DIGITAL LITERACY AS A SOCIAL MOBILIZATION AND LEARNING PLATFORM

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Abstract : *According to the results of studies and research on the education of men or women in the family, school, and community environment, it is important for male or female students to be both mentally and physically fit. Individual schools with virtual literacy are an attempt to meet the use of virtual literacy in today's all-tech world and are a project for instructors. The family environment and faculty themselves must be aligned to become a bridge at the next stage in forming the desired students so that digital literacy can be carried out at SMA 3 Palangka Raya. Because of their interest in better understanding, families and colleges encourage their students to study digital literacy at SMA 3 Palangka Raya. who are both mentally and physically. Individual schools with virtual literacy are an attempt to meet the use of virtual literacy in today's all-tech world and are a project for instructors. The family environment and faculty themselves must be aligned to become a bridge at the next stage in forming the desired students so that digital literacy can be carried out at SMA 3 Palangka Raya. Because of their interest in better understanding, families and colleges encourage their students to do digital literacy at SMA 3 Palangka Raya.*

Keywords : Digital Literacy, Internet, Social Media

Abstrak : *Dari hasil studi dan penelitian tentang pendidikan pria atau wanita di lingkungan keluarga, sekolah dan masyarakat, penting bagi pria atau wanita siswa yang baik secara mental maupun fisik. Sekolah individu dengan literasi virtual adalah upaya untuk memenuhi penggunaan literasi virtual di dunia serba teknologi saat ini dan merupakan proyek untuk instruktur. Lingkungan keluarga dan fakultas sendiri harus diselaraskan untuk menjadi jembatan pada tahap selanjutnya dalam membentuk orang siswa yang diinginkan sehingga digitalliteracy dapat terlaksana di SMA 3 Palangka Raya. Karena minat mereka untuk lebih memahami, keluarga dan perguruan tinggi mendorong siswanya untuk melakukan digitalliteracy SMA 3 Palangka Raya.*

Kata Kunci : Digital Literacy, Internet, Media Sosial

INTRODUCTION

The world of education begins with students starting their study period at school. Education is a set of skills to fulfill a person's curiosity to learn, be creative, and become a student with character. Education is therefore an effort to develop human character, which is accomplished with designs, methods and strategies adapted to the environment (Ferary, 2021; Mayuni et al., 2020; Wirawan, 2021). The character that belongs to the nation is developed in the character of each individual citizen, thus, character can be developed starting in the family environment and the school environment (Apandie & Rahmelia, 2020, 2022; Catarci, 2021; Pattadath, 2020). We get derived "character" from the Greek word *'charassein'*, which means to engrave (draw, paint), just as one draws on paper, engraves on stone, or engraves on metal (Mayuni et al., 2020). With this intention, it can be interpreted that the special characteristics of each person are different from the character they have (Pahan et al., 2014; Simanjuntak, 2019; Wainarisi et al., 2022). Character has existed since humans were born and can be developed with one of them, which is character education.

Based on above view, there is a need to develop character education in schools in terms of moral education, character education, religious education and character education. The student's character has eighteen values in character education as mandated by the Ministry of National Education in the world of education in Indonesia in the 2013 curriculum (Merdiasi, 2022; Merdiasi & Kristiani, 2021); (Chiristina et al., 2023). Including being religious, honest, tolerant, disciplined, hardworking, creative, independent, democracy, curiosity, national spirit, country love, valuing achievements, being friendly/communicative, loving peace, liking to read, caring for the environment, social care, and responsibility. Using the 18 values in quality character education, schools can reimagine the core values they want to achieve (Mariani, 2020, 2022; Munte, 2022b; Sulistyowati et al., 2022; Tekerop et al., 2019). The character education that needs to be developed in schools is good character, in terms of moral education, character education, religious education and character education. Student's character has 18 virtues in quality character formation as mandated by MOE Indonesia in the 2013 national curriculum, including being religious, honest, tolerant, disciplined, hardworking, creative, independent, democracy, curiosity, national spirit, national spirit, love of country, appreciation of achievements, friendly/communicative, peace loving, love to read, care for the environment, social care, and responsibility with the 18 values in character education, schools can shift from the core values that they want to accomplish.

