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Implementation of Digital Literacy in the Development of Extracurricular Programs

M Fahmi Zakariyah[1], Yatim Riyanto[2], Gunarti Dwi Lestari[3], Ahmad Abdullah Zawawi[4]

[1,2,3]Universitas Negeri Surabaya, Indonesia
[4]The University of Sydney, Australia

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Abstract

This study aims to determine the implementation of digital literacy in the development of extracurricular programs in Unesa labschool elementary schools. This type of research is descriptive qualitative. Retrieval of data is used to use participatory observation and interview methods as primary data sources, then literature study used as secondary data. The results of the study show that Unesa Laboratory Elementary School applies digital literacy by incorporating an understanding of digital literacy in every extracurricular activity program starting from the process of planning, implementing, to evaluating. As for the implementation of digital literacy that has been implemented at Unesa Laboratory Elementary School, namely by using the ethics of collective awareness using social media for students to be included in every extracurricular activity so that students do not become addicted, victims of social media, and victims of negligence in time management. The control function carried out by the school is coordinating with parents of students and the surrounding community so that it becomes an important part of collaboration in using healthy technology for students at the elementary school level. This is better if it is implemented comprehensively and continues both in extracurricular activities and in curricular activities.

* Correspondence Address:
E-mail: m.21001@mhs.unesa.ac.id

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INTRODUCTION

Literacy is the ability to read, write, understand and communicate information related to social situations using language and pictures of various languages. Any text, image, video or application displayed on a computer is considered digital. The computerized writing style was first used in the 1980's. Munir in his book Digital Learning mentions that digital literature is starting to gain popularity and has the capacity to connect with digital information through non-essential or computer-free reading (Munir, 2017). The definition of digital literacy is still in draft form, so there will continue to be bottom-up feedback.

Definitions of digital literacy vary due to the related systems, policies and technological innovations in each country, digital literacy has many different definitions. The ability to use and understand the use of information and communication technology in education, however, is the underlying idea behind digital literacy in general. For example, "literacy," "delicacy," and "competence" can all be used to describe the capacity to navigate the digital and information world in order to locate, assess, and accept or reject information. This usage is different from the meaning given in this example. Paul Gilster whose work with the same title came out in 1997 is one.

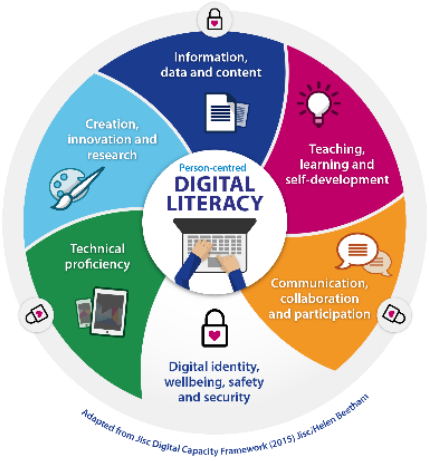
One figure credited with popularizing the phrase "digital literacy". broaden the definition of digital literacy to include the capacity to understand and apply data provided digitally via computers in various forms from various sources. Another term for this idea is "digital literacy," which emphasizes the ability to assess "softer" material and share knowledge along with understanding and attitudes. It connects various related literacy-based competencies based on communication technology skills. Digital literac is the capacity to use digital technology and understanding when and how to do it. The ability to evaluate, produce, and use knowledge using digital technology, devices, or communication networks is known as digital literacy. The capacity to understand and apply computer-provided information in various forms from various sources. The ability to read and understand media, create data and images through digital manipulation, and assess and implement new information obtained from the digital world all fall under the category of digital literacy. The use of technology to discover, utilize and disseminate knowledge in the digital world is another definition of digital literacy. Understanding, analyze, assess, manage, and evaluate material using digital technology is known as digital literacy.

Digital fluency allows people to interact with others, work more efficiently, and be more productive, especially with people who have the same abilities and skills (Mohammadyari et al., 2015) Three skills are included in digital literacy: the ability to use technology, interpret and evaluate the reliability of digital materials, and know how to create, research, and interact using the appropriate tools. According to some of these definitions, digital literacy includes not only the capacity to find, utilize, and disseminate information but also the capacity to critically evaluate that information, determine the accuracy of applications, and have a thorough understanding of the information contained in it.

