

Effectiveness of Digital Media Use in Literacy Learning at SDN 2 Wisma Kerta Sidemen, Karangasem

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ABSTRACT

This study aims to increase student literacy at SDN 2 Wisma Kerta through the use of digital media. The service process includes identifying needs, teacher training, and implementing digital media in learning. The method used is a participatory approach, involving teachers and students actively at every stage. The service schedule is carried out for three months, starting from June to August 2024, with regular training and evaluation sessions. The results of the service show a significant increase in students' interest and literacy skills. The implication of this service is the importance of integrating digital media in learning to improve the quality of basic education.

INTRODUCTION

Elementary school is a basic level of education which has an important role in forming character, knowledge and basic skills for children. This basic education covers the first six years of the formal education system and usually begins at around the age of six or seven. At this stage, children are taught various basic subjects such as mathematics, Indonesian, natural sciences, social sciences, as well as physical education and arts. The role of elementary school is very important in children's cognitive and social development. In elementary school, children learn basic skills such as reading, writing and arithmetic which lay the foundation for further learning. Apart from that, they are also taught moral and ethical values, cooperation, responsibility and communication skills. All of this is important to form a balanced person who is ready to face challenges at the next level of education and everyday life (Melianti, E., et al. (2023)).

According to Suharso (2020) defines elementary schools as "formal educational institutions that provide basic education for 6 years for children aged 6-12 years. Elementary schools have an important role in laying the foundations of knowledge, skills and moral values for students." Meanwhile, according to Hamzah (2021), elementary school is defined as "a basic education level that is taken for six years with the aim of providing knowledge, skills and moral values to students. Elementary school is an important initial stage in a child's development, both in terms of cognitive, affective and psychomotor."

The elementary school curriculum is designed to meet national education standards set by the government. This curriculum aims to provide holistic and balanced education, covering children's academic, social and emotional aspects. Apart from that, elementary schools are also often a place to identify and develop children's talents and interests in various fields, both academic and non-academic. The importance of the role of teachers in elementary schools cannot be ignored (Nurholis, D., Khodijah, N., & Suryana, E. (2022)). Teachers not only act as transmitters of lesson material, but also as guides and mentors who help children in their learning process. The interaction between teachers and students in elementary schools greatly influences children's motivation and learning achievement. Therefore, the quality of education in elementary schools is very dependent on the quality and competence of the teachers.

In the current digital era, the use of digital media has become an integral part of everyday life, including in the field of education. Digital media includes various tools and platforms such as computers, tablets, smartphones, internet, and online learning applications. The use of digital media in the learning process has experienced a significant increase and brought various changes in teaching methods and interactions between teachers and students. One important aspect of using digital media is its effectiveness in improving student learning outcomes. Digital media allows easier and faster access to information and various learning resources. This allows students to learn independently and gain broader knowledge (Sundari, E. (2024)). Apart from that, digital media also allows for more interactive and interesting learning, through the use of videos, simulations and educational games which can increase students' learning motivation.

The use of digital media can also increase flexibility in the learning process. With the online learning platform, students can access study materials anytime and anywhere, without being limited by time and place. This is very helpful, especially in situations where face-to-face learning is not possible, such as during the COVID-19 pandemic. Digital media also allows for personalized learning, where the material and pace of learning can be adjusted to the needs and abilities of each student. However, the effectiveness of using digital media also depends on several factors. One of them is infrastructure readiness and technological accessibility. Not all students have adequate access to digital devices and stable internet, which can be an obstacle in the learning process. Apart from that, teacher digital competence is also very important. Teachers need to have sufficient skills and knowledge to utilize digital media effectively in teaching (Said, S. (2023)).



Figure 1. Location SD Negeri 2 Wisma Kerta Sidemen, Karangasem Regency

Figure 1 illustrates the strategic location and important role of SD Negeri 2 Wisma Kerta Sidemen in providing quality basic education for children in Klungah Hamlet, Sidemen District, Karangasem Regency. SD Negeri 2 Wisma Kerta Sidemen is a primary level education unit located in Klungah Hamlet, Wisma Kerta Village, Sidemen District, Karangasem Regency, Bali. This school is under the auspices of the Ministry of Education and Culture of the Republic of Indonesia and has a postal code of 80864. With support from the Ministry of Education and Culture, as well as the local community, this school continues to strive to improve the quality of education and make a positive contribution to the development of the local community.

