

The Effect of Digital Literacy and Character Education on Increasing the Quality of Learning

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Abstract: The purpose of this study was to determine the effect of digital literacy and character education on improving the quality of learning in SMP Negeri in Pangkalan Baru sub-district, Central Bangka Regency. The sample size taken was 78 teachers in Pangkalan Baru State Junior High School, Central Bangka Regency. The sampling technique was saturated sampling, where the respondents were all teachers at Pangkalan Baru SMP Negeri, Central Bangka Regency. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 80 statement items. The analysis technique used was multiple linear regression analysis. The results showed that digital literacy and character education simultaneously have a significant effect on improving the quality of learning. Second digital literacy has a significant effect on improving the quality of learning. Third, that character education has a significant effect on improving the quality of learning.

Keywords: Character Education, Digital Literacy, Learning Quality

A. Introduction

The capacity of a school to plan instruction effectively and efficiently to achieve predefined teaching objectives is known as learning quality. The way that teachers present themselves, how well they understand the material and the curriculum, how they use their teaching methods, how they use educational tools and facilities, how they implement learning and evaluation, and how they implement extracurricular and curricular activities are all factors that improve the quality of learning when it comes to its implementation. According to Depdikbud (2022), The Ministry of Education and Culture defines quality as the whole of a product or service's attributes that show how well it meets its requirements. On the other hand, Hari Sudradjad claims that a high-quality education results in graduates possessing certain skills or capabilities (Sudrajat, 2012).

Learning is an intentional, regulated endeavor done for the benefit of others or to bring about generally lasting changes. Additionally, Miarso makes a distinction between the terms teaching and learning. He defines learning as an intentional attempt to control the environment of instruction so that a person forms positively under particular circumstances, whereas teaching is an endeavor to direct and guide students' learning experiences, which typically take place in formal settings (Miarso, 2014).

There will inevitably be challenges during the learning process, as well as unforeseen challenges in the real world. This can affect educators, learners, or the educational system as a whole, preventing optimal learning outcomes. According to information provided by the Pangkalanbaru Service Branch supervisor, during their supervision activities, teachers are still required to complete learning resources that serve as guidelines for instruction. These resources include student attendance records, teacher and class agendas that need to be completed daily and learning media. Since each of these gadgets needs to be in sync with the others.

Based on observations made at multiple Pangkalanbaru state junior high schools, it appears that pupils' lack of interest in learning stems from their propensity for social media use, online gaming, and parental guidance absence. Teachers must constantly encourage students to complete assignments because some are still provided and are rarely completed on time. This is taken into account when assigning grades because the evaluation encompasses not only cognitive talents but also social and spiritual skills.

Observations conducted at several Pangkalanbaru state junior high schools suggest that students' inclination toward social media use, online gaming, and lack of parental supervision are the main causes of their lack of interest in learning. Instructors still have to remind students to turn in homework, even if they are rarely done on time. This is considered in the grading process because the assessment includes social and spiritual capabilities in addition to cognitive abilities.

To promote communication and interaction in daily life, digital literacy is the knowledge and ability to apply digital media, communication tools, or networks in the finding, evaluating, using, and creating of information and utilizing it in a way that is healthy, wise, intelligent, careful, precise, and law-abiding-day. Digital literacy is defined as having the knowledge and abilities to search, assess, use, create, and apply information utilizing digital media, communication technologies, or networks (Lestari, 2021). Digital literacy is the ability or proficiency in using digital media such as communication tools or networks in finding, evaluating, using, creating information, and utilizing digital media responsibly (Suriani & Hadi, 2022).

The government is still pushing for literacy among all Indonesian residents, particularly students, in an attempt to raise the standard of education. The library is only visited by students when they need to borrow textbooks or supporting books used during teaching and learning activities in one of the subjects because it does not have a collection of non-learning and learning support books or digital tools like laptops that can be used to search for information online. Aside from that, the break is short, so pupils would rather have lunch with the food they brought from home or play for a bit with pals in a separate class.

To improve the quality of learning in schools, Danim said that if an institution wants to improve the quality of its learning, it must involve at least five dominant factors, namely Danim (2012) 1) Principal leadership; 2) Teacher; 3) Students; 4) Curriculum; and 5) Collaboration network.

