



## Being Digitally Wise: Literature Study

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**Abstract.** The rapid development of digital technology affects various aspects of human life, including education, economy, and communication. However, these changes also bring new challenges, such as the spread of false information, vulnerable privacy, and inequality of access to technology. Wise digital literacy is an urgent need in facing this challenge. Digital literacy means knowing, the skills to understand, evaluate, and use digital information wisely. In the 4.0 era, digital literacy skills are an important skill for all individuals, not only for those who are actively involved in technology. This research aims to be able to prepare students as the next generation of the nation so that they are wise in using digital-based media. The method used is by Systematic Literature Review (SLR). The results of this study show that many factors influence the wise use of digital media, namely the need for family, school, and community support in optimizing the use of digital media. Strengthening character education and continuous mentoring is one example that can be implemented in the school environment.

**Keywords:** literacy, digital literacy, era 4.0, systemic literature review

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### INTRODUCTION

Technology and information are experiencing very rapid development. This has a very significant impact, especially related to the ease of obtaining information. In addition to positive impacts, of course, they also have negative impacts (Rumakamar, 2022). This convenience can make the nation's next generation addicted to accessing the internet continuously. Many young people spend most of their time using the internet, whether on computers, laptops, or mobile phones, spending almost five hours a day. The high frequency of internet use by the younger generation can certainly cause concern it shows that data on internet use by adolescents in Indonesia who smell of pornography reaches an average of 25,000 people every day (Era et al., 2023).

On the other hand, the use of the internet that gives freedom to its users can make internet behavior less healthy. This is shown by the easy spread of hoax news, hate speech, and so on. This phenomenon is certainly a big challenge for parents to provide maximum supervision, considering that parents have a very important role in shaping the nation's next

generation who are qualified in facing challenges in the 4.0 era and must have digital competence (Restianty, 2018).

In facing the challenges above, digital literacy is very important in equipping the younger generation to be wiser in using the internet. According to Marty, et al digital literacy is a set of skills needed to become citizens who are ready to face challenges in the 21st century (Seppewali & Damma, 2023) Digital literacy is closely related to information and communication technology. Thus, it must be balanced with the ability to use technological advances wisely to create positive interactions. Digital literacy is very important to make the younger generation, especially students, able to filter the right information (Jayadi et al., 2023).

Digital literacy is the ability to manage information that has been obtained from various media available in various formats and sources through a computer. This is a broad scope of concepts in linking skills-based literacy and communication technology competencies (Era et al., 2023), but there is more emphasis on a person's ability to evaluate non-rigid information based on understanding and knowledge. Thus, it is necessary to implement digital literacy in educational institutions. This has been done by the government by triggering the School Literacy Movement (SLM), considering that digital literacy is a skill that must be possessed by students (Safitri et al., 2020).

The application of digital literacy in an educational institution is an alternative to learning to help students in the learning process to create a fun and more interactive learning atmosphere (Soeprijadi, 2019). However, this must be accompanied by ethics in the use of information technology. Being wise on social media also needs to be done from an early age, so that all students can avoid negative things or bad effects that can harm themselves and others. In addition to students being required to be wise, they also need to be instilled with discipline in managing time, because time management also needs to be done so that students can limit themselves from gadget addiction which is currently becoming a very vulnerable problem among students (Ashari & Idris, 2019).

From the presentation, we know that digital literacy plays a very important role for students, both from elementary to higher levels. With digital literacy, it is expected to be able to prepare students as the next generation of the nation to be wise in its use so that they can sort and select all information received with the right response.

## LITERATURE

Digital-based technology has become an integral element in all dimensions of modern people's lives in various countries, including Indonesia (Syah et al., 2019). In the era of the industrial revolution 4.0, the dynamics of digitalization act as a universal link that is not limited by territorial boundaries, allowing individuals to engage in various social interactions. This includes communication interactions, cultural exchanges, economic activities, and political interactions between nations, intending to gain a global understanding of each other. This situation forces every human being to have the basic ability to understand and understand digital literacy in this all-connected era (Raharjo & Winarko, 2021).

Based on Paul Gilster's view in his book entitled *Digital Literacy*, and referring to what was stated by the Ministry of Education and Culture in the book *National Literacy Movement*, digital literacy means a condition of someone who understands in utilizing all information received in various forms, which he obtains from various references, and can be obtained through computer technology media (Fitra et al., 2022).

