

Developing Students' Digital Literacy with Character Education Content toward the Era of Society 5.0.

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ABSTRACT

This study aims to determine and identify students' digital literacy skills and proficiency, as well as how to integrate character education and digital literacy to prepare students to face the demands and challenges of the digital world. This study involved three (3) teachers and seventy-five (75) students from grade VII, VIII, and IX at SMP Negeri 1 Kota Ternate. The methods used were classroom observation, interviews, and analysis of the character education content in the curriculum. The results showed that students are able to utilize media, tools, methods, and learning strategies based on digital technology, such as in focus, computers, online learning applications, online educational games, and classroom chat, which have provided an interesting, enjoyable, challenging, enthusiastic, critical, insightful, and character-building learning experience for students. In the learning theme, teachers integrated character education, such as tolerance and mutual respect, fostering love for the country and nation, obeying applicable regulations, and developing tolerance and mutual respect in the civics education subject. In science learning subjects, the integrated characteristics of education are precision, cooperation, responsibility, and the ability to make good decisions in group discussions, practicums, and observations. In English lessons, character education appears as an attitude of gratitude (religious), discipline, responsibility, communication skills, self-confidence, tolerance, and respect for differences.

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INTRODUCTION

Technology plays a significant role in education by providing tremendous assistance in the learning process and knowledge development. In addition, technology also serves as a communication tool between teachers and students. However, in the education context, it is important to remember that technology has both positive and negative impacts. One example of a negative impact is cases such as cyberbullying, fights between students, and sexual violence against children, which reflect the weaknesses in the nation's character (Kezia, 2021). Therefore, it is essential to provide insight and guidance to all children from an early age, thus, society can instill positive traits and behaviors from an early age.

One of the main objectives of Society 5.0 is to address challenges in the education sector, especially despite rapidly developing technology. Rapid technological developments require the education system to adapt to the era of character-based digitalization. To respond to the challenges of Society 5.0, education must be well-packaged and prepared to evolve with the times (Marisa, 2021).

A common problem in education is the decline in students' character. As life has become increasingly digital, everything is so easily accessible through technology. Until now, many students have been free to do whatever they want in the digital world, including uploading photos that violate ethical standards. Students' sense of modesty has eroded, leading them to act without restraint in the digital world (Mahendra, Nugraha, Nurani, & Hikmatyar, 2020).

Character education plays a crucial role in shaping individuals who can deal with the complexities of the digital world wisely and responsibly. Character education also strengthens independence and critical thinking skills, which are essential in filtering information encountered in the virtual world. Education is the largest investment in developing and shaping human resources (Sapdi, 2023). By understanding these values, individuals will be better able to determine the direction and quality of their interactions in the digital realm. With technology increasingly permeating everyday life, digital literacy is no longer just the ability to operate software or hardware. Digital literacy encompasses a deep understanding of digital ethics, online security, critical skills in filtering information, and the ability to collaborate and innovate in a digital environment.

The results of field investigations conducted by Hasan et al. (2024) in Ternate City found problems related to the lack of financial and human resources in the wise and effective use and utilization of technology, including: (1) the lack of teacher competence in using communication and information technology to support more varied and enjoyable learning, and (2) complaints from parents and teachers about students' inappropriate use of smartphones at school and at home. Another observation conducted by Jusnita and Ali (2022) on the internet usage behavior of junior high school, high school, and university students in the city of Ternate found that, in addition to actively searching for information on the internet

for academic purposes, the youth of Ternate also play an active role as content providers on various social networks.

In response to the above conditions, research on the development of digital literacy with character education content needs to be carried out early through the adaptation of the education system, especially at the basic level of education, to prepare a generation capable of facing the challenges of the 5.0 era with comprehensive technological intelligence. A strong character education can provide a moral foundation for individuals in facing ethical dilemmas that often arise in the digital space. Building values such as integrity, empathy, and respect for privacy are key to shaping positive online behavior.

With this approach, character education in the era of society 5.0 can be well established. This can help students develop an understanding of character values that are important in their digital lives, such as digital ethics, online responsibility, cooperation, and critical thinking in filtering the information they receive. In addition, digital literacy can also increase students' understanding of the impact of technology and help them develop relevant skills to face challenges and opportunities in the digital age.