Understanding search algorithms and the internet is part of digital literacy. Users are aware that not all material on the internet is of the same quality, and they can progressively learn which websites can be trusted and legitimate and which ones should not be relied upon. Users can choose the appropriate user tool for their information requirements thanks to this digital literacy, and they can use search engines successfully (eg with "advanced search"). In addition, because information sharing has an effect on society, digital literacy includes obligations for every piece of information that is disseminated. Digital literacy is no longer just a thing Skills; This is also a mindset that helps one position oneself to prevent doing bad things and hurting others. Digital literacy also includes a variety of other skills, such as how to protect one's online privacy or how to avoid various forms of hacking, including online credit card theft, spam scams, and email scams, among others. Even in a more general sense, sticking to principles while using information technology is fundamentally part of digital literacy.

Digital literacy is the capacity to engage in reading, thinking, and writing activities with the aim of increasing one's capacity for critical, creative, and introspective understanding of information (Suyono et al., 2017). Digital literacy is the science of the most appropriate means to achieve the goals of the learning process, namely, to change student behavior for the better. Changes in student behavior are influenced by environmental conditions which are the task of educators to create conditions that change student behavior for the better (Hendriyanto & Rokhman, 2021). Identify actors by focusing on their capacity to find, assess, use, create and use information in a healthy, reasonable, intelligent, prudent, appropriate and compliant way to promote interaction and conversation in everyday life.

The above expert views on digital literacy help us draw conclusions about the value of digital literacy for students at all academic levels, from elementary school through college. This shows that literacy is basically applied to students at the elementary school (SD) level considering that students are still very strong at this level and are able to fully understand every lesson, it is very important and has a greater meaning (Nasrullah, 2017; Shofwan, et. al., 2021).



Picture 1. Digital Literacy Component

Extracurriculars are activities carried out outside of class time at school or elsewhere with the aim of gaining additional knowledge, skills and insights as well as assisting in the development of students' personalities according to their hobbies and abilities. Extracurricular instructors usually come from the school's major faculty, or even from parents or spouses of students who are skilled in extracurricular writing, athletics, or the arts. Extracurricular activities can be categorized as related to non-formal education. Non-formal education includes life skills education, early childhood education, extracurricular education, skills education and job training, equality education, and other education aimed at developing students' abilities (Saputra, 2019). Non-formal education includes all educational activities that are not part of the formal education system, this includes activities that are part of a wider education service provider (Andista et al., 2017).

Extracurricular activities, which serve as a platform for students to realize their potential, can enhance character education. The Pancasila student profile includes six characteristics that students should be able to develop, including: (1) global variety, (2) mutual collaboration, (3) creativity, (4) critical thinking, (5) independence, and (6) faith, fear of God and heroic character. Educational institutions have a responsibility to carry out extracurricular activities as a way of promoting the growth of students' skills and hobbies. So that the intended purpose is achieved, recreational activities must be handled methodically and according to the established pattern. an innovative learning method is needed as the first step of improvement, because the more effective a learning method is implemented, the higher the learning outcomes that will be obtained by students (Rikmasari et al., 2021) . It is very important to be able to collect and create an extracurricular program that is structured like a school.

Extracurricular activities are activities that promote character development in the context of maximizing the potential, talents, interests, abilities, personality, cooperation, and independence of students and are carried out outside the learning hours of intracurricular activities, according to the regulation of the Minister of Education and Culture of the Republic of Indonesia number 62 of 2014 concerning extracurricular activities in primary and secondary education. Extracurricular activities are divided into mandatory and optional categories. Extracurricular activities that must be held by educational institutions and must be attended by all students are known as mandatory extracurriculars. SD/MI, SMP/MTs, SMA/MA, and SMK/MAK students are the targets of the compulsory scouting extracurricular education program. With reference to the required Scout Education Standard Guidelines and Extracurricular Program Administration, implementation can be carried out in collaboration with the local/closest scout group.

Optional extracurricular activities can be made and planned by the education unit, and students can follow it based on their hobbies and talents. In accordance with the talents and hobbies of students, educational institutions organize some extracurricular activities for them. According to the stages involved in the development of recreational activities, educational units:

1. Check the supplies needed to plan recreational activities.
2. Determine students' needs, potential, and hobbies.
3. Choose the type of activity to be carried out.
4. Look for resources that match student preferences or pass them on to educational groups or other institutions.
5. Planning extracurricular activity programs.