RESEARCH METHODS

The qualitative research method used in this study was to search for data through interviews with each subject at SMA 3 Palangka Raya. Researchers conducted interviews by recording formal and informal conversations. Data subjects are trusted data that represent SMA 3 Palangka Raya. Interview audio recordings of the research subjects' narratives were transcribed into verbatim transcripts. Furthermore, the researcher did not forget to include the real name with an alternate name to not reveal the identity of the research subject. The purpose was to ensure that the participants felt safe and free to express their views or testimonies. Transcripts verbatim researchers condense into factual solids which researchers then develop in the discussion section. Research ethics provide free space for research subjects so that they do not hesitate to give pauses when expressing their views and the data that researchers are looking for produces primary data.

Finally, the researcher told the research subject before conducting the interview that the recording would be stored in a secure file. Thus, the recorded primary data from the interviewees is not widespread. The participants in this study were students of SMA 3 Palangka Raya City in central Kalimantan, As for the following are the results of research from interviews that have been carried out at the school.

Table 1. Identity Table

No	Identity	Name	Age	Status	Religion	Employment
1	Teacher	Antoniso Viktoarry	34th	Married	Christian	Teacher

2	Teacher	Fenthiee Mharlyna	33th	Married	Christian	Teacher
3	Teacher	Anhta	32th	Married	Christian	Teacher
4	Student	Altha Elhoish	15th	Unmarried	Christian	Student
5	Student	Cindtha Beillah Priscillach	15th	Unmarried	Christian	Student
6	Student	Chelsha	15th	Unmarried	Christian	Student
7	Student	Mhariya Mjayasaryh Lhafaucht	15th	Unmarried	Christian	Student
8	Student	Budhiwhany Yhoghach Yhosyefand	16th	Unmarried	Christian	Student

RESULTS AND DISCUSSION

The target population for this particular study was SMA 3 Palangka Raya students. Several instruments were used to obtain data (Novitasari et al., 2023); (Yuliana et al., 2020). The results of this study SMA 3 Palangka raya show that the overall activity, content, and characteristics of the science and mathematics story based on digital learning directly lead to the improvement of the problem-solving phase, namely 1) formulation of the problem, 2) identification of problem-solving strategies, 3) exploration of possible strategies, 4) evaluation of the effectiveness and impact of problem solving It was shown that story development and examples of how the characters solve the problems encountered in the story are the main factors that cause the improvement of problem-solving skills (Munte & Korsina, 2022; Siburian et al., 2023).

Findings of present study SMA 3 Palangka raya are described based on indicators of usage of digital media, competence in using digital media, and proficiency in policies related to digital media use (Wangid et al., 2021); (Saputra & Sukarno, 2019). Results of these studies are described by the benefits of implementing digital religious literacy movements are to enhance students' understanding of religion, improve students' focus and concentration in receiving education, increase students' level of faith, and promote critical thinking skills so that students can approach things critically.

Lega (not her real name) explain the benefits of digital literacy at SMA 3 Palangka Raya are: "The benefits of digital literacy include: learning more efficiently and quickly. save costs. able to make better decisions. This is where the entire design of the learning process begins, plus the lack of teacher knowledge materials to determine learning methods that can improve character for children, then counseling or digital literacy learning training as an effort to improve the learning process for educators"

".. keuntungan dari literasi dijital diantaranya: belajar lebih efisien dan cepat. menghemat biaya. mampu mengambil keputusan yang lebih baik. disinilah seluruh rancangan proses dalam pembelajaran dimulai, ditambah lagi minimnya bahan pengetahuan guru dalam menentukan metode pembelajaran yang dapat meningkatkan karakter bagi anak, maka penyuluhan atau pelatihan pembelajaran literasi dijital sebagai salah satu usaha dalam meningkatkan proses pendidikan bagi para pengajar"

Lega/wwcr/ digitalliteracy/27022023

The students who participated in our research gave a responsive response and they were quite interested in the material and applications submitted (Apriliando, 2021; Munte & Natalia, 2022; Munte & Wirawan, 2022; Prasetiawati, 2020). Moreover, it can increase the understanding of hard skills for students in terms of digital literacy, multimedia, video editing with Adobe Premiere Pro and Auto CAD so that they can produce digital media content, both in the form of written text content, as well as positive and useful audio-visual content (Ramadhan et al., 2019).