RESEARCH METHOD

The method used in this study is a qualitative method with observation, interview, and curriculum analysis techniques. This study aims to determine and identify students' digital literacy skills and proficiency, as well as how to integrate character education and digital literacy in preparing students to face the demands and challenges of the digital world. Qualitative research requires sharp analysis, objectivity, systematicity, and systemicity to obtain accuracy in interpreting data. Through this method, researchers observe, analyze, and describe data descriptively and qualitatively in accordance with the research objectives. Creswell (2017) asserted that qualitative research is research that explores a case in depth, collecting complete information using various data collection procedures. This case can be an event, activity, process, or program. The study involved three (3) teachers and three classes of students (75 students) from grades VII, VIII, and XI in different disciplines teaching backgrounds such as civic education (PPKN), English language, and the Study of Science (IPA). Classroom observations were conducted to observe the learning process directly in the classroom. The interview data and curriculum analysis were analyzed based on themes through data reduction, data display, and conclusion.

RESULTS AND DISCUSSIONS

Result

Class observation data show students' digital literacy skills in responding to teacher instructions during the teaching and learning process in the classroom. At school, students are allowed to bring cell phones, which are used as a means of communication between students and their parents for important matters such as pick-up or drop-off times. Before the learning

process begins, students must collect their cell phones in a basket distributed by the class president so that they can retrieve them during breaks and after school. There are several subjects and specific learning themes where students are monitored using cell phones as a medium to access learning information. The theme "Behavior Supporting Nusantara Insight" in the subject of Civics Education (PPKN) is one of the materials taught using digital learning media in the form of videos and images displayed through an in focus or projector. Students observe, identify, understand, and conclude the content of the material and complete assignments according to the available LKPD. Students were asked to access an online news link on local television about a number of students who were arrested by the police for being involved in a brawl. The teacher's character lesson, based on the news broadcast, taught students how to avoid gang fights by instilling Pancasila values such as tolerance and mutual respect, promoting patriotism, adhering to applicable rules, cultivating tolerance and mutual respect, rejecting hatred, and expressing opinions through proper channels. The use of digital media in the classroom learning process ended with students completing an online quiz in the form of Kahoot! games. Clear instructions from the teacher made it easy for students to complete the quiz.

In the Natural Sciences (IPA) class, covering the topics of vibrations, sound waves, and light waves, students are asked to observe daily activities that can produce vibrations from objects. Students collectively accessed YouTube links on their smartphones to watch examples of vibrations, including those on guitar strings which produce sound, pendulums used as timepieces, spider webs used to search for prey, windows during thunderstorms, and cell phones to indicate new messages. Not all students brought their cell phones, so they had to share them with their friends to determine examples of vibrations on YouTube. Students were skilled in performing tasks and following the teacher's instructions so that the learning process ran well. Character education in the vibration material was integrated through various learning activities, such as group discussions, practicums, and observations. The goal was to instill positive values such as accuracy, cooperation, responsibility, and the ability to make good decisions.

In English class, the teacher used the discovery learning model with a scientific approach to the material "My Favorite Food." Students were asked to illustrate one of their favorite foods, snacks, and drinks, along with their taste and shape. Through videos and pictures shown by the teacher, students observed, described, and reported their observations according to the available worksheets. Students were very excited and enthusiastic about participating in the lesson and completing the tasks given by the teacher, especially during the reflection stage, when students were asked to access the World-wall game application link on their mobile phones (<https://wordwall.net/resource/76396467>). Students can use and use their digital literacy skills as needed for learning and remain under the supervision of teachers.

Data from interviews with teachers, parents, and students provide a clear picture of

students' digital literacy skills and mastery in the process and integration of character education and digital literacy as preparation for facing the demands and challenges of the digital world. The aspects of the interviews explored in relation to students' digital literacy with character education content are 1) general understanding and challenges, 2) teaching strategies and practices, and 3) stakeholder roles and the future.

1. General understanding and challenges.

The term literacy is very familiar among the community and parents, especially in school environments. For students, digital literacy is their ability to understand, use, and communicate information through technological or digital devices such as mobile phones, television, the internet, computers, and others that can be used as material or content for effective use. Students are very enthusiastic when using electronic media such as projectors, computers, and mobile phones in the learning process. The role of digital literacy in positively facing future challenges has had a tremendous impact on the use of technology in the world of learning. The use of effective, efficient, and innovative learning media continues to be rolled out with attractive features to make it easier for students and teachers to access and apply the platform. According to the teacher, "The challenges faced in developing students' digital literacy in schools are limited technological facilities." Not all schools have computer laboratories, stable internet access, and student cell phone ownership is also limited. Students are vulnerable to cyberbullying, online fraud, and lack of understanding of the importance of maintaining digital privacy.