Extracurricular activities can be categorized according to format or field into:

1. Krida Extracurricular Activities
2. Scouts, Student Leadership Training, Pink Cross, School Health Efforts, Flag Raising Teams, etc. are some of Krida's recreational activities.
3. Extracurricular Hobbies, Extracurricular Scientific Activities Scientific Work includes research, scientific mastery exercises, and youth scientific programs (KIR).
4. Extracurricular Activities - Training of Talents and Interests Extracurricular activities for talent development in athletics, arts and culture, environmentalists, biker, writing, wall magazine, theatre, ICT, engineering, photography, cinematography, business, and student endeavors.
5. Extracurricular religious activities
6. Religious extracurricular activities, such as retreats, religious talks, Islamic orphanages, and reading and composing the Koran.

Extracurricular activities can be carried out in various places, for example separately, where each student is involved in this activity on his own. In addition, recreational activities can be carried out in groups, such as inter-class groups, concurrent class groups, or class-based groups. The following guidelines should be observed when planning and implementing recreational activities in the learning environment.

1. Engagement Commitment, Extracurricular activities undoubtedly require the full involvement of students according to their individual interests and preferences when it comes to their implementation. Apart from mandatory recreational activities such as scouting, there should be no pressure in their activities.
2. Fun It is very important to consistently uphold the concept of joy. Every extracurricular activity organized and created by the school must be fun for the students who participate in it. The environment during extracurricular activities should be enjoyable for the players.

The current generation has access to the realm of digital literacy thanks to advances in technology and knowledge. Both in the academic and non-academic fields, as well as in intracurricular and extracurricular activities, digital literacy has become a general concept. One that stands out relates to digital literacy, especially the transition from printed to digital reading sources. The goal of digital literacy is to facilitate readers' access to knowledge through internet-connected gadgets whenever and wherever they need it. Out of a total of 272.6 million Indonesians, 210 million were found online in 2021, according to a study conducted by the Association of Indonesian Internet Network Providers (APJJI) (APJII, 2021). The high percentage of internet consumers in Indonesia shows the widespread use of digital gadgets. It is undoubtedly necessary to make efforts to strengthen digital literacy aids properly due to the widespread use of these tools. At all levels of education, the use of digital literacy devices such as electronics (HP)/smartphones, notebooks, personal computers (PCs), and tablet computers is based on the same principle. Most schools that use digital learning devices, especially elementary schools, still do not have an open internet or wifi network.

This happens as a result of requirements for which the school itself does not have great needs. As a result, students at these schools use more gadgets with internet packages separated. It definitely faces a number of challenges in its implementation when using these different devices. Technological limitations are one of the obstacles that often affect digital literacy-based education in the classroom. Another barrier is user awareness and limited user information about how to use digital literacy. This is because there are two classes in elementary school: the lower grade and the upper grade. Especially for these elementary school children, there will be a lot of misuse of technology with their cell phones if they are not taught properly. In addition, they often make mistakes that they are not aware of, especially when it comes to social media etiquette. Sometimes they have broken social media rules without knowing it. In fact, elementary school children cannot freely use social media accounts to become social media users. Underage students often use engineering techniques, such as age modification.

This is clearly against proper social media etiquette. School outreach about the prohibition of immoral use of social media is the answer to this problem. Students and parents receive this socialization. To make a dignified nation takes a long time through lifelong education. Lifelong education is the right of every citizen, as stated in the law. No. 20 of 2003 article 4 which explains the principle of education, namely education is held as a process of civilizing and empowering students that lasts a lifetime, and article 5 states that every citizen has the same right to obtain quality education and have the opportunity to improve education throughout his life (Pratiwi et al., 2022). Unesa Laboratory Elementary School carries out extracurricular activities every day after school hours. The extracurricular programs at Unesa Labschool Elementary School that have been running so far are scout extracurricular programs, sling shoot, archery, basketball, futsal, coding, robotic, silat, theatre, dance, padus, and painting. Every program extracurriculars have their own supervisors and are coordinated by Mrs. Trisya as the coordinator of the extracurricular program at Unesa Laboratory Elementary School. The application of digital literacy has been implemented more or less by Unesa Laboratory Elementary School in the implementation of extracurricular programs. This study aims to find out more deeply how digital literacy is applied in every extracurricular program so that it is able to develop every extracurricular program in Unesa Laboratory Elementary School to be better.