Part of the reason why students are reluctant to utilize the school library is that they believe that the internet has made it simpler for them to find information or solutions to assignments. The library visit book indicates that not many students visit the library. Because there aren't enough books in the school library and teachers don't always have the answers, pupils are more likely to use their cell phones and laptops to browse the internet while completing tasks. Teachers have a limited amount of time to discuss the content. Students will, of course, be given homework or supplementary material that can be discovered online or in other reference books.

One of the main obstacles to pupils using electronics in the Pangkalanbaru area is the incessant signal reception problems in some of their residential places. Not every location has a strong signal; in fact, some are completely signal-deficient. Following the Covid-19 pandemic, schools were mandated to offer online instruction. Several assignments were not turned in because they were too difficult to mail. In addition to inadequate quotas and no signal, some of the cell phones in use are unsupported, and parents and students are still not tech-savvy, so they become confused when using them.

The opposite is likewise true for other factors that arise. The presence of devices with strong signals and quotas gives pupils the impression that they can access other websites or programs, including online games. Pupils lose sight of the primary goal of utilizing technology when they become complacent and believe they have discovered the joy they seek. Students commonly cite running out of quota as an excuse for not finishing and turning in their homework.

Lack of awareness on the part of students regarding collecting assignments assigned by the teacher, failing to reply to calls from the teacher when they are contacted by phone or message, and failing to answer when the teacher calls to come to meet with the student in question to solve problems—all of which have become habits that

spread like an infectious disease among friends. A few of the issues raised above demonstrate how little the character education that is always taught in schools is understood by the pupils. Values education, character education, moral education, and character education are all forms of education that strive to help students become more capable of making moral decisions, setting a good example, upholding the good, and fully realizing the worth of life.

Based on the results of the preliminary observations, the author also observed and felt that several issues came up, such as the fact that while the language of instruction in teaching and learning activities at school should be in Indonesian, not all students could understand the teacher's explanation if they used Indonesian. Instead, they could understand more quickly if they used the Bangka regional language. It is still very important to pay attention to the 5S culture: smile, welcome, greet, and be polite and respectful. Because some pupils still frequently turn away from their teachers or, even better, glance down when they pass by. When friends argue, they frequently yell and use foul language until the teacher intervenes to break them up.

Even if they arrive late for class, many students continue to enter and exit the classroom using the pretext that they need to use the restroom. Other students enter the classroom right away without greeting anyone or providing an explanation. Because it is seen as standard punishment, giving pupils light physical punishment such as push-ups, sprinting around the field, standing in front of the class, or saluting the flag for breaking school rules or subject instructors' instructions has a little deterring effect on the students.

Students' sense of responsibility at school is still lacking. Not bringing textbooks according to schedule, not wearing neat clothes, the class is dirty even though officers are on duty, classroom equipment is often damaged and lost (brooms, erasers, mops, fans, markers, etc.) are some examples of students' lack of sense of responsibility in the environment, school, especially class. Apart from that, teachers have limitations in delivering material due to incomplete infrastructure in the classroom so when learning takes place they still tend to use the lecture model.

It is also evident that there is still a lack of resources for students to develop as individuals. Many schools lack sports fields, footballs, and other sporting goods deteriorate easily, and students are constantly reminded of the importance of maintaining and repairing school infrastructure. The atmosphere in schools is less safe because there have been multiple thefts, and in some schools, at night, it's frequently utilized as a hangout for careless locals.

School cleanliness has not been resolved properly because awareness of throwing rubbish in the places provided is still lacking, spitting carelessly, urinating and

defecating are often not clean when flushing, water tap pipes in front of the classroom are often broken or broken by students stepping on them and also the canteen arrangement is not yet optimal. Based on this, the researcher intends to conduct research with the title *The Influence of Digital Literacy and Character Education on Improving the Quality of Learning in Public SMP Negeri in Pangkalanbaru District*.

B. Methods

This research will be carried out at SMP Negeri in Pangkalanbaru District. The type of research used in this research is quantitative research with a descriptive approach. Quantitative research methods are a type of research whose specifications are systematic, planned, and structured from the start until the creation of the research design. According to Sugiyono (2016), Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical to test hypotheses. has been established. This research uses a descriptive approach to describe the research object or research results.