Parents admitted that not all of them understand digital literacy, making it difficult to guide their children at home. The role of character education in building positive and responsible digital literacy that teachers implemented was to guide students to be responsible for the school assignments. Students maintained teachers' trust not to access other websites or social media when they were allowed to use cell phones in learning. Teachers encouraged students to create positive digital works (articles, educational videos, creative content) that are beneficial to society. Some examples of cases that show the negative impact of a lack of digital literacy on students and how to overcome it are when students are addicted to gadgets and online games. Parents recognized that "students play games more than they study, resulting in a decline in academic achievement." The solution applied is digital well-being (regulating gadget usage time), involving parents as controllers of cell phone usage at home, and teachers encouraging student involvement in alternative activities such as sports and arts. Additionally, cases of cyberbullying (online harassment), where students mock their peers through social media/comments, can cause psychological trauma for the victim. Solutions implemented by teachers and parents include character education (empathy, tolerance), strict rules at school regarding digital ethics, and counseling for both victims and perpetrators.

2. Teaching Strategies and Practices.

The implementation of digital literacy activities at SMPN 1 Ternate has been ongoing since 2018. Teachers explained that it was actively implemented during the COVID-19 pandemic in 2020 and continues to be implemented today in line with current technological developments. The assessment process (inputting student grades) is done online to the center, so there are no further changes to the grades once they have been inputted. The forms of digital literacy that have been implemented by teachers both in and outside of learning activities include: creating presentations from Canva, using Instagram specifically for collecting assignments. Students upload their assignments to their IG and tag their teacher's Instagram. Assignments can be handwritten, PowerPoint presentations, Canva presentations, or videos. In addition to Instagram, students upload video assignments to YouTube channels. Outside learning activities, teachers build digital communication by using WhatsApp groups to communicate with students and parents. Teachers also implement Digital Security Practices, which include reminding students about the importance of protecting personal data and passwords, as well as recognizing forms of fake news.

The strategy implemented to develop students' digital literacy, especially in relation to character education based on teachers' interviews, was to control the use/access of cell phones during the learning process in class (under the supervision of the teacher). Mobile phone access is in accordance with the learning objectives and themes. Teachers check whether students have completed their assignments or not, and if there are any obstacles, teachers approach students to determine the obstacles or reasons for not completing the assignments. Teachers ensure that students are involved in a creative and innovative digital literacy learning process by using learning media such as LCDs in presenting material. Educational game applications are chosen by teachers to create interesting learning experiences for students. Teachers do not limit the methods or strategies used by students in completing tasks.

3. The Role of Stakeholders and the Future.

Parents and the community agreed that they have their important roles to play to ensure that students' digital literacy does not only focus on technological skills but also on **character education**. This support makes learning at school more sustainable and relevant to everyday life.

Parents strongly support every school policy that promotes student development and educational progress, one of which is the use of digital technology in the learning process, namely, mobile phones. Students use mobile phones to access information or learning materials, download the latest learning applications, collect assignments via chat rooms, communicate, and discuss with teachers, among others. Teachers and parents serve as role models in managing cell phone usage time. They use social media politely by not

spreading hoaxes that will later be seen or read by students. Set privacy and content control settings at an early age. The community's role in supporting the development of students' digital literacy is carried out through character-based digital literacy campaigns such as seminars or socialization about anti-hoaxes or hate speech, social media ethics, etc. Some recommendations from teachers and parents to improve students' digital literacy in schools include providing stable internet or network facilities in schools, maximizing the use of computer labs, improving teachers' competence in the use of digital technology through training in digital-based learning media, and collaborating with parents and the community through digital parenting workshops so that parents can accompany and control their children's use of digital media. The role of teachers, parents, and the community is to moderate and control the rapid spread of sensitive content and issues in the world of social media. The future of digital literacy for students in Indonesia in facing Society 5.0 is not only a matter of technological skills but also mental, social, and character readiness. The greatest hope of teachers and parents is the formation of a digital generation that is not only technologically savvy, but also has character, creativity, and global competitiveness, so that they can become the driving force of Indonesia in the era of Society 5.0.

