengthened in families and schools. Children's digital literacy must also be wisely guided and developed by parents and teachers. In addition, increasing children's digital literacy will develop their ability to use and manage digital media (information and communication technology) in a more balanced, intelligent, thorough and accurate manner. This also allows them to obtain information that is useful for their needs and fosters more harmonious communication and interaction with their environment.

CONCLUSSION

Digital literacy is an important thing that parents, teachers and children must have in using digital technology. The convenience offered by digital media has kept its users away from direct interactions with others. The ease to access information and entertainment can lead to negative effect if digital literacy is not provided, such as by prohibiting certain shows and hoax news. Children as active users of digital media must be given direction and guidance in using digital technology. The role of parents and teachers as guides is expected to prevent children from committing deviations. Both at home and school, every party must always pay attention to children so that the goal of accessing digital media can be achieved in a healthy manner. Therefore, parents and teachers need to collaborate and synergize in providing understanding of digital literacy to children. This synergy in providing digital literacy education can be forged by parents and teachers through smooth communication. The school can also provide an online platform for sharing and parent-teacher meetings. Besides, parents can also have initiatives to contact the teachers to monitor their children.

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