

Implementation of Digital Literacy Movement in Students of Sekolah Dasar Negeri 09 North Pontianak

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Abstract: The digital literacy movement helps students to develop critical and analytical thinking skills in evaluating digital information, so that they can distinguish true and useful information from misleading or harmful information. This study aims to explore the implementation of digital literacy at SDN 09 North Pontianak, identify challenges and supporting factors in the learning process. Using a qualitative approach and descriptive design, this study collected data through observation, interviews with the principal, teachers and students, and documentation. The findings show that although the school has shown commitment by providing infrastructure such as Chromebooks and projectors, challenges such as limited access to technology at home and students' fear and hesitation in using digital devices remain. Learning strategies involving collaboration between low- and high-ability students were implemented to improve digital literacy skills. This study concludes that the success of digital literacy at SDN 09 North Pontianak relies heavily on support from parents and the community, as well as a gradual approach to the introduction of technology. With the right support, schools can prepare students to face the challenges and opportunities of the digital era.

Keywords: Challenges, Digital Literacy, Elementary School, Implementation Strategies, Supporting Factors

INTRODUCTION

In the context of education, the curriculum is defined as a series of learning experiences that students must go through to achieve certain educational goals. According to the National Education System Law No. 20 of 2003, the curriculum is a set of arrangements regarding the objectives, content, and subject matter as well as the methods used to guide learning activities in order to achieve educational goals (Republik Indonesia, 2003). The curriculum has several main components, namely objectives, content, methods and evaluation. Objectives are related to the direction and goals to be achieved, content includes subject matter that students must learn, methods are ways of delivering material, and evaluation serves to assess student achievement of predetermined goals (Rahayu, 2023). An important effort in preparing the younger generation to face the increasingly complex digital era.

Tuna, (2021) states that the education curriculum in elementary schools has now integrated aspects of digital literacy, which includes the ability to understand, evaluate, and

utilize digital information responsibly. This curriculum encourages students to think critically, creatively, and collaboratively in accessing, processing, and disseminating digital information. This is in line with the goals of national education to form a generation that is noble, intelligent and skilled. Digital literacy is a special form of literacy that involves the ability and skills of language, reading, writing, speaking, calculating, and solving problems at a certain level needed in everyday life involving digital technology. According to Cynthia & Sihotang, (2023) digital literacy is a necessity that is needed by connected generations such as children and young people because it will be easier for them to get the opportunities and benefits that exist.

The importance of the digital literacy movement today cannot be denied. According to Hendayana et al., (2024) in the digital era, access to information is very easy to obtain, but not all information circulating on the internet can be accounted for. The digital literacy movement helps students to develop critical and analytical thinking skills in evaluating digital information, so that they can distinguish true and useful information from misleading or harmful

information. It also helps students to develop the ability to communicate and collaborate effectively through digital platforms. The digital literacy movement in elementary schools also plays an important role in shaping the character of students who are smart, creative and noble. Through this movement, students are taught to use digital technology wisely and responsibly, so as to minimize the negative risks that may be caused by uncontrolled use of digital technology (F. Hidayat et al., 2024). This movement also helps students to develop critical, creative, and collaborative thinking skills in accessing, processing, and disseminating digital information.

The digital literacy movement in elementary schools is a very important strategic step in preparing the younger generation to face challenges in the digital era. With the integration of digital literacy in the curriculum, students are not only taught to use technology well, but also trained to think critically, creatively and responsibly in accessing information. Despite challenges such as limited access to technology and lack of support from relevant parties, collaboration between schools, parents and communities can create a supportive learning environment. The success of this movement will have a significant positive impact on the development of education in Indonesia and build smart and noble student characters. Therefore, this research was conducted to find out and improve digital literacy must continue to be done so that the younger generation is ready to face an increasingly complex and connected world.

