



The Effect of Digital Literacy Skills on The Responsible Character of Elementary School Students from The Perspective of SDGS

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Abstract

The industrial revolution 4.0 is very instrumental in the realm of education to prepare the nation's generation to be able to face technological advances so that the use of technology must be accompanied by digital literacy skills. This study aims to see the digital literacy skills and responsible character of students and to determine the magnitude of the influence between digital literacy skills and students' responsible character. The research method used is correlation with a quantitative approach with a population of 30 respondents in elementary schools. The questionnaire is one of the data collections and the data analysis technique used is the *product moment* correlation test. The results showed that most students have been able to operate the internet well and have had a responsible character. There is a positive relationship shown from the acquisition of r count of $0.385 > r$ table 0.361 . The magnitude of the influence of digital literacy skills with responsible character is 15% and the remaining 85% is influenced by other factors not related to this study.

Keywords: Digital Literacy, Responsible Character, Primary School, SDGs

1. INTRODUCTION

The rapid development of Science and Technology (Science and Technology) can have a good social impact in various countries, especially Indonesia. The existence of science and technology aims to facilitate human needs and activities by utilizing technology, such as making it easier to communicate, learn via the Internet, and get information easily [1]. The use of science and technology today is closely related to the use of digital media technology which is useful for accelerating the

dissemination of information throughout the world or is said to be entering the era of the industrial revolution 4.0.

The Industrial Revolution 4.0 is characterized by the Cyber-Physical System (CPS) the use of digital technology that it can form connectivity between people around the world controlled by machine devices known as the Internet of Things (IoT) [2]. The importance of industrial revolution 4.0 can provide good benefits to human welfare and interests so that work becomes efficient, provides information openly around the world, and facilitates economic activities such as the use of digital payments and e-commerce [3]. Efforts that can be made in the challenges of the Industrial Revolution 4.0 are to prepare infrastructure, education programs, and skills that are useful for realizing human resources who can master technology. Currently, the use of technology in the Industrial Revolution 4.0 can be used by various ages from children to the elderly for personal or communication purposes.

The Industrial Revolution 4.0 is very instrumental in the realm of education to prepare the nation's generation that faces the rapid advancement of technology. The use of technology can also be utilized by the education sector such as students to facilitate the learning process and communication with teachers and friends. The importance of mastering technology in the 4.0 era is to facilitate learning according to needs so that students can work together in solving problems in the teaching and learning process. Therefore, technology-based learning is one aspect of teachers in utilizing digital technology [4].

The era of the Industrial Revolution 4.0 is one of the challenges in Indonesia in achieving educational quality goals. Currently, there is a long-term program from the United Nations (UN) called *Sustainable Development Goals* (SDGs) which aims to maximize the potential and resources available in each country, one of which is in the field of education. [5]. The learning process can be done by utilizing educational technology to be effective, efficient, and interesting for the younger generation. Educational technology is a facilitating aspect and an innovative learning strategy in achieving the SDGs goals. The utilization of educational technology is useful for training future skills such as critical thinking, creativity, problem-solving, and adaptability [6]. Therefore, the use of technology must be accompanied by good digital literacy skills.

The digital era is one of the challenges in Indonesia in improving the quality of education. Currently, there is a long-term program from the United Nations called Sustainable Development Goals (SDGs) which aims to maximize the potential and resources available in each country, one of which is in the field of education [5]. The learning process can be done by utilizing educational technology to be effective, efficient, and interesting for the younger generation. Educational technology is a facilitating aspect and an innovative learning strategy in achieving the SDGs goals. Using educational technology is useful to train future skills such as critical thinking, creativity, problem-solving, and adaptability [6]. Therefore, the use of digital media must be accompanied by good digital literacy skills.

Digital literacy is one of the important aspects that must be possessed in operating technology wisely. Digital literacy is a person's ability to understand and obtain information from various sources and is easily accessed through technology

and networks such as devices, laptops, computers, and websites [7]. The importance of digital literacy for elementary school students who are already able to operate the use of digital media is so that students can process information properly by sorting out the sources of information obtained and understanding the use of social media in line with their age [8]. However, if the use of technology is not accompanied by digital literacy skills, it will have a negative impact on its users.