Through this character-laden digital literacy movement aims to increase student motivation in learning, develop student thinking creativity and foster student and teacher integrity in welcoming 21st century education in the era of society 5.0. Intelligently and wisely, in order to later create great students who can compete in the current era of globalization. The results of the

study that the development of Schoology is categorized as effective in the affective, cognitive and psychomotor (Faizah &; Munoto, 2016); (Apandie & Rahmelia, 2022; Rahmelia et al., 2022; Rahmelia & Prasetiawati, 2021). domains. Research (Putri et al., 2014) that the use of Schoology-based e-learning is effective to improve science learning outcomes in grade VIII students at SMA 3 Palangka Raya. The application of digital literacy also supports the development of students' character values. In the field of education in the era of society 5.0, it could be that students or students in the learning process are directly dealing with robots specifically designed to replace educators or controlled by educators remotely (Atqia 2016; Ariastika 2022; Nirmawan and Hasibuan 2022; Amalia, Ulin Nuha, and Nashoih 2022; Sutami, M. Haris Qamaruzzaman, Amelia Faradila 2016; Ketut et al. 2021; Misbah et al. 2018).

The role of teachers in this matter is not only related to the subject matter of biology but also entails placing themselves in all interactions with the needs, abilities, and activities of students (Chiristina et al., 2023); (Nopitri & Irdayani, 2023). Numerous theories and research findings in the field of education indicate that learning will be successful when students actively participate in the learning process. The Discovery Learning model is significant in the learning process because it emphasizes direct experience and the importance of understanding the structure or key ideas within a discipline, through active student engagement in learning (Desti, 2023); (Erianti et al., 2020).

Antoniso (not her real name) using a literacy medium like a smartphone help you understand and comprehend learning materials more easily are :

"... The solution to this problem is to develop learning media that combines the use of each student's mobile phone as the main access to media use to train students' digital literacy skills...."

"*.. pemecahan buat kasus tersebut merupakan dengan meningkatkan media pendidikan yang memadukan pemakaian hp tiap- tiap partisipan didik selaku akses utama pemakaian media buat melatihkan keahlian digitalliteracy partisipan didik ..*"

Antoniso/wwcr/ digitalliteracy/27022023

Schools are one of the targets of the government's digital literacy programs. However, not all schools in Palangka Raya understand the concept of internet ethics, despite participating in digital literacy programs. Based on the mentioned problem, a community service activity will be conducted to raise awareness about internet ethics and enhance digital literacy among students at SMA. The internet ethics awareness campaign aims to help students understand the importance of practicing ethics while using the internet. This is a positive outcome of using communication technology. However, it also brings negative impacts that contradict ethical standards and societal norms. All digital activities, such as communication, interaction, and collaboration done through the internet, require guidance on behavior known as internet ethics or netiquette. (Ahyati et al., 2023).

Digital Literacy is an individual's awareness, attitude, and ability to use digital tools and facilities appropriately to identify, inquire, manage, integrate, assess, analyze, and synchronize digital resources, construct of new knowledge, make of media expressions, and converse with others, in the specific context of life situations, to allow constructive social action; and to engage in reflecting on these experiences. It touches on and encompasses many things that it does not claim to be. Digital literacy involves information presentation, without including creative composing and visualization. It entails evaluating information, without claiming any systematic review and metaanalyzes as its own. It encompasses the organization of one's information, but makes no claim to the construction and operation of horizons (Loheni et al., 2023); (Eksely et al., 2023); (Julien, 2017). How important is digital literacy for high school students in today's information technology era according to Fenthiee (not her real name) are:

