

THE IMPLEMENTATION OF DIGITAL LITERACY CULTURE MANAGEMENT IN BUILDING LEARNERS' CHARACTER IN ELEMENTARY SCHOOLS

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ABSTRACT



Literacy is now one of the needs of education in the 21st century era. Literacy education in schools can be implemented through the management of digital literacy culture by applying the concept of strategic management. This step is taken as an effort to develop the character of students through the management of digital in learning activities inside and outside the classroom. This study aims to describe the implementation of digital literacy culture management to develop learners' critical thinking character carried out at SDN 029 Cilengkrang Bandung City using descriptive - qualitative method, through a case study approach. The method used in data collection is through observation, interviews, and analysis of documents needed to support the research. The data obtained from the results of this case study were then analysed qualitatively. The findings of this study reveal that the implementation of digital literacy culture management in elementary schools requires strategic management that applies 4 important components namely Planning, Organising, Actuating, and Controlling (POAC) as a means for schools to achieve the goals they want to achieve.





KEYWORDS

**Management, digital literacy,
character education,
Elementary school**



INTRODUCTION

The development of technology has made schools crucial for preparing graduates for global competition. Literacy culture has become a 21st-century skill, facilitating access to information and problem-solving. Indonesia's digital literacy index in 2021 is 3.49, up from 3.46 in 2020. To foster literacy culture, researchers propose a 'third space' between home and school areas, combining popular culture, television, and digital media. This space promotes literacy through reading, writing, appreciation, and awareness of the positive and negative impacts of modern information technology.





PROBLEM FORMULATION



Based on the explanation above, this research will describe the implementation of digital literacy culture management in building students' character at SDN 029 Cilengkrang, Bandung City.

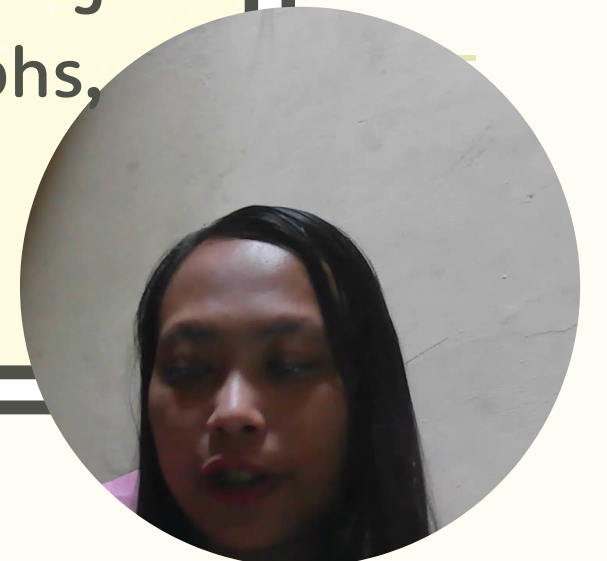




THEORY & METHODOLOGY



This study examines and describes the implementation of digital literacy culture management in building the character of students carried out in Class 6A SDN 029 Cilengkrang Bandung City, with 36 participants. This research uses a descriptive - qualitative method, through a case study approach. The methods used in collecting data for this research are (1) participant observation, which is an observation carried out by looking at the condition of the school; (2) in-depth interviews with the principal as the leader of the institution, teacher representatives, and student representatives; (3) document analysis or documentation study is a data collection process by collecting data in the form of documentation of research activities in the form of photographs, school records, letters or other records that support the research.



FINDING & DISCUSSION



Character Education

Character education is a crucial aspect of formal educational institutions, aiming to shape and develop students' personalities into better citizens. Character refers to actions such as behavior, attitudes, motivation, and skills. It is rooted in an individual's personality and has the same essence as moral education. Schools should provide a conducive learning environment for students.



Digital Literacy

In the large Indonesian dictionary, the term literacy is defined as the ability to write and read; knowledge or skills in a particular field or activity; the ability of individuals to process information and knowledge for life skills. Meanwhile, digital literacy is defined as the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers and their application in everyday life. Meanwhile, according to Bawden (2001) digital literacy is more associated with technical skills in accessing, assembling and understanding and disseminating any information accurately and appropriately.



Management in Education

Education management involves four roles: planning, organizing, actuating, and controlling. Planning ensures resources align with the company's vision and goals. Organizing collects data on human resources, capital, and equipment, creating effective methods for achieving company objectives. Actuating moves resources and motivates activities to achieve common goals. Controlling supervises and controls resources to ensure they run according to plans and respond to any issues.



**The findings of the research
conducted at SDN 029
Cilengkrang, Bandung City,
through several stages of
managing digital literacy culture
management to develop students'
characters can be described as
follows.**



A. Planning

Planning involves defining goals and strategies to achieve them. Schools analyze their internal and external environmental factors using SWOT analysis to determine programs for student character development. The school's vision, mission, and goals are included in the KOS (School Operational Curriculum) of SDN 029 Cilengkrang Bandung City. Facilities and infrastructure support literacy culture programs, and habituation programs, such as reading literacy movement, extracurricular activities, worship implementation, and PHBS programs, are implemented. Parents are also socialized through coordination meetings for optimal student character development.



B. Organizing

Organizing activities are coordinated directly by the principal with the vice principal, tiered up to the person in charge of the program, program coordinator, homeroom teacher and teacher. This is done by forming literacy teams with the tasks of each team. The school even brings in a team of experts from the Bandung city literacy level as coaches for extracurricular literacy activities so that students are more optimal in developing their character. The principal also cooperates with the school committee to actively participate in the character development activities of students, for example in the commemoration of religious holidays as a speaker in duha prayers, or Friday prayers together as a form of support for the school so that students have a positive character.



C. Actuating

The success of a digital literacy culture management program depends on its successful implementation. SDN 029 Cilengkrang in Bandung City, for instance, begins by committing to developing students' character in line with the school's vision, mission, and goals. Teachers use books, videos, and inspirational stories to teach character development, providing examples for students to emulate in everyday life. Habituation activities, such as worship, PHBS, and environmental love programs, are expected to mirror the character of students in Bandung City. This approach ensures the achievement of the goals.



D. Controlling

The controlling program ensures school programs align with objectives, with supervision activities by all school components, including principals, teachers, parents, and students. This involves interviews and questionnaires about daily character building activities. If obstacles arise, school components are alert to find solutions and alternative solutions.





CONCLUSION & SUGGESTION



The implementation of character education at SDN 029 Cilengkrang Bandung City applies the concept of digital literacy culture management which is carried out through 4 stages, namely planning, organizing, Actuating and controlling. Character education planning is carefully designed through determining the vision, mission, goals, and designing KOS (School Operational Curriculum) as well as designing a school environment that supports the character development of students. The implementation of character education is coordinated by the principal as the leader of the institution in collaboration with teachers and parents in the division of tasks, responsibilities, control and supervision. Digital literacy culture management activities at SDN 029 Cilengkrang are proven to develop the character of students who have 21st century skills, namely 4C, the ability of critical thinking, creativity, collaboration, communication and have higher order thinking skills.



Thank
You!