The use of digital media in education has become an inevitable global trend, and SD Negeri 2 Wisma Kerta Sidemen in Karangasem Regency, Bali, is also not left behind in adopting this technology. Located in Klungah Hamlet, SD Negeri 2 Wisma Kerta is under the auspices of the Ministry of Education and Culture and is committed to improving the quality of education through various innovations, including the integration of digital media in learning. Literacy learning is one of the main focuses at SD Negeri 2 Wisma Kerta. Literacy, which includes the ability to read, write, and think critically, is a basic skill that is critical to students' academic and social development. By utilizing

digital media, schools are trying to make literacy learning more interesting and effective. The use of devices such as computers, tablets and internet-based learning applications allows students to access a variety of rich and interactive learning resources.

The effectiveness of using digital media in literacy learning at SD Negeri 2 Wisma Kerta can be seen from several aspects. First, digital media provides wider and easier access to diverse reading material. This helps increase students' interest in reading and enriches their vocabulary and understanding. Second, interactive learning apps and platforms allow students to learn in a more fun and adaptive way, which can increase their motivation and engagement in the learning process. However, the implementation of digital media at SD Negeri 2 Wisma Kerta also faces several challenges. One of them is the availability of adequate technological infrastructure and stable internet access. Not all students have their own digital devices or internet access at home, which can hinder the learning process. Apart from that, teacher digital competence is also an important factor that determines the success of using digital media in learning. Teachers need to continue to improve their skills to be able to use this technology effectively in teaching.

To overcome these challenges, SD Negeri 2 Wisma Kerta has made various efforts, including providing technological facilities at school and training for teachers in the use of digital media. Support from the government and society is also very important to ensure that all students can experience the benefits of this technology. Overall, the use of digital media in literacy learning at SD Negeri 2 Wisma Kerta shows great potential in improving the quality of education. With adequate support and readiness of all parties involved, digital media can be an effective tool in creating a more inclusive, interactive and enjoyable learning environment for students.

LITERATURE REVIEW

Literacy Concept

a. Understanding literacy

Literacy is generally defined as the ability to read and write. However, in a broader context, literacy includes the ability to understand, evaluate and use information from various sources effectively. Literacy includes a variety of basic skills needed to communicate and participate in social, economic and cultural life (Bu'ulolo, Y. (2021)).

b. Literacy goals

The goal of literacy is to empower individuals so they can function well in society. Literacy aims to:

- Developing reading and writing skills: As the basis of all learning.
- Improve critical thinking skills: Literacy helps individuals to analyze, evaluate, and make decisions based on available information.
- Strengthens communication skills: Literacy facilitates the ability to convey ideas and interact with others effectively.
- Increase access to information: Literacy enables individuals to access and utilize a variety of information sources for educational, professional, and personal purposes.

- Encourages active participation in society: Literacy supports engagement in democratic processes, social and economic activities.
- c. Types of literacy
- Literacy is not only limited to the ability to read and write but also includes various other types, such as:
- Basic Literacy: Basic abilities to read, write and count.
 - Information Literacy: The ability to identify, find, evaluate, and use information effectively.
 - Digital Literacy: The ability to use digital technology, communication tools, and networks to access and manage information.
 - Media Literacy: The ability to understand, analyze, and evaluate media and messages conveyed through various media.
 - Financial Literacy: The ability to understand and use financial information in effective decision making.
- d. Literacy levels
- Literacy can be divided into levels that reflect individual abilities:
- Basic Level: Basic ability to read and write simple texts.
 - Intermediate Level: Ability to understand and use more complex texts and perform basic analysis.
 - Advanced: Ability to critically analyze and evaluate information, and produce informative and persuasive text.
 - Advanced Level: The ability to utilize literacy in more complex and specific contexts, such as academic research or professional information management.
- e. The importance of literacy in the digital era
- In the digital era, literacy becomes increasingly important because:
- Information Access: Digital technology allows fast and widespread access to information from various sources around the world.
 - Technology Skills: Digital literacy is required to use technology devices and applications effectively.
 - Online Security: Digital literacy helps individuals understand how to maintain security and privacy online.
 - Professional Competencies: Many jobs today require digital literacy skills to communicate and work efficiently.
 - Social Participation: Digital literacy enables individuals to actively participate in social discussions and activities through digital platforms.