"Digital literacy allows students to utilize technology as an effective learning tool. They can use apps, online learning platforms, and other digital resources to access learning materials, practice, collaborate, and improve their understanding in a variety of subjects"

"*.. literasi digital memungkinkan siswa untuk memanfaatkan teknologi sebagai alat pembelajaran yang efektif. Mereka dapat menggunakan aplikasi, platform pembelajaran online,*

dan sumber daya digital lainnya untuk mengakses materi pembelajaran, berlatih, berkolaborasi, dan meningkatkan pemahaman mereka dalam berbagai mata pelajaran"
Fenthiee/wwcr/ digitalliteracy/27022023

According to Fenthiee confirmation throught her naratives, media literacy includes the following abilities: Access to messages: this includes reading and understanding messages, recognizing and understanding different languages, developing strategies for searching for information from different sources, selecting relevant information, processing and using various technological analysis tools. Analyze messages: This involves developing a reflective and critical reception of messages, analyzing the form, structure and construction of meanings, using categories, concepts and ideas to interpret messages in relation to key concepts such as intentions, audiences, attitudes, formats, genres, arguments, themes, languages and contexts by comparing and contrasting information, identifying fact from opinion and distinguishing cause and effect. Evaluate messages: This includes evaluating the quality, correctness, and relevance of messages, interpreting messages based on the origin of sources, responding to the message and discussion based on content and complexity, analyzing the message in relation to the context in which it was created, and evaluating form and information message content.

Create and/or communicate messages: This encompasses learning to write, speak, and create texts and images for various purposes and audiences, expressing ideas clearly, using different types of language, selecting codes and resources to achieve message objectives, understanding the grammar and syntax of different media and communication technologies to effectively use them in constructing messages and in post-production. In summary, media literacy involves the ability to access, analyze, evaluate, and create or communicate messages effectively across different media formats. It emphasizes critical thinking, understanding the construction of meanings, and utilizing appropriate language and tools for effective communication. (Fantin, 2010).

How student, Anhta (not her real name) could leverage digital literacy resources outside of school for knowledge and skills development are:

"It is important for students to develop strong digital literacy skills, including the ability to evaluate the authenticity of online information, understand privacy and security concepts, and manage time effectively when using digital resources. By utilizing digital literacy resources outside of school, students can expand their knowledge and skills independently, develop their interests and hobbies, and continue learning outside of a formal school environment."

".. penting bagi siswa untuk mengembangkan keterampilan literasi digital yang kuat, termasuk kemampuan untuk mengevaluasi keaslian informasi online, memahami konsep privasi dan keamanan, serta mengelola waktu secara efektif saat menggunakan sumber daya digital. Dengan memanfaatkan sumber daya literasi digital di luar sekolah, siswa dapat memperluas pengetahuan dan keterampilan mereka secara mandiri, mengembangkan minat dan hobi mereka, dan terus belajar di luar lingkungan sekolah formal."
Anhta/wwcr/ digitalliteracy/27022023

Demonstrating that digital literacy skills play an important role in supporting online success, students with good digital literacy skills will struggle to find and select relevant information and understand, communicate and communicate ideas in the digital space, and digital literacy skills will open up opportunities for students to think, creative and ultimately will bring student academic success (rudie, 2023); (Sanasintani, 2019, 2020, 2022); (Tohara, 2021). Furthermore, through these study, the researchers administered a set of questionnaires related to digital literacy and online learning to 5 students (female and male students) in a SMA 3 Palangka Raya in the Physics Education Study Program. This questionnaire contains questions about students' experiences of distance learning during the Covid-19 pandemic (Angellyna, 2021; Corbie-Smith, 2021; Louw, 2020; Malau, 2021; Telhalia & Natalia, 2022; Wainarisi et al., 2022). Cindtha as one of the research subjects addressed her praxis of using digital literacy and its connection with smartphones as access, learning media as well as a space to be creative in the virtual and real world in the practice of learning itself. She was also capable of being a communication device between subjects.

".. Information about digital literacy is an individual's awareness, attitude, and ability to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze,

and synthesize digital resources, build new knowledge, and communicate with others, as well as reflect on these processes."