One of the problems if students do not have digital literacy skills is the misuse of the internet such as bullying online, not being able to manage information properly so that they are easily exposed to hoaxes, easily deceived due to not understanding the use of online transactions. [9]. Another problem that often occurs in elementary school students is the excessive use of games that neglect time and other activities such as not wanting to study, arguing with parents, easily berating their friends, being more emotional, and even having an impact on the decline in children's eye health [10]. If literacy skills continue to be neglected, it can cause psychological disorders, especially in children and adolescents because they are not yet able to understand the consequences of using digital media [11].

Responsible character is also one of the characters that students must have. Responsible character is a human attitude or behaviour in performing tasks that are being mandated in the form of obligations to God Almighty, society, the natural and cultural environment, the state, and oneself [12]. Therefore, it is important to teach the attitude of responsibility to children from an early age because it can be useful for training and recognizing these character values to be applied in everyday life [13]. The essence of responsibility cannot be formed by itself if there is no habituation process in the family environment or at school.

One example of a responsible character that is carried out during classroom learning according to Ardila, Nurhasan, and Salimi [14] is a student who dares to act, and dares to be responsible for all the risks of his actions which include being responsible for completing the tasks that have been given, carrying out instructions as well as possible, being able to manage time well according to what has been determined, taking things seriously, being focused and consistent, not cheating on friends' assignments, and studying diligently as a responsibility to be a student. The process of approaching teachers and students will be good when the learning process takes place because it can instil the value of responsibility for the actions they will do.

Students who do not have the character of responsibility will have an impact on the behaviour of students who doubt their abilities, students are continuously not independent because they always ask to be directed by their teachers in the learning process, carry out assignments given on the basis of orders, students often cheat on their friends' assignments [15]. The problem that often occurs in the character of responsibility in elementary schools is when students are participating in the flag ceremony process which is carried out routinely every Monday is that there are still

students who joke during the event, do not pay attention to the ceremony coaches, and there are still those who are late coming to school [13]. In addition, negative habits that often occur are students' lack of responsibility in doing assignments or homework given by the teacher and the ease with which students underestimate the assignments given [16].

Research conducted by Yudi and Maryam [17] said that the use of digital literacy competencies can have a significant effect on the effectiveness of character education in the aspects of knowledge, feelings, and actions so that it can support the strategy of student character education goals. However, in its implementation, schools, and parents must continue to provide educational technology facilities according to their needs and provide an understanding of digital literacy in the field of education accompanied by the provision of character education. In line with Saifurrahman [18] that providing students with an understanding of digital literacy competencies can prepare students for the future to be able to use and evaluate the information obtained wisely. In practice, schools and parents must guide character-building through the implementation of digital literacy.

Therefore, the importance of student mastery in mastering digital literacy is so as not to misuse the information that has been obtained through digital accompanied by the character of student responsibility in applying technological media that is developing rapidly. Mastering student competence in digital literacy is able to develop student potential by utilizing increasingly sophisticated technology. In addition, having a responsible character can be the foundation of students in understanding the meaning of commitment, courage, and discipline so that they are able to be responsible for their choices and aware of the decisions they will or are making. Digital literacy skills and having a responsible character are effective and efficient tools for learning in the era of globalization to support the SDGs and make quality education that supports students to continue learning easily.

Based on the explanation above, the purpose of this study is to determine the ability of digital literacy and responsible character of students and see the magnitude of the influence of digital literacy variables and responsible character in elementary schools

2. METHODS

This study uses a quantitative approach and correlation method by calculating the magnitude of the correlation between digital literacy skills and responsible character. A quantitative approach is research that uses calculation tests in the form of numbers that will be measured by statistical methods and related to the problem being studied to produce a conclusion [19]. Meanwhile, the correlation method is research that aims to determine the relationship between one variable and another [20].

The research was conducted in one of the State Elementary Schools located in Cimahi City, West Java Province, Indonesia with a total of 30 respondents. The data collection technique was carried out using a questionnaire. The questionnaire aims to obtain data in the form of statements that are by the research variables and are answered by respondents. Questionnaires were distributed to respondents to see the ability of students in digital literacy. Then the data analysis technique, namely to calculate the average frequency distribution of digital literacy variables and responsible character. After that, look for a correlation between variables using the *product moment* correlation technique calculated through the *SPSS version 25 software* application. In the correlation results, hypothesis testing can be carried out by looking at the value of $r_{count} > r_{table}$ and calculating how much influence between digital literacy skills and responsible character by using the coefficient of determination. The hypothesis in the study is as follows.

H₀: There is no positive influence between digital literacy skills and students' responsible character in elementary school.