METHODS

This research used a qualitative approach with a descriptive design to comprehensively describe and understand the implementation of digital literacy at SDN09 North Pontianak. Qualitative research emphasizes phenomena that occur around us and the substance of the meaning and phenomena, analysis and discussion in qualitative research are more emphasized on the use of words and narratives that are based on the results of data collection in the field (Bariah et al., 2024). The research was conducted for two months, starting in mid October, at SDN 09 Jalan Budi Utomo Parit Nenas Dalam, Siantan Hulu Village, North Pontianak District, Pontianak City, West Kalimantan.

The research target is an in-depth understanding of how digital literacy is implemented in the school, including strategies, constraints, and supporting and inhibiting factors. The research subjects consisted of the principal, a teacher and two students (one each from low and high grades). The selection of subjects was based on their direct involvement in the process of implementing digital literacy at school. Data collection was conducted through three methods: participant observation to directly observe the implementation of digital literacy; structured interviews using pre-prepared interview guidelines with the principal, teachers and students; and documentation in the form of relevant photographs (digital literacy implementation, library room, student learning activities and learning tools). The data collected was analyzed using Miles and Huberman where analysis process included data reduction, data display, and concluding data from observations, interviews and documentation (Sugiyono, 2022). Data interpretation was linked to relevant digital literacy theories and concepts to answer the research questions and produce a comprehensive description of the implementation of digital literacy at SDN 09 North Pontianak.

RESULT AND DISCUSSION

In this digital era, digital literacy is not only the ability to use technology, but also the ability to think critically and responsibly in utilizing it (Nisa, 2024). In today's digital era, digital literacy skills are very important to deal with the rapid development of information and communication technology. The development of this technology has had a major influence on various sides of life, one of which is in the world of education, especially at the elementary school (SD) level (Rahmah et al., 2023). Pangestu, (2024) stating that digital literacy in elementary schools is the ability to use digital media properly, correctly, and responsibly to obtain learning information. find problem solutions, complete learning tasks, and communicate various learning activities. Therefore, elementary schools must be committed to instilling understanding and digital literacy skills to students and also realize the importance of digital literacy of learners to face challenges and opportunities in a world that is increasingly dependent on technology, moreover digital literacy is one of the supporting factors in

improving education at this time (Aini & Nuro, 2023).

Based on the results of the principal's interview, "We don't have a special program for digital literacy, but we have a program for watching videos together. So, it's just an activity in the library. But for the classroom, we don't have one yet." This suggests that SDN 09 North Pontianak has shown a strong commitment to improving digital literacy among its students. Although it does not yet have a structured and specific formal program, the school has taken proactive steps to introduce the concept of digital literacy and equip students with relevant skills. This effort is particularly important given the low level of digital literacy in Indonesia in general (Ningrum et al., 2024). The principal stated that one of the steps the school has taken is the provision of 20 units of Chromebooks to support technology-based learning. "Actually, from the school, we already have Chromebooks, yes. There are 20 Chromebooks, that's all. So, for equal distribution to all levels of digit participants, it is not yet possible for the lower grades, because they are not yet proficient in using it, so they are not used to it. But, in the higher grades, for Chromebooks, we have started" The school realizes that there are challenges in terms of student readiness, especially in the lower grades, so training and mentoring in the use of technology devices is very important. To overcome this, the school applies a gradual approach in the introduction of technology, starting with the use of visual aids such as projectors to deliver learning materials. "If we use infocus, it relates to material that is difficult to explain in the shadows. Because if we just tell stories, children find it difficult to imagine. So, using the media, children understand more easily." This activity aims to reduce students' anxiety, help them adapt to new technology gradually, and utilize existing media to help understand the learning process in class and students are enthusiastic and easier to focus on their learning (N. T. Hidayat & Mulyono, 2023)