The same thing was also stated by Bawden who offered a new view on digital literacy related to information literacy and computer literacy (Mustika Nur Faidah, 2021). In the decade of the 1980s, computer literacy began to develop marked by the increasingly widespread use of microcomputers in various fields of life, one of which is often used in business increasingly becoming a common thing we find in the community. However, information literacy only became widespread in the 1990s with the increasing ease of organizing, accessing, and disseminating information through networked information technology. Therefore, following Bawden's view, digital literacy focuses on technically skilled abilities in accessing, compiling, understanding, and disseminating information (Dewi, 2022).

Douglas A. J. Belshaw is of the view that there are eight core elements in the development of digital literacy, which include the following aspects: cultural, cognitive, constructive, communicative, self-confidence, creative, critical, and social responsibility. (Safitri et al., 2020). Digital literacy involves an individual's understanding of digital content. Someone needs to realize and understand that all content or information on the internet is of high quality (Siki, 2022). The more often someone accesses the internet, he will gradually understand the difference between digital portals that provide high-quality information and

digital portals that contain low-quality information and even false information (Ashari & Idris, 2019).

Digital literacy involves more than just a person's technical ability to use Information and Communication Technology (ICT) tools and devices. It also includes individual knowledge and skills in understanding content, with the ultimate goal of creating new knowledge (Sianipar, 2016). Therefore, it can be concluded that digital literacy is a person's ability to use digital media to find, use, process, package, evaluate, and disseminate information correctly, wisely, and responsibly (Soeprijadi, 2019).

A similar view was also expressed by Hague, who explained that digital literacy includes the ability to create and share in various shapes and forms; create, collaborate, and communicate more effectively; and understand how and when digital technology should be used correctly to support this process (Jayadi et al., 2023). Indah Kurinasih et al. also concluded that the characteristics of digital literacy are not limited to functional skills and the use of various ICT devices both hardware and software, but also include "reading" and "understanding" the content presented through technology as well as "creating" and "writing" new knowledge (Marrie et al., 2019).

In this context, digital literacy can be conceptualized as a soft skill that should be inherent and become an individual's expertise in using and utilizing digital technology devices as a medium of information and communication, a means of learning, a means of conducting transactions in the business and economic world, as a means of exchanging in the socio-cultural field, as well as political media between nations (Restianty, 2018). Where at some point, the digital literacy ability possessed by each individual will encourage creativity and innovation in facing changing times, especially in facing challenges that arise in the era of the industrial revolution 4.0.

According to UNESCO, the concept of digital literacy is an important foundation for understanding ICT devices. An example is ICT literacy which refers to technical skills that enable the active participation of different sections of society in the development of digital culture and public services (Umar et al., 2019).

ICT literacy can be explained from two different perspectives. First, technological literacy was formerly known as computer literacy, referring to an understanding of digital technology, including its use and related technical skills. Second, information literacy focuses on specific aspects of information, such as the ability to map, identify, process, and use digital information effectively. The concept of digital literacy involves life skills that go

beyond the use of technology, information, and communication devices, but also involves socialization skills, learning abilities, and critical, creative, and inspirational ways of thinking such as digital skills.

According to Rumakamar (2022), the principles in developing digital literacy are as follows: a) understanding, the ability to recognize and understand ideas contained implicitly or explicitly in the media; b) interdependence, which refers to how media forms relate to each other in a potential, metaphorical, ideal, and literal way; c) Social factors, sharing information not only as a way to show personal data or convey information but also provide opportunities to convey statements, powerful information. Individuals who have a role as conveyors of information, the goals or objectives of information personnel are directed, and through what intermediaries the delivery of information is communicated not only affects the success of the media over a relatively long period, but also creates an environment for finding, sharing, and storing information, and ultimately affects the development of the media itself (Desi, 2020); d) Curation, for example, is saving content on social media using the "Save to Read Later" feature. It is a form of literacy that refers to the ability to understand the value of information and store it in a way that makes it more accessible and usable in the long run. In addition, advanced data curation also has the potential to become social curation, with people working together to find, collect, and organize valuable information (Fitra et al., 2022).