H₁: There is a positive influence between digital literacy skills and students' responsible character in elementary school

3. RESULTS AND DISCUSSION

The data obtained in this study came from two variables, digital literacy and responsible character, which were distributed using a questionnaire to elementary school students in one of the Cimahi cities in West Java, Indonesia. The following describes the questionnaire score data from each variable calculated using SPSS software version 25.

Table 1. Distribution of Answers to Research Variables

Variables	N	Minimum (Min)	Maximum (Max)	Mean	Standard Deviation (SD)
Digital Literacy	30	53	87	72,50	8,16
Character Responsibility	30	58	93	77,03	8,67

Table 1 shows that the digital literacy variable obtained a good category with a mean score of 72.50 (scale 0-108), a minimum score of 53, and a maximum score of 87. Meanwhile, the responsible character variable obtained a minimum score of 58 and a maximum score of 3, while the mean score was 77.03 (0-100 scale), meaning that it was also in the good category.

Digital literacy data was obtained from 30 student respondents and distributed to elementary school students, with a total of 27 statements. The questionnaire uses a Likert scale with scores of 4, 3, 2, and 1 with the score

categories being very good, good enough, and not good enough. The following is the distribution of answers on digital literacy indicators.

Table 2. Digital Literacy Variable Answer Distribution

No	Score	Category	Frequency	Percentage
1	87,75 – 108	Very Good	0	0%
2	67,50 – 87,75	Good	23	77%
3	47,25 – 67,50	Good Enough	7	23%
4	27 – 47,25	Not Good Enough	0	0%
Total				100%

Based on Table 2, it can be seen that most of the students' digital literacy skills in the classroom are in the good category 77% of students, but there is no score in the very high category. Then 23% of students are in the good enough category and the poor category 0% of students. This means that almost all students have good digital literacy skills.

The digital literacy indicators are derived from Commission and the questionnaire was adapted from Yuliani, Salahudin, & Pratiwi which consists of 27 statements. The following is the percentage distribution of answers on digital literacy indicators.

Table 3. Distribution of Digital Literacy Indicator Answers

Components	Indicators	Percentage
Computer and Internet Skills	Computer Skills	80%
	Internet Skills	87%
Balanced and Active Use of Media	Internet Use	73%
	Newspaper Circulation	54%
	Watch a Film	0%
	Reading Books	30%
	Mobile Phone Subscriptions	0%
Advanced Internet Use	Buying by Internet	50%

Reading News by Internet 47%

Based on Table 3, in the computer skills indicator, 80% of students mean that students are able to operate *smartphones*, *smart tv*, tablets, and laptops both in their use, edit photos and videos, and are able to overcome it when the battery is low. Then, on the indicator of internet skills, the percentage of 87% of students means that students can access and utilize information on the internet well in several technologies and help to obtain teaching materials needed at school. Furthermore, the indicator of internet usage was obtained by 73% of students, meaning that some students still use the internet only to play social media and some students also use the internet to complete their assignments efficiently.

The indicator of mass media intensity gets a percentage of 54% of students, meaning that there are still students who take the time to watch the news, are not easily exposed to hoax information, and understand the information received by the mass media. The indicator of watching films obtained a percentage of 0% of students because when students were watching films, they were able to ignore other activities, did not select films to watch, and did not take moral messages in the films. Then, the reading books indicator obtained a percentage of 30% of students, which means that students still use digital books for learning and reading.

In the mobile phone subscription indicator, 0% means that students never use paid learning media and only focus on playing games. Furthermore, the indicator of buying via the Internet obtained a percentage of 50% of students, meaning that some students can use the Internet to make it easier when shopping and some students only buy game vouchers online. The indicator of reading news via the internet obtained a percentage of 47% of students, meaning that some students are accustomed to reading news to hone their thinking skills and to confirm the information circulating.

Responsible character data was obtained through the distribution of questionnaires conducted in one of the State Elementary Schools located in Cimahi. Questionnaires were distributed as many as 25 statements using a Likert scale with categories 4, 3, 2, and 1. The following is the distribution of questionnaire scores on the responsible character variable.

Table 4. Distribution of Responsible Character Variable Answers

No	Score	Category	Frequency	Percentage
1	81,25 – 100	Very Good	10	33%
2	62,50 – 81,25	Good	18	60%
3	43,75 – 62,50	Good Enough	2	7%
4	25 – 43,75	Not Good Enough	0	0%
Total				100%

Table 4 shows that most of the digital literacy categories are in the good category of 60% of students with a frequency of 18 students. Then 33% of students are already in the very good category and 7% of students are 2 students. While in the poor category, there are no students. This means that elementary school students already have a good responsibility character.