METHODS

This research is a type of qualitative research, namely research that aims to describe the data that has been collected in the form of words, written pictures and not numbers. Then the data source is in the form of secondary data obtained from various literature that can support this research, so that it is able to describe or explain systematically. The research design used is descriptive qualitative,

namely a research approach that aims to understand a phenomenon or problem through the collection and analysis of qualitative data. This method is used to describe characteristics, behaviors, or processes that exist in a particular context. The research subjects in this study were the elementary school laboratories of the State University of Surabaya. Data collection techniques using participatory observation methods, in-depth interviews and documentation. In testing the validity of the data, researchers used 4 criteria, namely credibility, dependability, confirmability and transferability. data analysis techniques using Data Condensation, Data Presentation, and Drawing Conclusions/ Verification.

RESULTS AND DISCUSSION

One of the six important reading skills that students need today is digital literacy, according to the Ministry of Education and Culture's 2021 digital literacy module. The declaration of the School Literacy Movement (GLS) which has been launched by the government is closely related to the implementation of digital literacy in elementary schools (SD). Broadly speaking, the declaration of the school literacy movement is the result of considering the PISA test assessment of typical literacy outcomes.

Indonesia's population is still not as expected. When compared to other ASEAN member countries, Indonesian students' typical reading test scores are still in the low range. This can be seen from the results of the Program International Student Assessment (PISA) test which is conducted every three years. The government considers it important to make serious and effective efforts to improve students' literacy skills in Indonesia as a reaction and follow-up to the low literacy skills of students in Indonesia. The next literacy movement which will be focused on junior high schools (SMP) and high schools will be built in an effort to boost reading in elementary schools, so this initiative is very important (SMA). Digital literacy is one of the initiatives to improve literacy skills at the basic level. Increasing extracurricular activities related to improving digital skills in elementary schools. In elementary school, increased digital literacy is combined with extracurricular activities. Therefore, achieving digital literacy goals in basic education is in line with achieving extracurricular goals. The activities that can be carried out by elementary schools are first, creating activities that are in accordance with the abilities and skills of each student. second, Choices are made based on hobbies and freely chosen by students. Third, encouraging students to develop their potential and abilities through the activities they like. Fourth, social excellence that is created and implemented by taking into account the values of society.

Extracurricular activities can take the following forms, as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Elementary Schools and Junior High Schools: first, Krida, such as Scouts, the Pink Cross (PMR), School Health Efforts (UKS), Flag Raising Unit (Paskibra), Student Leadership Training (LKS), and others; second, scientific work, such as studies, scientific mastery activities, scholastic skills, and Young Scientific Activities (KIR); third, development of sports of special interest and skills, such as capacity building in the performing arts, writing, theatre, information and communication technology, engineering, and other fields; fourth, Religion, for example: marawis, retreats, and tahfiz Al-Qur'an, which can study and compose Al-Qur'an; and fifth Development of talent in areas of interest that are tailored to the needs of students (Kemdikbud, 2021)

In other words, increasing digital literacy in elementary schools means tying extracurricular activities at school with the internet besides using it to search information or entertainment. Leveraging digital resources to teach digital literacy can be an attractive option for teaching traditional classrooms. Meanwhile, elementary school students need to get digital literacy lessons as well as social media use, ethics, and group awareness to prevent bullying, addictive games, victims of social media, and victims

of careless time management. The readiness of materials, both for instructors and students as well as materials for teacher development, especially those related to recreational learning materials, also determines whether or not digital literacy goals are achieved. This module discusses digital literacy for elementary schools.

In elementary schools, digital literacy refers to the ability to use digital media appropriately, accurately, and ethically to gather knowledge, solve problems, complete assignments, and collaborate in learning activities with other students. Students who have mastered digital literacy will be able to keep up with the rapid progress of the information technology industry. Students who have mastered digital literacy will be able to cut costs, time, and energy while at the same time strengthening knowledge acquisition, expanding networks, and expanding information. Digital literacy training participants in elementary schools will be inspired to think analytically, imaginatively and innovatively, be able to solve problems, be able to interact effectively, and be able to work as a team. The ability meeting shows that students have mastered the ability.