In developing digital literacy, two approaches can be done, namely the conceptual approach and the functional approach. The conceptual approach is characterized by a focus on cognitive and social-emotional development, while the functional approach has the target of forming skills in the use of media. In addition, Mayes and Fowler's principles in the development of digital literacy expressed in the National Literacy Movement module of the Ministry of Education and Culture are multilevel. Digital competence has three levels (University & Tangerang, 2020). The first stage in the development of digital literacy is acquiring digital competencies that include the necessary skills, concepts, approaches, and behaviors. The second stage is a digital application, which involves the use of digital competencies in specific contexts. The third stage is digital transformation, where creativity and innovation are key in harnessing the wider potential of digital and generating significant changes in the digital environment.

Steve Wheeler's view (2012: 16) explains the main and main aspects of digital literacy include skills that become basic abilities in the category of experts in the field of

utilizing information and communication technology, such as a) social networking, b) transliteration, c) privacy, d) identity management, e) content creation, f) content management and sharing, g) content reuse, h) content filtering and selection, i) self-deployment (Maulida et al., 2019).

Social networking is expertise in using various social networking services. Transliteration is the ability to use various digital platforms. Privacy is the ability to control and maintain the confidentiality of digital data. Digital identity management includes the ability to utilize the correct personal data in all lines of portals based on digital technology. Content creation is an individual's skill to program or produce a product that is suitable for various media based on digital technology. The process of organizing and sharing information on content includes the ability to organize and share content effectively across multiple digital platforms. Content repurposing is the expertise of individuals who can utilize either in this case the creation or merging of content so that it becomes innovative and creative content. Content filtering and selection is the ability to filter and select relevant content as needed.

The School Literacy Movement introduced by the Ministry of Education and Culture in 2015 aims to increase human resources in the field of literacy. The main goal of this movement is to inspire the spirit of reading among all school members. Given the large amount of digital information available, all members of the school need to become more selective and understand the information obtained. O'Brien and Scharber explained that digital literacy is a choice to be a relevant learning resource and can be used as a cutting-edge reference (Fuqoha et al., 2019).

When applying digital skills in schools, it is important to develop complementary and refinement programs in the curriculum. Students need to be equipped with digital literacy training and assistance, while teachers need to be trained to boost their creativity. School leaders also play an important role in supporting and promoting the digital literacy movement in schools. According to the National Literacy Movement of the Ministry of Education and Culture (2017), five strategies in the digital literacy movement in schools can be implemented as follows: a) improving the quality of facilitators, b) expanding the variety and availability of quality learning resources, c) increasing the accessibility and coverage of quality learning resources for learning participants, d) encouraging public participation, e) strengthening management and governance in the digital literacy movement (Restianty, 2018).

The digital literacy movement involves a critical and creative mindset. School members become sensitive to information developments, are not easily swayed by inaccurate issues, can select and assess quality information, and act wisely when using digital media. (Saputra & Nurdiansyah, 2020). So, if digital literacy is fully applied in the formal learning environment of students in this case schools, it will have a tremendous impact on the realm of the socio-cultural order of society in general. Schools have a very urgent role in the development of individual character. Cultivating and internalizing a digital literacy culture requires support, encouragement, and participation from all elements involved (Rosyida, 2020). High expectations with the optimization of success and achievement of indicators in the field of education, in this case, digital literacy can be a provision as an effort to succeed the program that became the basic foundation during the industrial revolution 4.0.

## **METHOD**

This study used the SLR method. The SLR method is an orderly and logical, clear, and repeated method to identify, evaluate and conclude the work and thoughts of others, both researchers and practitioners, validly (Ulhaq, 2018). The purpose of the SLR method is to recognize and review several articles to find proof of a problem (Fitriani & Putra, 2022).

The steps taken in this study include: first, formulating a problem, namely "How is the analysis of the digital literacy policy level as an effort to optimize the 4.0 era?". Second, collect articles taken from lens.org and sinta.kemendikbud.sch.id with keywords "bijak berliterasi digital" by limiting the article to the last 5 years. Third, evaluate the notability of the article. Fourth, make a further selection of the literature obtained. Fifth, present the results of the review. Sixth, compare the data from the review with issues that occur in an organization.