".. pemecahan buat kasus tersebut sih menurutku bisa ningkatin media pendidikan yang memadukan pemakaian hp tiap-tiap murid selaku akses utama pemakaian media buat melatihkan keahlian literasi digital partisipan didik"

Cindtha/wwcr/ digitalliteracy/27022023

The biggest challenge in the context of promoting religious moderation on social media is the uneven distribution of digital literacy. As previously explained, both the message source (sender) and the receiver should possess good communication skills and a solid level of knowledge. In addition to digital literacy, it is equally important to build literacy in multiculturalism and religious moderation (Beragama, 2021; Ginting, 2010; Pongoh, 2022; Rahmelia et al., 2022; Sugiyanto et al., 2014; Susila & Pradita, 2022; Teriasi et al., 2022; Triadi et al., 2022). The message conveyed should contain values related to multiculturalism and religious moderation. Thus, the effort to foster religious moderation on social media should involve education on digital literacy, understanding multiculturalism, and religious moderation. The messages shared should promote dialogue, understanding, and peaceful coexistence among different religions.

The main obstacle in building religious moderation on social media is the lack of widespread digital literacy. As previously mentioned, both the message sender (source) and the receiver should have good communication skills and a strong level of knowledge. In addition to understanding digital literacy, it is also important to build literacy in multiculturalism and religious moderation. The message itself should be carefully considered. The messages conveyed should contain content that promotes multicultural values and religious moderation (Angellyna & Tumbol, 2022; Tumbol, 2020); (Rijal et al., 2016). Based on Chelsha's opinion, researchers verified that how digital literacy increase productivity and efficiency in everyday life:

"Digital literacy allows individuals to access a wide range of online resources and services quickly and efficiently. For example, they can make bill payments online, shop electronically, access digital banking services, or use productivity apps to set schedules and tasks"

".. literasi digital memungkinkan individu untuk mengakses berbagai sumber daya dan layanan online dengan cepat dan efisien. Misalnya, mereka dapat melakukan pembayaran tagihan secara online, berbelanja secara elektronik, mengakses layanan perbankan digital, atau menggunakan aplikasi produktivitas untuk mengatur jadwal dan tugas"

Chelsha/wwcr/ digitalliteracy/27022023

The illiterate of the twenty first century aren't those who cannot study and write, but folks that can't study, unlearn, and relearn (Munte, 2018b, 2018a; Setinawati et al., 2021; Surya & Setinawati, 2021); (Kaeophanuek et al., 2018). today, whilst every person holds a laptop, computer literacy is described as an information of laptop characteristics, abilities, and applications, in addition to an capability to put in force this understanding in the skillful, effective use of computers in a personalized way.digital literacy is a mixture of technicalprocedural, cognitive and emotional-social skills, for example, the usage of a pc involves procedural skills, cognitive skills .(Nawaz & Kundi, 2010)

Having access to the net is a essential situation for collaborating in online getting to know programs. it is able to be expected that the better the conditions of get right of entry to to students' communication and records generation, the better their instructional performance (Nugrahhu, 2022; Sulistyowati et al., 2021; Utami, 2022); (Ilmiani & Miolo, 2021). as an example, get right of entry to to the internet from home versus get entry to from internet cafes, places of work, or school facilities could be very important for know-how the conditions below which students should carry out their on-line studying activities. students who have to shuttle to the net cafe to get get right of entry to to the net on a limited basis are at a drawback compared to students who have everlasting net access from domestic. (Yustika & Iswati, 2020)

Outcomes from this look at showed that the motivational notion domain changed into the second one maximum full-size with the t-fee of 5.254. willingness to learn how to perform a challenge in a digital studying environment and consequently virtual literacy may be stepped forward. normal, the look at pronounced that self-regulated gaining knowledge of techniques can

foster digital literacy in virtual getting to know within a blended mastering environment. for this reason, it can be postulated that metacognitive strategies, aid control and motivational belief domains of self-regulated learning techniques are key domain names to enhancing students' digital literacy competency as revealed in Fig.(Anthonysamy et al., 2020)