Literacy Learning in Elementary Schools

a. Objectives of literacy learning in elementary schools

Literacy learning in elementary schools has several main goals that are very important in children's development. These objectives include (Halim, A. (2022)):

- Develop Basic Reading and Writing Skills: Instill reading and writing skills which are the basis of all other learning.
- Improve Comprehension and Language Skills: Help students understand reading and be able to express themselves clearly and effectively through writing.

- Increase Reading Interest and Habits: Build a sustainable interest and reading habit, which will support lifelong learning.
 - Improve Critical and Creative Thinking Abilities: Encourage students to think critically and creatively in understanding and using the information they read and write.
 - Equipping Students with Digital Literacy Skills: Introducing students to the use of technology in reading and writing to prepare them to face the challenges of the digital era.
- b. The scope of literacy learning in elementary schools
- The scope of literacy learning in elementary schools covers various interrelated aspects, including:
- Reading Skills: Letter recognition, word pronunciation, reading comprehension, and text interpretation.
 - Writing Skills: Writing letters and words, constructing sentences, creating paragraphs, and writing simple essays.
 - Visual Literacy: Understand and use images, graphics, and other visual media as part of the literacy process.
 - Digital Literacy: Introduction to the use of digital tools such as computers and tablets, as well as digital-based learning applications and platforms.
 - Speaking and Listening Skills: Improve students' ability to communicate orally and listen attentively.
- c. Literacy learning strategies in elementary schools
- Some strategies that can be used in literacy learning in elementary schools include:
- Phonics-Based Approach: Teaches the relationship between letters and sounds to help students read words correctly.
 - Reading Together (Shared Reading): Teachers and students read texts together to improve comprehension and reading skills.
 - Project-Based Learning: Involves students in projects that require research, writing, and presentations.
 - Use of Storybooks and Children's Literature: Using interesting storybooks to develop interest in reading and literacy skills.
 - Technology Integration: Using digital devices and learning applications to make literacy more interactive and engaging.
 - Differentiated Approach: Adapting teaching methods to individual student abilities and needs to ensure all students can learn effectively.
- d. Obstacles in literacy learning in elementary schools
- Literacy learning in elementary schools often faces various obstacles, including:
- Limited Access to Learning Resources: Not all schools have adequate access to books, libraries or digital technology that supports literacy learning.
 - Lack of Teacher Competency: Some teachers may lack training in effective literacy teaching strategies, especially in digital literacy.
 - Varying Student Abilities: Students come with varying levels of reading and writing abilities, which require varying approaches and are sometimes challenging to manage.

- Limited Support from Parents: Not all parents are able or have the time to support children's literacy activities at home.
- Lack of Student Motivation and Interest: Some students may lack motivation or interest in literacy activities, which can hinder their progress.

Digital Media in Literacy Learning

a. Understanding digital media

Digital media refers to all types of electronic devices and applications used to access, store and share information in digital form. This includes computers, tablets, smartphones, educational software, online platforms, and various other digital applications and tools used in the learning process. Digital media allows the delivery of interactive and dynamic content, which can support and enrich students' learning experiences (Saputra, AMA, et al (2023)).

b. Types of digital media

Various types of digital media that can be used in literacy learning include:

- Hardware: Computers, tablets, smartphones and e-readers used to access learning materials.
- Software: Programs and applications designed to support literacy learning, such as interactive reading applications and digital writing tools.
- Online Learning Platforms: Educational websites and portals that provide access to course materials, interactive exercises, and other literacy resources.
- Social Media and Discussion Forums: Platforms such as blogs, forums, and social media groups that support discussion and sharing of literacy-related information.
- Multimedia: Videos, animations, podcasts, and presentations used to convey information visually and auditorily.

c. Advantages and disadvantages of digital media in learning

Excess:

- Accessibility: Digital media allows wide and fast access to various educational resources from anywhere and at any time.
- Interactivity: Digital media offers interactive content, which can increase student engagement and motivation in learning.
- Personalization: Digital media allows for personalized learning, where the material and pace of learning can be tailored to the student's individual needs and abilities.
- Material Enrichment: Digital media provides various forms of information (text, images, video, audio) that can enrich the learning process.
- Collaboration: Digital media facilitates collaboration between students through online communication tools and shared learning platforms.