The responsibility character questionnaire was adapted from Suniawati [23] which consists of 5 indicators with 25 statements. The following is the distribution of answers to the variable indicators of responsible character obtained through distributing student questionnaires in elementary schools.

Table 5. Responsible Character Answer Distribution

Aspect	Indicators	Percentage
Ability to carry out obligations and duties	Able to accept the risks of one's actions	80%
	Discipline in completing tasks	77%
	Honest in carrying out duties and obligations	67%
	Commit to completing tasks	74%
	Appreciate every task and obligation carried out	60%

Table 5 shows that the indicator of being able to accept the risks of the actions taken is 80% of students, meaning that students have a responsible character by trying to study harder to achieve achievements, good time management, and completing homework. Then the indicator of discipline in completing assignments received a percentage of 77% of students, which means that students can manage time to study at home, dare to ask teachers and friends, and are disciplined towards the assignments given so that they do it on time and do not procrastinate. Furthermore, the indicator of honesty in carrying out duties and obligations obtained a percentage of 67% of students, which means that students do not lend assignment books to their friends, can help friends in doing assignments, and some students are independent.

The indicator of having commitment in completing assignments obtained a percentage of 74% of students, which means that some students have been able to take responsibility for completing assignments, doing assignments seriously, and not giving up easily to understand tasks that are difficult to understand. Then, the indicator of appreciating every task and obligation carried out obtained an indicator of 60% of students, meaning that some students were serious about doing assignments and thinking about assignments when they left traveling.

Then, the product-moment correlation test will be calculated using the scores from the digital literacy skills questionnaire and students' responsible character, which can be done using SPSS Version 25 software. The following is an interpretation of the correlation coefficient test results.

Table 6. Correlation Test Results

Correlations			
		Digital Literacy	Responsible Character
Digital Literacy	Pearson Correlation	1	.385
	Sig. (2-tailed)		.036
	N	30	30
Responsible Character	Pearson Correlation	.0385	1
	Sig. (2-tailed)	.036	
	N	30	30

In the variable between digital literacy and responsible character using the product-moment correlation test, the r count is $0.385 > r$ table 0.361 , meaning that H_0 is rejected and H_1 is accepted, which has a positive relationship but is in the low category. Then, the coefficient of determination affects 15%, and the rest, which is influenced by other factors unrelated to the research, is 85%. Therefore, it can be concluded that the correlation between digital literacy skills and the responsible character of elementary school students is in the low category.

In the digital literacy ability variable, 87% of students obtain the highest indicator in internet skills and are included in the good category. This means that students are able to access the internet with various technologies such as smartphones, tablets, computers, and laptops. In addition, students have also been able to use *smartphones* to find information and add learning materials needed by students. At this time, the internet has been widely used by students as a means of communication and learning resources through Google to explore knowledge and information at anytime and anywhere. In addition, the internet can also help students complete assignments, share learning materials, discuss online, and learning materials in the form of videos so they are not easily bored [24].

Meanwhile, the lowest indicator of digital literacy is obtained in the indicator of mobile phone subscriptions and watching films by 0% of students, meaning that students easily ignore other activities while watching films, do not filter the films they will watch, and do not take moral messages from the films they watch. Film shows can have an impact on student behaviour both in thinking and behaviour so that the important for a child to choose films to watch because it can affect children's knowledge and understanding in interpreting films [25]. According to Astragina and Abdurrohman [26] students who have an addiction to films and film series will easily ignore other activities such as delaying learning or delaying tasks that have been given by teachers to do at home, becoming unable to manage time properly, decreased motivation to learn, and health problems due to neglect.

Then on the responsible character variable, obtained from the indicator of being able to accept the risks of the actions taken, which is 80% of students are in the good category, which means that most students have tried to study harder to achieve achievement, can manage time well when studying at home such as trying to keep doing the assignments given until completion, and are not ashamed to ask the teacher if they do not understand the assignment given. Students who have a responsible character will have a high enthusiasm for learning, be able to solve problems well so that they can find solutions to each problem, and do their assignments on time [27]. Students' attitude of responsibility can be seen from their actions in learning and completing assignments given by the teacher.