Lega How digital literacy can help individuals search, evaluate, and use information effectively in the digital age:

"With strong digital literacy, individuals can become smarter and more critical users of information in the digital age. They can access quality resources, avoid spreading false or inaccurate information, and use information appropriately and usefully in their personal and professional lives"

"*.. dengan literasi digital yang kuat, individu dapat menjadi pengguna informasi yang lebih cerdas dan kritis di era digital. Mereka dapat mengakses sumber daya yang berkualitas, menghindari penyebaran informasi palsu atau tidak akurat, serta menggunakan informasi dengan tepat dan bermanfaat dalam kehidupan pribadi dan profesional mereka*"

Mhariya/wwcr/ digitalliteracy/27022023

Based on Mhariya's opinion, researchers verified that initial engagement inside the observe suggests that virtual storytelling, whilst appropriately carried out in the study room, will efficaciously assist digital literacy learning. Virtual storytelling in a lecture room will provide a strategy for teachers to effectively move past the print-based totally texts and interact college students in running with virtual multimodal texts. on the identical time virtual storytelling can serve and an effective multimodal assessment approach that allows instructors to apprehend college students' skills for meaning making and representing through digital multimodal text. this will permit instructors to concentrate on pedagogical elements of implementation in preference to be crushed with the aid of technical difficulties (Munte, 2022a); (Churchill, 2008)

The outcomes of data findings suggest that digital literacy impacts students' essential questioning levels. virtual literacy is the potential in running technology and facts the use of technological gadgets successfully and correctly to ease daily tasks. digital literacy enriches students' expertise because it motivates students to discover statistics from many references. (Haryanto et al., 2022). This needs evaluation changed into done because not all college students were categorised as digital natives and no longer all students have the identical virtual literacy talents (Purnama et al., 2021). based on the consequences of the wishes analysis, the assist system design system turned into then carried out. based in this, we designed a prototype aid machine to use mixed mastering to improve the virtual literacy of preservice teachers. This level takes an initial prototype of a blended studying aid machine to improve the virtual literacy of preservice instructors . This guide machine become a aspect of one version similarly to syntax, response concepts, and social structures. The version required a guide device, in this example, gear and teaching content that helps digital literacy competencies for prospective teachers.

Budhiwhany (not his real name), inform that what are the challenges faced by individuals in developing their digital literacy:

"Overcoming these challenges requires an individual's commitment to learning, accessing supporting resources, participating in training, and gradually improving their understanding of digital technologies"

"*Mengatasi tantangan ini memerlukan komitmen individu untuk belajar, mengakses sumber daya pendukung, berpartisipasi dalam pelatihan, dan meningkatkan pemahaman mereka tentang teknologi digital secara bertahap*"

Budhiwhany/wwcr/ digitalliteracy/27022023

At this stage, the initial concept of the aid system turned into designed in step with the needs evaluation. The end result was a model aid gadget made from lesson plans and the material presented at the LMS in textual content, picture, audio, and video formats, as well as studying achievement evaluation gadgets and virtual literacy competencies improvement achievements (Hasan et al., 2022; Mariani et al., 2023; Ostendorf & Brand, 2022; M. T. Sarmauli, n.d., 2020; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022). All additives of the assist machine were designed and advanced based on subdisciplines and the levels of digital literacy capabilities. at the

improvement stage, the assist device changed into made into a prototype. This prototype became tested by means of experts and teachers as users. The device become proven by way of specialists who assessed the combined mastering aid gadget (Tanyid, 2019); (Susanto et al., 2022; Veronica, 2022; Veronica & Munte, 2022); (Rini et al., 2022). In widespread, the responses of specialists and lecturers had been very high due to the fact the combined learning support device supplied written and virtual comments and conversation facilities for listening and exchanging thoughts, knowledge, and studying sports to improve the digital literacy abilities of potential teachers.the following are the consequences of the validation performed by means of specialists and lecturers at the lesson plans, LMS content material, sports in the LMS, and checks. In a length of deep and fast change and innovation researchers want to are trying to find effective balance among principle-pushed and greater *grounded* strategies to researching digital literacies (Rahmi et al., 2022); (Zhafira, 2021); (Wulan, 2005; Wulan & Sanjaya, 2022); (Maxwell, 2020).