The population in this study were all teachers in SMP Negeri in Pangkalanbaru District. The number of samples used was 78 teacher respondents from the Base Baru District. Based on the description above, the sample obtained was 78 respondents. Data collection carried out by researchers is questionnaire, observation and documentation. According to Arikunto (2013), Documentation techniques are a method of collecting data that produces important notes related to the problem being studied, so that complete, valid data will be obtained and not based on estimates.

C. Results and Discussion

1. Analysis of the influence of digital literacy on improving the quality of learning in state junior high schools in Pangkalanbaru District

It is also evident that there is still a lack of resources for students to develop as individuals. Many schools lack sports fields, footballs, and other sporting goods deteriorate easily, and students are constantly reminded of the importance of maintaining and repairing school infrastructure. The atmosphere in schools is less safe because there have been multiple thefts, and in some schools, at night, it's frequently utilized as a hangout for careless locals.

Test results for hypothesis -1 using the SPSS version 26 tool show that digital literacy has a partially positive and significant effect on improving the quality of learning,

with a t count of $8.502 > t$ table 1.9908 , meaning that H_0 is rejected and H_a is accepted, and a significance of $0.000 < 0.05$. Digital literacy has a 48.7% , or 0.487 , magnitude impact on improving the quality of learning. The theoretical framework suggests that digital literacy has a substantial impact on the enhancement of learning quality in SMP Negeri in Pangkalan Baru District, Central Bangka Regency.

The average digital literacy score of the instructors at SMP Negeri in Pangkalan Baru District, Central Bangka Regency, is 4.44 on the scale, falling into the very good category. The assertion that the instructor can access the internet using a laptop is the primary signal for the digital literacy variable. The indication with the lowest average score, Teacher's statement: Able to grasp the sticker symbols used with the number 4.18 , has an average score of 4.74 . As a result, the digital literacy index as a whole falls into the excellent range.

The average rise in teacher learning quality at SMP Negeri in Pangkalan Baru District, Central Bangka Regency, was used to describe the data. This average value of 4.49 falls into the very good group. The claim that teachers carry out learning in their capacity as educators is therefore the major sign in the variable increasing the quality of learning. The statement "Teachers guide activities outside the school environment" has the lowest indicator value, with an average value of 4.74 . Thus, the overall measure of rising quality learning falls into the excellent range.

With an average score of 4.44 on a scale of 1 to 5 , respondents' opinions of the digital literacy of State Middle School instructors in Pangkalan Baru District, Central Bangka Regency, are in the very good category. The average score for respondents' opinions about raising the standard of instruction was 4.49 , falling into the very good range. Put another way, while the level of digital literacy among State Middle School teachers in Pangkalan Baru District, Central Bangka Regency is already very high, there is still room for improvement in the quality of instruction at these schools.

Capable of comprehending the sticker symbols used with the number 4.18 is the indicator in the teacher statement with the lowest score. This suggests that educators need to get more knowledgeable about digital technology as a lot of topics in the field of digital literacy are connected to symbol interpretation. Due to the rapid development of the internet, educators should be able to keep up with the ever-changing landscape by participating in a variety of seminars about digital literacy.

This research is in line with research by Vera Eunike Johanes, Suroyo, A.A. Ketut Budiastira 2022. The results of this research show that: (1) there is a relationship between digital literacy and the performance of elementary school teachers in Kalideres District, West Jakarta, (3) there is a relationship between the leadership

style of school principals and digital literacy simultaneously with the performance of elementary school teachers in Kalideres District, West Jakarta (Johanes et al., 2022).

I Putu Gede Sutrisna Research 2020 Digital literacy movements that can be carried out during the COVID-19 pandemic are family digital literacy movements and community digital literacy movements. The literacy movement aims to improve critical, creative, and positive thinking skills in using digital media in everyday life (Sutrisna, 2020). The capacity or competency to locate, assess, use, create, and appropriately use digital material, such as communication tools or networks, is known as digital literacy. When using digital literacy and the internet in daily life, he is responsible in the sense that he can effectively filter and assess the information he receives and tends to access good content (Suriani & Hadi, 2022).