Meanwhile, in the character of responsibility, the lowest indicator acquisition is in appreciating every task and obligation carried out by 60%, which is still in the good category but in the low interval, meaning that some students have been severe in doing their duties, not neglecting other tasks, and easily thinking about tasks that are left to go or play. A person with an attitude of responsibility is someone who can be responsible for completing tasks to meet the needs of themselves and their environment. The existence of an attitude of responsibility in students will maximize their learning potential following personal and environmental expectations [28].

The research variable relationship between digital literacy and responsible character only has an influence of 15% and the remaining 85% is influenced by other factors unrelated to this study. However, most of the students' digital abilities are already in the good category such as elementary school students have the skills to operate computers and the internet well. Students have been able to operate the internet with digital media well marked by the highest achievement on the internet skills indicator and have also been responsible in accepting the risks of their actions.

The use of digital media in elementary school students is good as indicated by the ability of students to operate technology and the internet. However, there are still some students who do not use *their smartphones* to add learning resources via the Internet, do not use them to read books digitally, and do not use them to facilitate online learning. Students' low understanding of digital literacy can have a negative impact on their daily activities, such as ignoring other activities and forgetting time while using smartphones [29].

In daily use, there are still students who only use their smartphones to play social media without a clear purpose, watch films but do not select age limits do not take morals, and play *games*. According to Suwarsi [30] excessive use of smartphones can make a child an addict it can eliminate interest in other activities, reduce concentration, and can eliminate students' independent character. In addition, if the use of social media is not accompanied by digital literacy skills, it will be easy to be led by hoax information, open content that is not age-appropriate, and easily exposed to racist information [31].

Having a good character is also an important factor in using digital technology in everyday life. Understanding the use of digital literacy is the ability to understand and process information from various digital technology sources wisely [32]. Therefore, the relationship between character and digital literacy skills is very important because it can prevent several problems such as cybercrime, spreading hoax information, spreading personal information, and being easily influenced by others from using social media [33].

The impact of students who do not have digital literacy skills is that they are vulnerable to the spread of hoax information, students are unable to utilize learning resources obtained through the internet and are lazy to read books digitally. According to APJII (2017) The low level of digital literacy skills possessed by the community can cause them to be easily exposed to hoax information or become a cause for the spread of hoax information received through the internet. Therefore, it is important for students to have digital literacy skills to achieve the Sustainable Development Goals (SDGs).

The rapid development of technology can bring higher quality education by the goals of the Sustainable Development Goals (SDGs) if accompanied by an understanding of digital literacy to support various learning process activities, for example, it is easy to find information sources from the internet, students easily follow tutoring effectively and efficiently carried out at home using the help of digital media and make it easier for teachers to use learning media in the classroom digitally. The role of technology that is increasingly advanced can make it easier in the field of education to innovate in learning as teachers can develop digital learning media by having and improving digital literacy skills [35].

Digital-based education has many benefits in achieving the success of the 2030 Sustainable Development Goals (SDGs) because the rapid advancement of technology can prepare future generations to face global challenges. The existence of digital literacy skills can improve the quality of education by utilizing digital learning resources to meet one of the SGD's goals so that it can make it easier for students to access quality information, improve technology skills, and utilize various digital applications for educational purposes, and in the future, it will make it easier for students to find decent jobs and better economic growth [33].

Hence, the importance of digital literacy policy in education as it can develop students' characters for the better and build students' attitudes to understand digital literacy skills. The government must provide a digital literacy curriculum in schools so that the teaching and learning process can be carried out safely and creatively using digital technology. Policies that can be developed are by providing programs related to digital literacy such as providing an understanding of the implementation of digital technology better and accompanied by having a responsibility to help students face technological challenges in the future and form a commendable character so that one of the goals in the 2030 SDGs is achieved [36].

4. CONCLUSION

Based on the results of the research that has been conducted, it is concluded that digital literacy skills and the responsible character of elementary school students have a positive influence. Students understand internet skills well because they get the largest percentage of 87%; such students can access the internet using various technological media and utilize *smartphones* to obtain information. Then the lowest indicator is obtained in watching films and subscribing to mobile phones which is 0% because students ignore other activities while watching films, do not watch according to their age, and do not take moral messages. In addition, students do not utilize online learning.

Most of the students already have the character of responsibility by accepting the risks of the actions taken by 80%, such as students trying to study harder, being able to manage time well, and daring to ask the teacher. Meanwhile, the lowest indicator, namely appreciating every task and obligation carried out, obtained 60% of students, namely students have been responsible for the assignments given by the teacher and do the assignments according to the specified time.

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