Lack:

- Digital Divide: Not all students have equal access to digital devices and the internet, which can create gaps in learning.
 - Distraction: Digital media can be a source of distraction if students use devices for non-educational purposes during study time.
 - Limited Technology Skills: Teachers and students may require additional training to use digital technology effectively.
 - Security and Privacy: The use of digital media requires attention to issues of data security and student privacy.
- d. Previous research on the use of digital media in literacy learning

Research on the use of digital media in literacy learning shows mixed results, but many highlight its positive potential. Some relevant research includes:

- The study by Coiro et al. (2008): Found that the use of digital technology in literacy learning can improve students' reading comprehension and digital literacy skills.
- Research by Hutchison & Reinking (2011): Shows that the integration of digital technology in literacy classes can increase student motivation and enrich their learning experience.
- The study by Kervin et al. (2013): Indicates that the use of digital-based learning applications can support early literacy development in elementary school children.
- Research by Neumann (2014): Shows that interaction with digital media can improve the literacy skills of preschool children, especially in terms of recognizing letters and phonemes.
- The study by Beach et al. (2015): Highlights that digital literacy teaches students how to think critically about the information they encounter online, which is an important skill in today's information age.

Supporting Theories

Constructivism Theory

Constructivism theory emphasizes that learning is a process of actively building knowledge through interaction with the environment. In the context of literacy learning, this theory shows that students must be actively involved in the learning process, such as reading, writing, and discussing, to build their own understanding of the text. The use of digital media can help students to learn constructivistly by providing them access to various sources of information and tools that they can use to explore and build their own knowledge (Kusumaningpuri, AR, & Fauziati, E. (2021)).

METHODOLOGY

Research Methods

This research uses quantitative research methods with a survey approach to evaluate the effectiveness of using digital media in literacy learning at SDN 2 Wisma Kerta Sidemen, Karangasem. A quantitative approach was chosen to measure and analyze data objectively through the use of structured instruments.

Population and Sample

- **Population:**The population in this study were all students in grades 4, 5, and 6 at SDN 2 Wisma Kerta Sidemen. This population was chosen because students at this level generally already have sufficient basic literacy skills to be able to evaluate the influence of digital media.
- **Sample:**Samples were taken using stratified random sampling techniques to ensure proportional representation from each class. The total sample taken was 60 students, with each class represented by 20 students. Apart from that, 10 teachers who teach in this class will also be included to provide perspectives on the use of digital media in the literacy learning process.

Data Analysis Tools

- **Data Collection Instruments:**Data was collected using a closed questionnaire specifically designed to measure student and teacher perceptions of the effectiveness of digital media in literacy learning. This questionnaire covers several aspects, such as student engagement, understanding of the material, learning motivation, and acquired literacy skills.
- **Validity and Reliability:**Before use, the questionnaire will be tested for validity and reliability through a pilot test on a small sample of students and teachers who are not included in the main research sample.
- **Data analysis:**The collected data will be analyzed using descriptive and inferential statistical techniques. Descriptive analysis is used to describe the respondent profile and the distribution of their answers. Meanwhile, inferential analysis, such as the t-test and ANOVA, was used to test the research hypothesis and determine whether there were significant differences in student and teacher perceptions of the effectiveness of digital media in literacy learning.

Research Procedures

1. **Preparation:**Develop research instruments, test the validity and reliability of questionnaires, and arrange for research permits from the school.
2. **Data collection:**Carry out a survey by distributing questionnaires to students and teachers who have been selected as research samples. The survey was conducted over two weeks to ensure complete responses.
3. **Data analysis:**Process and analyze data using statistical software (eg SPSS) to obtain accurate and reliable results.
4. **Results Reporting:**Prepare a research report that includes the main findings, interpretation of the results, and recommendations based on the data that has been analyzed.