The results of the selection and criteria that have been carried out and used are keywords using "bijak literacy digital" There are 96 documents that meet the search criteria. Using the first criterion, namely the publication year 2018-2023, researchers found 93 articles. The next document is in the form of articles and complete documents, researchers found 63 articles. Furthermore, from 63 articles the researcher reads the abstract to ensure that all articles collected are relevant to the research topic, at this stage the researcher takes the 22 most relevant articles for in-depth analysis.

## DISCUSSION

Articles that have been selected and subsequently reviewed by researchers can be seen in Table 1.

**Table 1. Search results related to Digital Literate Wise Articles**

No	Title	Author	Journal	Result
1.	Analisis faktor yang mempengaruhi kemampuan literasi digital	Rahmat Syah, Daddy Darmawan, Agus Purnawan	Jurnal AKRAB Volume X Edisi 2/Oktober/2019	Between the use of online media, school grades, the role of parents, and the intensity of reading there is a significant influence on digital literacy. The relationship between active use of online media, school performance, and the role of parents through reading intensity has implications for digital literacy.
2.	Analisis Kebijakan terkait Kebijakan Literasi Digital di Sekolah Dasar	Ida Safitri, Sufyarma Marsidin, Ahmad Subandi	Edukatif: Jurnal Ilmu Pendidikan Volume 2 Nomor 2 Tahun 2020 Halm 176- 180	Schoolchildren are sensitive to the development of information, they tend to be consumed by unhealthy problems, they know how to select and organize quality information, and they become savvy users of digital media. Building a digital literacy culture requires the involvement of all parties
3.	Analisis Tingkat Literasi Digital Generasi Milenial Kota Surabaya dalam Menanggulangi Penyebaran Hoaks	Novianto Puji Raharjoa, Bagus Winarko	Jurnal Komunika Volume 10 Nomor 1/Juni 2021	The digital literacy level of the millennial generation in Surabaya City is generally at a low-class index. The highest component is comprehension, with an average Digital Literacy Index score of 46.8%. The lowest component is collaboration, with a Digital Literacy Index score of 32.2%.
4.	Gerakan Literasi Digital Berbasis Sekolah: Implementasi dan Strategi	Yolanda Presiana Desi	Jurnal Ilmu Komunikasi, Volume 17 Nomor 1, April 2019, halaman 51-59	Most of the students of Karitas Ngaglik Junior High School have an average level of digital skills and have the lowest scores on the "Reuse" content element.

5.	Edukasi Literasi Digital dan Tantangan menjadi Masyarakat Digital di Banjar Baturiti Tengah	Putri Anugrah Cahya Dewi	JIP (Jurnal Ilmiah Ilmu Pendidikan) (eISSN: 2614-8854) Volume 5, Nomor 8, Agustus 2022 (2786-2790)	The people of Banjar Baturiti Tengah have a good understanding of digital literacy. This can be seen from the results of the evaluation in the form of questions and answers at the final stage
6.	Implementasi sekolah media literasi (SMAILE) sebagai pembentukan karakter bermedia pada siswa SMA di Kabupaten Bantul	Ade Putranto Prasetyo Wijiharto Tunggal, Raditia Yudistira Sujanto	Abdimas Dewantara Volume 1, No. 2, Oktober 2018, hal. 72-83	Students understand the importance of media character before deciding to use the media through media literacy classes and can implement good speaking guidelines through public speaking classes
7.	Kemampuan Literasi Digital Generasi native	Ma'sum Ashari, Nuny Sulistiany Idris	Seminar Internasional Riksa Bahasa: <a href="http://proceeding.s.upiedu/index.php/riksabahasa">http://proceeding.s.upiedu/index.php/riksabahasa</a>	Digital natives' digital skills still need to be improved. The role of parents, teachers, and even agencies is needed to intelligently and reliably guide and understand information searches on the internet.
8.	Literasi Digital Ethics Guru Sekolah Dasar	Kurniati Rezki Fitra, Seni Apriliya, Dindin Abdul Muiz Lidinillah	Autentik: Jurnal Pengembangan Pendidikan Dasar, Vol.6, No.2, September 2022	Basic knowledge of digital ethics of elementary school teachers is classified into excellent categories, namely internet ethics, negative information and content in the digital space, interaction, participation, and cooperation with digital ethics and applicable regulations, as well as electronic interaction and business transactions by regulations, and teachers are expected to be able to apply digital ethics skills in everyday life.
9.	Literasi digital pada remaja digital (Sosialisasi pemanfaatan media sosial bagi pelajar	Nuly Meilinda, Febrimarani Malinda, Sari Mutiara Aisyah	Jurnal Adbimas mandiri Volme 4 No. 1 Juni 2020	Literacy and ethics towards new media are the keys for adolescents to be able to enrich their identity and maintain their privacy.