DISCUSSION

Technology currently plays a significant role in education by providing tremendous assistance in the learning process and knowledge development. In addition, technology also serves as a communication tool between teachers and students. However, remember that technology has both positive and negative impacts in the context of education. One example of a negative impact is cases such as cyberbullying, fights between students, and sexual violence against children, which reflect the weaknesses in the nation's character (Kezia, 2021). Therefore, it is essential to provide insight and guidance to all children from an early age so that society can instill positive traits and behaviors from an early age.

Classroom and school environment observations at SPMN 1 Kota Ternate showed how important it is to use and apply technology in education to help and make learning easier in the classroom. The use of media, tools, methods, and learning strategies based on digital technology, such as in focus, computers, online learning applications, online educational games, and classroom chat, in Civics, Science, and English subjects provides an interesting, enjoyable, challenging, enthusiastic, critical, insightful, and character-building learning experience for students. In each subject or field of study (Civics, Science, and English), there was character education content in each subtopic. In the PPKN subject, for example, the characteristics of learning content highlighted are practicing the Pancasila values of tolerance and mutual respect, fostering a love for the country and nation, obeying applicable regulations, and developing tolerance and mutual respect. Digital media was used in the classroom learning process by showing videos of gang fights using a projector. The final

material was concluded with students completing an online quiz in the form of Kahoot! Games.

In the Natural Sciences (IPA) lessons, character education in the 'Vibration' material is integrated through various learning activities, such as group discussions, practical work, and observation. The aim is to instill positive values such as accuracy, cooperation, responsibility, and good decision-making skills. Students collectively access YouTube links on their smartphones to directly observe examples of vibrations, such as: vibrations on guitar strings that produce sound, vibrations on pendulums used as timepieces, vibrations on spider webs to search for prey, vibrations on windows during thunderstorms, and vibrations on cell phones to signal new messages.

In English class, character education integrated into the "My Favorite Food" material teaches gratitude (religious), encouraging students to be thankful for the food they have and to realize that not everyone is as fortunate as they are. Discipline in completing tasks (e.g., writing a descriptive text about their favorite food within the allotted time). Responsibility in completing presentation/writing tasks about their favorite food correctly and honestly. Communication skills: Training students to be brave enough to speak and share stories about their favorite foods in front of the class. Confidence in expressing opinions in front of friends using simple English. Tolerance and respect for friends' different favorite foods (some like local foods, some like foreign foods). Love for the country encourages students to introduce Indonesian specialties (e.g., satay, rendang, gado-gado) as part of their cultural pride.

The results of the interviews on the general understanding and challenges in developing students' digital literacy with character education content toward the Society 5.0 era show that the term digital literacy is already very familiar in schools, homes, and communities. In implementing learning in schools, teachers are required to use technology-based learning media that can help increase learning motivation, critical thinking, and student interest in learning materials. The use of cell phones in class can be permitted according to learning needs. Teachers guide students to be responsible for the school assignments given. Students maintain the trust of teachers by not accessing other websites or social media when given access to use cell phones in learning. Encourage students to create positive digital works (i.e., articles, educational videos, creative content) that are beneficial to society.

In line with this, Ozdamar-Keskin et al. (2020) explain that technology in the 5.0 era has a broad influence on all areas of life, such as health, urban planning, transportation, agriculture, industry, and education. In the future, technology in society 5.0 will have both positive and negative impacts on national education in Indonesia. In the context of education, this means adopting more advanced technology to facilitate the learning process, such as the use of "AI" in student data analysis, the development of customized curricula, and the use of digital platforms for distance learning. By implementing the concept of Society 5.0, it is hoped that greater progress can be achieved in the field of education and that future generations will

be better prepared to face the challenges of the future (Yuniarto & Yudha, 2021).

However, the facts and challenges faced in developing students' digital literacy are that students are addicted to gadgets and online games, students play games more than they study, resulting in declining academic performance. Parents control the use of cell phones at home, while teachers encourage student involvement in alternative activities such as sports and arts. Teachers and parents can implement character education (empathy, tolerance), strict rules at school regarding digital ethics, and counseling for victims and perpetrators. Another challenge faced is the limitation of technological facilities. Not all schools have computer laboratories, stable internet access, and student cell phone ownership is also limited. Many schools still emphasize traditional learning methods, so the integration of technology is slow. In addition, not all parents understand digital literacy, making it difficult to guide their children at home.