21st century learning the ability to use digital technology, communication tools, and networks, as well as the ability to find, evaluate, use, and create knowledge, is a characteristic of mastering 21st century learning skills. Even home industry entrepreneurs in this digitalization era is influenced by the ability of Information and data literacy, Communication and collaboration, Digital content creation, Safety, and Problem solving (Santoso et al., 2023)

The rapidly developing digital era is expected to encourage students to use digital literacy in class. One of the benefits of living in a digital world is having access to the latest educational data for students. Digital sources can be used to accomplish this task. This digital media includes easily accessible computers, laptops or cell phones connected to online networks. In elementary grades, the focus of digital literacy has moved from traditional reading and writing literacy using paper media to computer media. For example, many teachers who work in schools are used to giving assignments sourced online, especially using Google, to students who have smartphones. Using online learning tools, queries are handled. Feedback can also be given in the pre-formed WA (WhatsApp) community. Apart from reducing the use of paper and protecting the earth, digital literacy tasks and exercises were also completed. Paper can be replaced with digital documents. Digital applications are used to distract students from the practice of playing games on their smartphones and switch to browsing tasks (finding solutions to problems set by the instructor). Lesson plans and sub-themes are taken into account when designing lessons digital.

However, this cannot be applied in every institution. This is because several institutions prohibit their students from bringing smartphones. Smartphone use and transportation to school are restricted in some institutions. This is because the excessive use of game applications and social media has distracted students' focus in many ways. Smartphones have developed into an important component in education, especially during epidemics. This makes digital knowledge in the classroom an important component of the teaching and learning process. Based on this description, elementary school teachers can also teach students about ethical values and rules for using cellphones, the internet, and social media. If students are already in upper grade elementary school and regularly use social media, this must be done. In this situation, the teacher is expected to be a positive role model on social media in addition to receiving assistance in carrying out teaching and learning activities. This is relevant to Dari's research (Tuna, 2021) which causes that digital literacy with the use, ethics, collective awareness of social media for students in elementary schools needs to be educated according to the use needed and to avoid bullying.

Implementation of Digital Literacy in the Unesa Labschool Elementary Extracurricular program

The concept of digital literacy is increasingly prevalent in the 21st century. Growing demands from the work sector for individuals to be digitally literate has prompted targeted interventions and innovations from the education sector to instil digital skills into the future workforce (Reddy et al., 2023). The purpose of implementing digital literacy outside the classroom is to give instructors the tools they need to promote 21st century skills among students and other school personnel. At least four qualities, including Analytical Thinker, Communicator, Partner, and Creator, describe this ability. These four traits are used in literacy-related tasks, including recreational tasks. Four C 21st Century Competences, as defined by Zoraini in (Puspito, 2017) are supported by these four components. The four items fall into the following categories. (1) Students are encouraged to practice critical thinking skills and problem solving. This effort is carried out in a way that creates learning difficulties for students. (2) Communicators, students are taught to understand and express ideas. They are encouraged to ask questions and try to find answers to problems by searching for different information online. Students are encouraged to share ideas that have developed as a result of their understanding of what they have learned after they have completed literacy-related tasks. They are also encouraged to become collaborators, or able to work collaboratively with others. Therefore, through social media sharing information and experiences, students are taught to collaborate with others in various disciplines with the help of digital literacy; (4) Creator, ability is very important to create quality work. By doing managerial records online to make it easier for schools to store school data and documents, including in recording recreational activities. To be considered digitally literate, a personmust know how to access information using modern digital technologies,how to navigate through the complex web of information made availableby digital technologies, how to"read"and comprehend messages ondigital media, and how to contribute to the digital information economyby using digital technology (Lilian, 2022).Digital literacy requires more than just the ability to use software or handle a digital device;it includes many different complex skills, such as cognitive, motor, sociological, and emotional skills that (Nedeljko et al., 2022).