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10.	Literasi digital pesantren perubahan dan kontestasi	Ali Ja'far	Islamic Review: Jurnal Riset dan Kajian Keislaman Vol. VIII No.1 Tahun 2019	While the Al-Anwar 3 pesantren underwent modernization in many ways, the change was influenced by its management who also moved from pure students to academic students.
11.	Proses literasi digital terhadap anak tantangan pendidikan di zaman now	Mustofa, B. Heni Budiwati	Pustakaloka: Jurnal Kajian Informasi dan Perpustakaan Volume 11 No. 1, Juni 2019	There are several stages in the children's digital literacy process, namely: a) digital literacy movement in the family b) digital literacy movement in school literacy c) digital literacy movement in society
12.	Sosialisasi Kecerdasan dalam Memaknai Pesan Media Era Digital: Fakta Versus Hoaks di Pesantren Nurul Falah Meulaboh	Desi Maulida, Irma Juraida, Rahmah Husna Yana, Arfriani Maifizar	Jurnal Pengabdian Masyarakat: Darma Bakti Teuku Umar Vol 1, No 1 (2019) Juli-Desember	At first, the students didn't quite understand how to sift through information to separate false reports from facts. Through this socialization, students gain the theoretical ability to filter information and separate deception from fact which can inspire students to pay more attention and be critical of information.
13.	Memanfaatkan Multimedia Sebagai Sarana Pendidikan Islami Pada Era Digitalisasi di Sekolah Dasar Negeri (SDN) 09 Panai Tengah	Mila Rosdiana Sianipar	Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan Vol. 20 Nomor 3 Januari 2023	Students can easily understand the material delivered because, in addition to seeing directly, they can also hear the display presented by the screen
14.	Mengajak Generasi Z SMA 1 Muhammadiyah Malang Berinternet Secara Bijak	amdan Nafiatur Rosyida, Demeiati Nur Kusumaningru, Palupi Anggraheni	Aksiologiya: Jurnal Pengabdian Kepada Masyarakat Vol.4, No.2, Agustus 2020 Hal 199 – 212	Digital literacy training and wise internet socialization received positive appreciation
15.	Pendidikan Karakter dan Literasi	Fenny Soeprijadi	Proceedings of the ICECRS   ojs.umsida.ac.id/i	Character education that promotes honesty, mutual assistance, religion,

	Informasi dalam Pembentukan Modal Intelektual pada Era Revolusi Industri 4.0		ndex.php/ 167 June 2019   Volume 2   Issue 1	nationalism, and independence can help students practice information literacy by paying attention to receiving, sorting, and disseminating information.
16.	Penguatan Literasi Digital melalui Model Pengembangan Kurikulum SMA Islam Berbasis Media Digital di Era 4.0	Bachtiar Adi Saputra, Nurdiansyah	Islamika : Jurnal Keislaman dan Ilmu Pendidikan Volume 2, Nomor 1, Januari 2020; 36-45	Strengthening digital competence is needed to face challenges in the 4.0 era which is also referred to as the digital era due to the rapid development of information technology which currently uses a lot of digital media
17.	Peningkatan digital literasi terhadap ujaran kebencian di media sosial melalui program "ROOF OF LAW" bagi siswa sekolah menengah atas di Kota serang	Fuqoha, Ananda Putri Anggraini, Nabila Dea Apipah	Bantenese Jurnal Pengabdian Masyarakat, Volume 1 Nomor 1, 2019	Education and training to combat hate speech is a strategy in combating hate speech widely by creating agents against hate speech
18.	Persepsi Mahasiswa tentang Literasi Digital di Media Sosial	Mustika Nur Faidah	JIDeR, Vol. 1, No. 2, October 2021	Students' perceptions of digital competence in using social media wisely and students' perceptions of digital competence in social media can be concluded well or even very well on certain questions. Students' understanding of digital literacy is increasing and increasing, therefore, especially when it is very vulnerable to information fraud, there needs to be an increase in student awareness of the importance of digital literacy on social media
19.	Sosialisasi Literasi Digital Bagi Siswa Madrasah	Farid Jayadi, Masykur, Adib, Ilham Juliwardi, Teuku Athaillah,	Jurnal Media Abdimas Vol 2 No 1 Bulan Maret 2023	The students are very enthusiastic and thanks to the use of digital technology, they can easily understand and master the material