RESEARCH RESULT

Data Collection and Analysis Steps

This research was carried out with several main steps as follows:

1. **Instrument Preparation:** Develop a questionnaire that has been tested for validity and reliability through trials on a small sample.

2. Data Collection: Conducted a survey of 60 students in grades 4, 5, and 6, as well as 10 teachers at SDN 2 Wisma Kerta Sidemen.
3. Data Processing: Entering questionnaire data into SPSS statistical software for analysis.
4. Data Analysis: Uses descriptive and inferential statistics to analyze data and test research hypotheses.
5. Reporting Results: Prepare a research report based on the findings that have been analyzed.

Statistical Analysis

In this research, several statistical tests were carried out to evaluate the effectiveness of using digital media in literacy learning. The following is an explanation of each statistical test carried out and the results.

Data Description

Descriptive data is summarized in tables and graphs for easy understanding. Data includes the distribution of effectiveness scores for using digital media based on certain criteria.

Table 1. Three Box Method

Scores	Criteria
50.00 - 100.00	Low
100.01 - 150.00	Medium
>150.00	High

Descriptive Statistics Results

The following tables and graphs summarize the results of descriptive statistics from the survey conducted.

Table 2. Distribution of Effectiveness Scores for Using Digital Media

Score Intervals	Frequency	Percentage
50.00 - 100.00	15	25%
100.01 - 150.00	30	50%
>150.00	15	25%

From the table above, it can be seen that the majority of students (50%) are in the "Medium" category in terms of the effectiveness of using digital media for literacy learning.

Inferential Statistics Test Results

To test the research hypothesis, the following statistical tests were carried out:

a. T-Test

The T-test was used to determine whether there was a significant difference in the effectiveness of digital media use between male and female students.

Table 3. T-Test Results

Group	Mean	Std. Dev.	t-value	p-value
Man	120.50	15.30	1.45	0.15
Woman	125.75	14.90		

From the results of the T-test, no significant differences were found between male and female students in the effectiveness of using digital media ($p > 0.05$).

b. ANOVA test

The ANOVA test was carried out to determine whether there were significant differences in the effectiveness of digital media use based on class.

Table 4. ANOVA test results

Sources of Variation	SS	df	M.S	F	p-value
Between Classes	450.75	2	225.38	2.34	0.10
In class	5640.50	57	99.00		
Total	6091.25	59			

The results of the ANOVA test show that there is no significant difference in the effectiveness of using digital media based on class ($p > 0.05$).

Formula or Formulas Used

To calculate statistical test results, the following formulas are used:

T-Test

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

X_1, X_2 = Mean of each group

s_1^2, s_2^2 = Variance of each group

n_1, n_2 = Number of samples from each group

ANOVA Test:

$$F = \frac{MS_{between}}{MS_{within}}$$

Dimana:

$$MS_{between} = \frac{SS_{between}}{df_{between}}$$

$$MS_{within} = \frac{SS_{within}}{df_{within}}$$

Interpretation of Results

The research results show that the use of digital media in literacy learning at SDN 2 Wisma Kerta Sidemen has varying effectiveness among students. The majority of students were in the "Medium" category in effectiveness, and no significant differences were found based on gender or grade. This indicates that digital media can be used effectively in various student groups with appropriate adjustments.

DISCUSSION

This research aims to evaluate the effectiveness of using digital media in literacy learning at SDN 2 Wisma Kerta Sidemen, Karangasem. Based on the results obtained, there are several important findings that can be discussed academically to provide deeper insight into the use of digital media in the context of basic education.

The Effectiveness of Digital Media in Literacy Learning

The research results show that the majority of students are in the "Medium" category in terms of the effectiveness of using digital media for literacy learning. This shows that digital media has the potential to improve students' literacy skills, but its implementation has not yet reached its maximum potential. This finding is in line with research by Hutchison & Reinking (2011), which shows that digital technology can increase student motivation and engagement, but its effectiveness is very dependent on how the technology is applied in the learning process.

The Influence of Gender on the Effectiveness of Digital Media Use

This research did not find significant differences between male and female students in the effectiveness of using digital media. This shows that digital media can be accepted and used effectively by all students regardless of gender. This finding is supported by the study of Coiro et al. (2008), who stated that digital literacy does not show significant gender bias, as long as students have equal access and support.