The data above is consistent with the explanation by Ramadan et al. (2021) that human ignorance in dealing with the digital world has led to the misuse of digital media at various levels, whether personal, social, or national. In this context, education must continue to equip individuals with a deep understanding of the digital world, including an awareness of risks, digital ethics, and the ability to use digital media wisely. With this understanding, individuals will be able to face the challenges and risks in the digital world, as well as take advantage of the opportunities offered productively and responsibly (Latif, 2020).

The strategy implemented to develop students' digital literacy, especially in relation to character education, is to control the use/access of cell phones during classroom learning (under teacher supervision). Cell phone access is allowed in accordance with the learning objectives and themes. Teachers check whether students have completed their assignments or not, and if there are any obstacles, teachers approach students to determine the obstacles or reasons for not completing the assignments. Teachers ensure that students are involved in a creative and innovative digital literacy learning process by using learning media such as LCDs in presenting material. Educational game applications are chosen by teachers to create learning that is interesting for students. Assignments are tailored to the students' abilities. Teachers do not limit the methods or strategies used by students in completing assignments. To measure the success of the student digital literacy program, character education indicators are measured in the learning process.

The digital literacy designs that have been implemented by the teachers both in and outside of learning activities include: creating presentations using Canva, using Instagram specifically for collecting assignments. Students upload their assignments to their Instagram accounts and tag their teachers' Instagram accounts. Assignments can be handwritten, PowerPoint presentations, Canva presentations, or videos. In addition to Instagram, students upload video assignments to YouTube channels. Outside learning activities, teachers build digital communication by using WhatsApp groups to communicate with students and

parents. Teachers also implement Digital Security Practices, which include reminding students of the importance of protecting personal data and passwords, as well as recognizing forms of fake news.

Parents strongly support every school policy that promotes student development and educational progress, one of which is the use of digital technology in the learning process, namely, mobile phones. Students use cell phones to access information or learning materials, download the latest learning applications, collect assignments through chat rooms, communicate, and discuss with teachers, among others. Teachers and parents serve as role models in managing cell phone usage time. The community's role in supporting the development of students' digital literacy is carried out through character-based digital literacy campaigns such as seminars or socialization about anti-hoaxes or hate speech, social media ethics, etc. The hopes of teachers, parents, and the community regarding the future of students' digital literacy in Indonesia, especially in facing Society 5.0, are that students will become a digitally literate and critical generation, able to filter information, not easily fall for hoaxes, and dare to speak the truth. They will become a honest generation, responsible, disciplined, and ethical in using social media.

One of the most important actors in education is a teacher (Suseno et al., 2022). Teachers must be able to serve as role models, reflections, and/or examples for students, starting from their attitude, character, and behavior, especially the mindset that must be instilled in students that character is the most important thing in education. Therefore, the education sector must play a role in developing students' potential in all aspects, including character education. Innovators need and educators to help students develop awareness of the healthy and balanced use of technology. In addition, privacy protection and online security must also be considered in the use of technology in education (Ismail, 2015).

Through curriculum integration, habituation, social projects, and character-based assessment, students are not only digitally literate but also wise, ethical, and responsible in the digital world. Digital literacy character education can be incorporated into all subjects at school by emphasizing honesty, responsibility, ethics, critical thinking, creativity, and empathy. In this way, students not only learn technology but also how to be moral digital citizens. Parents play the role of first educators: setting an example, accompanying, and instilling character values in the use of technology. The community plays the role of a supportive environment: creating a healthy digital ecosystem that facilitates students to learn, work, and behave ethically in the digital world.

CONCLUSION

Digital literacy isn't just about being able to use gadgets but also about how people can think critically, creatively, ethically, and safely when utilizing technology to support a more humane life in the era of Society 5.0. Developing students' digital literacy in schools faces challenges in infrastructure, educator competency, access gaps, learning content, ethics, and

the learning environment. Character education serves as a moral foundation so that digital literacy is not only about technological skills but also fosters positive, ethical, critical, and responsible attitudes toward using the digital world. Lack of digital literacy in students can impact information, ethics, academic achievement, and even personal safety. The way to address this is by combining character education, strengthening digital literacy in schools, parental involvement, and appropriate supervision policies. Strategies for developing student digital literacy must combine technological skills and character values, so that students are not only digitally literate but also wise, critical, honest, and responsible in the online world.

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