Extracurricular activities are carried out beyond general school programs, and moreover, they are based on a voluntary basis. Extra- curricular activities can take place from pre-school education to uni-versity education. It is included in a wide range of general teaching and learning activities in all countries (İleritürk, 2023). Unesa Laboratory Elementary School promotes digital literacy outside the classroom or in extracurricular activities. Schools can also add electronic texts (also known as ebooks) to their library inventory. Labschool Unesa Elementary School offers a variety of educational aids so students can learn more, be intellectually stimulated, and have a place to relax after participating in recreational activities. In addition to recreational activities, Unesa Laboratory Elementary School plans activities to improve digital skills between parents and students. These exercises are similar to those used in parenting classes to teach digital literacy to parents. Therefore, parents can actively contribute to helping children develop their digital literacy skills properly and responsibly. Extracurricular activities that have been running at the Unesa Laboratory Elementary School are as follows:

Extracurricullars	number of participants
sling shoot + archery	20
basketball	25
futsal	13
coding + robotics	14
silat	17
theater	18
dance	18

Table 1. Extracurricular Program Unesa Lboratory Elementary School

Implementation of extracurricular activities at Unesa Laboratory Elementary School through the stages of planning, implementing, tracking, and evaluating. The manager of each recreation program helps Mrs. Trisya as the main manager of the Unesa Labschool Elementary School extracurricular program in carrying out her activities.

Digital Literacy Strategy at Unesa Laboratory Elementary School

Talking about technology is only one aspect of digital literacy; it also includes a discussion of proper reading practices. For students to join in an evolving digital world, digital citizenship is a fundamental skill that must be taught. Time management, cyber security, anonymity, critical thinking and digital sensitivity are examples of concepts and behaviors related to digital citizenship. Based on a review of students' potential and interests and the school's ability to provide the necessary resources in organizing extracurricular activities, the school must decide which extracurricular activities should be prioritized. By still paying attention to extracurricular goals in elementary schools, schools can make other forms of activities other than those listed above based on local wisdom and the social conditions of the community in the school environment.

School organizations should also consider other ways of maintaining scheduled recreational activities. Extracurricular management is the hope of every school. and this is in line with the government's aspirations that future generations will have the values of leadership, competitiveness, discipline and accountability. Effective management and leadership, articulated with good understanding, structured and planned needs-driven development of management and leadership, is the key to transformation. Providing competitive achievement activities for students who take part in extracurricular activities is one of the roles your other help. Organizing extracurricular skills competitions at the education unit level, participation of students who are fostered through extracurricular activities in festivals, competitions, Olympiads, or other achievement competition activities are examples of achievement activities that can be carried out.

Currently Unesa Laboratory Elementary School has held competitive achievement activities in the form of competitions and a series of competitions in each extracurricular, so that it can be a way to assess extracurricular implementation. Teaching staff can assess extracurricular programs and make improvements for the next time by looking at student results in a tournament. Conversely, children's confidence in the results of their training for recreational activities can be increased through competitive activities.

CONCLUSION

Elementary school students must learn digital literacy, not only how to use the internet for knowledge or entertainment, but also to develop students' capacities in logical, synthetic, critical, inventive and creative thinking. Leveraging digital resources to teach digital literacy can be a great option for teaching in the classroom. Regarding digital literacy, Unesa Laboratory Elementary School provides guidance and understanding on the use, ethics, and general knowledge of social media to prevent bullying, game addiction, victims of social media, and victims of careless timing in every extracurricular activity that is carried out outside. This is in accordance with the goals of digital literacy, namely that schools as one of the important components in creating a safe internet for elementary school children is a control function that schools can carry out in collaboration with parents of students and the local community. Schools must have the capacity to maximize students' potential and act as community-based problem solvers. Finally, schools become autonomous and are able to transform into institutions based on life skills, hard skills and soft skills so that they are able to create goods with high selling value and diversify their income streams. market or for agricultural goods to ensure school residents have access to sustenance. Unesa Laboratory Elementary School has held achievement competition activities in the form of competitions and a series of competitions in each extracurricular. Extracurricular programs are the main driving force for schools to be able to carry out various programs that can enhance students' talents and interests. Digital literacy is a very important aspect of literacy in this modern era. So, by increasing digital literacy programs, extracurricular programs and even the quality of schools will also improve.

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