Accessing digital technology by students, especially in SMA 3 Palangka Raya, is crucial for researchers to demonstrate their commitment, sustainability, training and experience when in contact with digital literacy as mentioned by Budhiwhany. According to researchers, the benefits of digital literacy would not only help themselves, but also extend to the community, especially in accordance with the Christian school of thought, namely as gratitude through maximizing potential and extracting resources, especially digital.

CONCLUSION AND SUGGESTIONS

This look at supplied perception that current students can be categorised as digitally literate. In this example, students are able to use generation to assist them in getting to know, recognize the statistics supplied in textual content or example, and choose data in step with their wishes. students tend to integrate virtual literacy according to the activities and goals to be carried out. as an instance, in looking and know-how information, students integrate the capacity of picture-visible literacy to acquire information offered within the shape and facts literacy to pick legitimate facts and replica literacy to make a product. on the identical time, other competencies such as branching literacy exist but aren't too distinguished in SMA 3 Palangka Raya (Alfia et al., 2020)

In addition research is wanted to discover a way to layout studying environments to enhance beginners' digital literacy in promoting students' abilities in using digital gear to design and broaden new styles of records science in SMA 3 Palangka Raya. the instructional layout specializes in the vital questioning process and on students' abilties in both developing an idea and growing an invention from their thoughts. students could be expert learners and can be capable of resolve troubles creatively.

Based totally at the effects of the study, it can be concluded that students of SMA 3 Palangka Raya have a excessive initiative to examine independently even though their virtual literacy competencies are inside the medium category. This happens because at some stage in the web studying process, there are numerous aspects of digital literacy that aren't in direct touch with self-directed studying. This studies has shown that given the opportunity to engage with a reason for adopting virtual gear, the undergraduates have been able to use them to create significant products with the minimum fuss. The results confirmed that the technical elements of unexpected technology were no longer of foremost concern to many of those students in SMA 3 Palangka Raya. most people of the students additionally indicated that they concurrently explore the technologies and combine the content material, consisting of locating for information and multimedia substances. SMA 3 Palangka Raya. Finally, our findings verify that digital literacy can affect on line hazard in children behaving within the cyber global. The findings pointed out that a few kids had low, which ended in a high on line hazard for kids. this is crucial, given the ever-growing development of generation, kids can freely access the internet everywhere and wherever they may be in SMA 3 Palangka Raya.

The novelty on this research may be visible from the exploration of the Arabic learning manner based totally on social media by using selling virtual literacy. previously, previous research most effective defined the process of implementing getting to know using social media, with out further explaining the ideas of virtual literacy in SMA 3 Palangka Raya. In fact, the development of social media is part of virtual literacy innovation. Uplouding tasks to social media calls for the

capability to get entry to. The lecturer observes software directs students to acquire information via social media. 1/3, as a way for students to optimize social media as a medium for literacy. So that scholars grow to be more involved and experience that learning is a part of their each day social lifestyles.

For students, for whom the usage on digital literacy also supports character and moral values development. In the education sector in the Social 5.0 era, it may be possible for learners or students to come face-to-face with robots specifically designed to replace educators in the learning process, or to be controlled remotely by educators. Implementing the religious digital literacy movement is to increase students' insight into religion, increase focus and the concentration of students in receiving learning, increasing the level of student faith, and can improve the mindset so that students can think critically in the face of something. A suggestion for further service activities regarding digital literacy for students of SMA 3 Palangka Raya can also be done at school other schools, or also for level students Of course with the gift Materials and methods of implementation that Adapting to On-Site Needs aforementioned

The Teacher, teachers must remain enthusiastic to innovate in learning so that the learning process becomes more effective. Schools should support and facilitate teachers' activities by providing stimulus, appreciation, as a common need, and honing each other's creativity.

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