In line with the results of the interview the grade 5 teacher stated "I plan to use group learning strategies to help low ability children access and understand digital materials. This strategy will involve grouping low-ability children with high-ability children, so that they can help and learn from each other." From this statement it can be concluded that the strategy in

using cromebooks in class 5 is the STAD cooperative learning method, STAD cooperative learning is a learning approach that involves students working together in groups between low and high ability students to build concepts, complete tasks, solve problems, or achieve a common goal (Divya et al., 2024). This strategy aims to allow low and high ability students to access and understand digital materials together and low ability learners get direct assistance in using Chromebooks and accessing digital learning resources. In addition, this grouping allows several students to share one crome book, so that all students can participate in learning activities using the cromebooks. All of this aims to improve children's digital skills so that they can use digital technology wisely and productively. Overall, SDN 09 North Pontianak has demonstrated a strong commitment to developing students' digital literacy, although it is still in its early stages. The gradual approach, utilizing various digital resources, shows great potential to prepare students for the challenges and opportunities of the digital era. The success or failure of this initiative depends on the supporting and inhibiting factors at this school.

Supporting factors for the implementation of digital literacy in SDN 09 Pontianak Utara.

Based on the results of the principal's interview, several supporting aspects are factors for the success of digital literacy at SDN 09 East Pontianak "Because we have several Chromebooks, especially for teachers who do not have laptops or large laptop constraints. Secondly, we have several infocuses too. So, for school equipment, if it is digital, God willing, it is adequate" The introduction of digital literacy at SDN 09 East Pontianak is successful due to the support of adequate resources, including Chromebooks, projectors and stable internet access that allow interactive learning and access to diverse information. This is reinforced by the statement Inayah et al., (2020) that access to technology infrastructure and resources is a basic prerequisite for improving digital literacy. And also "actually if the teacher resources are very supportive, yes. Here we also have some great teachers" Great teachers, Teacher support as a motivator and facilitator is very important in guiding students in utilizing technology for learning, as well as creating a comfortable and motivating learning atmosphere.

Teachers can also increase their understanding and responsibility in using digital access. In essence, teachers are very important in this case, because teachers have a central role in building literacy habits both at school and at home (Mursak et al., 2024). In building digital literacy habits at home, of course, the role of parents is also important in building students' habits, especially habits at home (Diputra et al., 2020). Moreover, the age of elementary school children is an age that is in the zone of proximal development so that guidance from people will help students develop better digital literacy skills.

Factors inhibiting the implementation of digital literacy in SDN 09 Pontianak Utara.

Based on the interview with the grade 5 teacher, limited access to technology, fear and hesitation in using technology are inhibiting factors in implementing digital literacy. "Technology limitations, not all children at school have access to technology at home, so they are less accustomed to using computers or laptops. Fear and hesitation, some children are still hesitant and afraid to use computers, especially those who have never used them before." So, these two inhibiting factors are internal and external factors, according to Chania et al., (2023) internal factors include personal motivation, habits, and individual interest in a particular topic. Someone who has high curiosity tends to be more easily encouraged to read. On the other hand, external factors such as family support, social environment, and available facilities. From these factors shows the importance of school efforts to improve technology accessibility for all students and provide standardized lessons in order to build their confidence. This research is also supported by Setiadi, (2021) stating that internal and external factors can affect the smooth implementation. Lack of student motivation is also the reason above. However, this inhibiting factor can be overcome by teachers who fully utilize themselves as facilitators and motivators. because, this is one of the duties and functions of teachers in order to increase student interest (Juliana et al., 2023).

COCLUSION

Based on the results of the discussion, this research shows the importance of digital literacy at SDN 09 North Pontianak in facing the

challenges of education in the digital era. The school has demonstrated a strong commitment to developing students' digital literacy skills through the provision of adequate infrastructure, such as Chromebooks and projectors, as well as support from competent teachers. Although still in its early stages, these efforts reflect an awareness of the need for technology integration in the learning process. In addition, learning strategies involving collaboration between low- and high-ability students are also implemented to help all students better access and understand digital materials. However, challenges remain, such as limited access to technology at home and students' fear and hesitation in using digital devices. These factors point to the need for additional support from parents and the community to increase students' confidence in using technology. With a gradual and collaborative approach, as well as efforts to improve technology accessibility, SDN 09 Pontianak Utara can build better digital literacy skills and prepare students to face opportunities and challenges in an increasingly technology-dependent world.

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