Digital literacy skills are essential in this fast-paced era of information and communication technology so that everyone can benefit from the opportunities these advancements bring. According to the findings of field observations, instructors today must unavoidably use smartphone technology to support their literacy. You will certainly need to use the internet that you already have to read a lot on the internet network and enhance the quality of your learning.

Apart from that, if you look at the education level of the respondents, 87% of respondents have a bachelor's degree so it is hoped that all teachers have the maturity and knowledge of the internet to be able to serve as a source of literacy for teachers.

2. Analysis of the influence of character education on improving the quality of learning in state junior high schools in Pangkalanbaru District

It may be inferred from the test findings that the second hypothesis is accepted since the character education variable significantly and partially affects learning quality. This paper proposes a theoretical framework for the relationship between character education and improved learning quality in SMP Negeri in Pangkalan Baru District, Central Bangka Regency. The idea is that higher levels of digital literacy will lead to higher learning standards.

Using the SPSS version 26 tool, the results of testing hypothesis -2 demonstrate that character education, at least in part, has a positive and significant effect on improving learning quality. The obtained t count is $11.838 > t$ table 1.9908 , which means that H_{02} is rejected and H_{a2} is accepted. The significance is $0.000 < 0.05$, and the effect of character education on improving learning quality is 48.7%, or 0.487. This indicates that character education has a major impact on raising the standard of instruction in State Middle Schools in Pangkalan Baru District, Central Bangka Regency, according to the theoretical framework.

An average score of 4.65, falling into the very good category, was obtained for the data description in the form of average character education for instructors at State Middle Schools in Pangkalan Baru District, Central Bangka Regency. The assertion that the teacher upholds religious tolerance is therefore the major indicator in the character education variable. The statement that the instructor teaches to put the interests of the nation and state above the interests of self and group has the lowest indicator, with an average value of 4.83. Its number is 4.49. Thus, overall indications of character education fall into the "very good" category.

With an average score of 4.65 on a scale of 1 to 5, respondents' opinions of the character education provided by State Middle School teachers in Pangkalan Baru District, Central Bangka Regency, fall into the very good category. The average score for respondents' opinions about raising the standard of instruction was 4.49, falling into the very good range. Put another way, the character education provided by SMP Negeri in Pangkalan Baru District, Central Bangka Regency, is excellent, and since the quality of instruction at these schools is already excellent, it has to be further enhanced.

In the meantime, the teacher's statement's lowest-scoring indication, which has a value of 4.49, encourages putting the interests of the state and country ahead of that of the individual and their group. This suggests that pupils do not yet comprehend that the interests of the public are more important than their own. More information regarding the significance of protecting the nation should be taught by educators.

This research is in line with the research of Harri Jumarto Suriadi, Firman, and Riska Ahmad 20221. From the discussion above it can be concluded that character education in the online learning period has changed greatly, it depends on how a teacher responds to these changes, where there are students whose changes are getting better because They live in a family environment who want to guide them during online learning, but there are also students who find it difficult to study during online learning so that their discipline character is not formed because they procrastinate and some even don't submit assignments. Based on this, teachers are required to keep up with changing times, so that when all teaching and learning processes are online, teachers do not panic and they have the provisions to face online learning more effectively (Suriadi et al., 2021).

That is supported by Sri Suwartini's 2017 research. The fundamental tenet of character education must be the universal moral principles that can be drawn from any religion. Experts concur, however, that children should be taught a few fundamental character principles. Community involvement, education policies, agreements, integrated curricula, learning experiences, evaluation, parent support, staff development, and program creation are some of the supporting elements of

character education (Suwartini, 2017). A nation's best chance for success is character education, which will yield highly expected children who can balance their cognitive, affective, and psychomotor attitudes to compete in the workforce when they are older (Qadafi, 2022).

Kemendikbud (2017) states that character education is efforts designed and implemented systematically to instill behavioral values in students related to God Almighty, themselves, fellow humans, the environment, and nationality which are manifested in thoughts, attitudes, feelings, and words. , and actions based on religious norms, law, karma, culture, and customs.

Teachers took a variety of initiatives in response to observations they made in the field to ensure that character education had a good effect on students' lives. However, if the parents of the pupils do not assist in instilling excellent character, the efforts made will not be at their best. There are still pupils who lack moral integrity. Teachers do, however, still work hard to help pupils develop moral character so that they can serve the country and the state well.