	Aliyah Negeri 2 Banda Aceh	Abdul Muzammil			
20.	Studi literasi media dan digital	Atasya Rumakamar, Nataniel N Udiata, Leonard Manuputty dkk	Community Development Journal Vol.2, No.3 November 2021, Hal.1202- 1207		Students will understand and know how to use media and digital media healthily and intelligently to avoid scammers/hoaxes
21.	Literasi Digital, Sebuah Tantangan Baru Dalam Literasi Media	Ajani Restianty	GUNAHUMAS: Jurnal Kehumasan Volume 1, Nomor 1, Edisi, Agustus, Tahun 2018		It requires users to consciously select, identify and respond to, as well as participate as part of a citizen who is intelligent, creative, and also productive with the media
22.	Tingkat Literasi digital Mahasiswa kegurusn dalam menghadapi era revolusi Industri 4.0	Umar, Hendra, Mei Indra Jayanti	Tajdid: Jurnal Pemikiran Keislaman dan Kemanusiaan Vol. 3 No. 2 Oktober 2019		The level of digital literacy of prospective teacher students of the Faculty of Tarbiyah Islamic Institute (IAI) Muhammadiyah Bima is medium (63%) in terms of digital literacy perception, and the perspective of digital technology exposure is low (33%). and mediocre (42%) in terms of expectations for the development of digital competencies

Based on Table 1, it is known that indicators affect digital literacy skills in each research subject. The data presented are several subjects ranging from elementary, middle, upper, to tertiary levels. Each article conveys that digital literacy skills are needed to face current challenges.

The influencing factors are activeness in media, the role of parents, academic ability, and the ability to understand literacy (Shah et al., 2019). With the digital literacy movement in schools, it is expected to be able to welcome Industry 4.0 where the ability of critical thinkers, communicators, collaborators, and creators becomes the ability of students in Indonesia. It requires users to make conscious decisions, identify and respond to them, and participate as part of citizens who use media intelligently, creatively, and productively (Ashari & Idris, 2019).

In addition, the media character that emerges from students can convey or respond to information obtained through digital media with good language (Tunggal & Sujanto, 2018). Being ethical in media is the key for young people to enrich their identity and maintain their

privacy (Meilinda et al., 2020). Wisely in digital literacy, school residents will not easily trust all existing information, they can sort out which information is true and not (Safitri et al., 2020). This needs to be supported by the ability of teachers to guide their students by having ethics in using digital media (Fitra et al., 2022). School-based digital competencies can be developed as an integrated learning mechanism of the curriculum that pays attention to the nine elements of digital competencies. To encourage the creativity and innovation of the younger generation in the digital world, the school digital literacy movement must be developed to level 3 (digital transformation) (Saputra & Nurdiansyah, 2020).

The emergence of misinformation as a problem in modern digital society shows the low level of digital literacy in Indonesia. The components measured in digital literacy are a) access, b) choice, c) understanding, d) analysis, e) verification, f) evaluation, g) distribution, h) production, i) participation, and j) cooperation (Rosyida, 2020). One of the steps that can be taken to reduce these problems is by conducting socialization and mentoring in schools or institutions (Fuqoha et al., 2019). The need to strengthen character education that prioritizes honesty, mutual assistance, religion, nationality, and independence can help students practice information literacy wisely in receiving, sorting, and disseminating information. (Soeprijadi, 2019).

## CONCLUSION

With the development of technology and information as an indication of the times, schools as one of the official institutions responsible for educating and developing the nation's children are expected to be able to produce a generation that has wise abilities in using digital media. One of the efforts made in strengthening character education that prioritizes honesty, mutual assistance, religion, nationalism, and independence can help students intelligently practice information literacy in receiving, sorting, and disseminating information. Information circulating in the digital world can respond wisely, not easily believe, and have the ability to sort the information. In this assistance, schools need to work together with families and communities to optimize the wise use of digital media.

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