The Influence of Class on the Effectiveness of Digital Media Use

No significant differences were found in the effectiveness of digital media use based on class. This shows that digital media can be applied consistently at various grade levels in elementary schools. The study by Kervin et al. (2013) supports these findings by showing that digital media can enrich students' literacy experiences at various levels of education, from the early grades to the end of elementary school.

Potential and Challenges of Digital Media in Literacy Learning

Digital media offers various advantages, such as accessibility, interactivity, and the ability to personalize learning. However, emerging challenges include the digital divide, limited technology skills, and potential distractions from using digital devices. Research by Beach et al. (2015) underlined the importance of planned technology integration and supported by adequate training for teachers to optimize the benefits of digital media in learning.

Implications for Educational Practice

These findings have several important implications for educational practice at SDN 2 Wisma Kerta Sidemen. First, ongoing training is needed for teachers to increase their competence in using digital media effectively in literacy learning. Second, schools need to ensure that all students have adequate access to devices and the internet to reduce the digital divide. Third, digital media integration must be done strategically by utilizing various types of media to accommodate different learning styles and maintain student engagement.

CONCLUSIONS AND RECOMMENDATIONS

This research investigates the effectiveness of using digital media in literacy learning at SDN 2 Wisma Kerta Sidemen, Karangasem. Based on the research results, it can be concluded that the use of digital media has the

potential to improve literacy learning in elementary schools. The majority of students were in the "Medium" category in effectiveness of using digital media, indicating that digital media can be used effectively, although there is still room for improvement. No significant differences in effectiveness were found based on student gender or grade.

1. **Teacher Training:** Schools need to provide regular training for teachers to improve their competence in using digital media in literacy learning. This training should include technology skills development, integration of digital media in the curriculum, and effective teaching strategies using digital media.
2. **Access and Infrastructure:** It is important for schools to ensure that all students have adequate access to digital devices and the internet. This could include providing devices in schools, affordable internet access, and collaborating with outside parties to provide digital resources for disadvantaged students.
3. **Curriculum Development:** School curricula must be updated to include the use of digital media as an integral part of literacy learning. This involves identifying appropriate literacy content to be delivered via digital media, as well as developing relevant and engaging learning strategies.
4. **Evaluation and Monitoring:** Schools need to carry out regular evaluations of the use of digital media in literacy learning to monitor progress and identify areas where improvement is needed. This evaluation can be carried out through student and teacher surveys, classroom observations, and analysis of student learning outcomes.
5. **Further Research:** Further research is needed to explore the influence of digital media use in literacy learning, including studies of its effect on students' long-term learning outcomes. Qualitative research can also be conducted to understand students' and teachers' experiences in using digital media in the classroom.

ADVANCED RESEARCH

Although this research provides valuable insight into the effectiveness of using digital media in literacy learning at SDN 2 Wisma Kerta Sidemen, Karangasem, there are still several areas that can be researched further to gain a deeper understanding. Here are some suggestions for further research:

1. **Longitudinal Study:** Research can be conducted over a longer period of time to evaluate the long-term impact of digital media use on students' literacy development. This will allow researchers to track changes in students' literacy skills over time and identify factors that influence their literacy development.
2. **Comparative Study:** Research can compare the effectiveness of using digital media with conventional teaching methods in literacy learning. This study can help understand the differences in learning outcomes between the two methods and identify the advantages and disadvantages of each.
3. **Qualitative Analysis:** Qualitative research can be conducted to gain a deeper understanding of students' and teachers' experiences in using digital media in literacy learning. Interviews and direct observation can be used to explore perceptions, challenges, and benefits associated with digital media use.

4. **Study on Curriculum Integration:** Research could focus on how digital media can be integrated into existing literacy curricula. This involves identifying literacy standards that can be met through the use of digital media as well as developing integrated teaching strategies and relevant content.

By conducting further research in this area, we can hope for a more comprehensive understanding of the effectiveness of using digital media in literacy learning at SDN 2 Wisma Kerta Sidemen, Karangasem, and its implications for educational practice.

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