3. The influence of digital literacy and character education on improving the quality of learning in state junior high schools in the Pangkalanbaru District

The third hypothesis is supported by the test findings, which demonstrate that the variables of digital literacy and character education significantly and simultaneously improve the quality of learning. A theoretical framework for considering how digital literacy and character education affect raising the standard of instruction in SMP Negeri in Pangkalan Baru District, Central Bangka Regency. If these factors are strong, it is anticipated that the standard of instruction will rise.

The results of testing hypothesis -3 with the SPSS version 26 tool indicate that, to a partially positive and significant extent, digital literacy and character education have an impact on improving the quality of learning. With calculated $f_{78,847} > f_{table}$ 3.11, H_03 is rejected and H_a3 is accepted, and the significance is $0.000 < 0.05$. The impact of these factors is 0.678, or 67.8%, on improving the quality of learning. This indicates that, according to the theoretical framework, character education and digital literacy have a major impact on raising learning standards in SMP Negeri in Pangkalan Baru District, Central Bangka Regency, at the same time.

The average rise in teacher learning quality at SMP Negeri in Pangkalan Baru District, Central Bangka Regency, was used to describe the data. This average value of 4.49 falls into the very good group. The claim that teachers carry out learning in their capacity as educators is therefore the major sign in the variable increasing the quality of learning. The statement "Teachers guide activities outside the school

environment" has the lowest indicator value, with an average value of 4.74. Thus, the overall measure of rising quality learning falls into the excellent range.

The average score for respondents' opinions about raising the standard of instruction was 4.49, falling into the very good range. Even though State Middle Schools in Pangkalan Baru District, Central Bangka Regency, are currently offering extremely good instruction, more has to be done to raise the standard of instruction. With a score of 4.04, the indicator in the statement "Teachers guide activities outside the school environment" has the lowest value. According to these findings, teachers ought to provide pupils with more direction outside of the classroom because it is believed that this will enhance their learning. Because of this, schools are required to allocate extra funds to instructors and educators who offer extracurricular activities.

Learning is an intentional, regulated endeavor done for the benefit of others or to bring about generally lasting changes. Miarso distinguishes between teaching and learning as well. He says that teaching is an endeavor to direct and guide students' learning experiences, which typically occur in formal settings, while learning is an attempt to consciously manage the learning environment so that someone forms themselves positively in certain conditions (Miarso, 2014). To improve the quality of learning in schools, Sudarwan Danim said that if an institution wants to improve the quality of its learning, it must involve at least five dominant factors, namely: Danim, (2012) namely the leadership of school principals, teachers, students, curriculum, collaborative networks

This research is in line with Research Sulastris, Happy Fitria, Alfroki Martha 2020. The results of the research can be concluded that: 1) the competence of Teachers at SMP Negeri 8 Prabumulih is relatively good; 2) efforts made by school principals and teachers to develop professional competence by participating in training, upgrading training, workshops, and teacher working groups, and 3) obstacles faced include insufficient mastery of science and technology, lack of teacher creativity, teacher those who teach are not in their field (Sulastris et al., 2020).

D. Conclusion

Based on the results of data analysis, the variables digital literacy and character education have both partial and simultaneous effects on improving the quality of learning can be explained as follows:

1. There is significant influence of digital literacy on improving the quality of public junior high school learning in Pangkalan Baru District, Central Bangka Regency with t count $8.502 > t$ table 1.9908 has a contribution effect of 48.7% on variable Y and the other 51.3% is influenced by other factors outside variable X_1 .
2. There is significant influence of character education on improving the quality of learning at SMP Negeri in Pangkalan Baru District, Central Bangka Regency with

- t count 11.838 > t table 1.9908 has a contribution effect of 64.8% on variable Y and the other 35.2% is influenced by factors -other factors outside variable X₂.
3. There is significant influence of digital literacy and character education on improving the quality of learning together at SMP Negeri in Pangkalan Baru District, Central Bangka Regency with f count 11,838 > 78,847 > f table of 3.11. has a contribution effect of 67.8% on variable Y and the other 32.2% is influenced by other factors outside variable X.

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