

THE URGENCY OF DIGITAL LITERACY IN DEVELOPING CHARACTER EDUCATION FOR YOUTH IN SOCIETY 5.0.

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Abstract: This research aims to look at the urgency of digital literacy in strengthening the character education of young citizens in the era of Society 5.0. As the main framework in developing moral values, ethics and emotional dimensions in learners, character is an important focus in education. Society 5.0, which is characterized by advances in digital technology, places digital-based literacy as key in designing relevant character education. This literature study uses various relevant sources to analyze the relationship between digital literacy and strengthening character education. Aspects such as technological knowledge, digital skills, responsible online behavior and ethical awareness in the digital world are the main focus. The results show that digital literacy can be an effective tool to strengthen learners' character in the era of society 5.0. Through digital literacy, learners can develop fundamental values such as honesty, responsibility, empathy, cooperation and problem-solving skills. By considering key aspects such as technological knowledge, digital skills, responsible online behavior and ethical awareness, digital literacy can be a strong foundation for developing solid moral and ethical values in the use of digital technology. To achieve effective integration of digital literacy in character education, collaboration between various parties is crucial to overcome the challenges that arise.

INTRODUCTION

The changes occurring in the Society 5.0 era undoubtedly bring about a tremendous transformation, particularly evident in the learning paradigm. Rapid technological advancements have significantly impacted how we learn and interact with information. With various alternative technologies available, essentially designed to fulfil human needs by enhancing daily life, learning becomes more dynamic. The existence of technological and communication systems, such as Twitter, email, WhatsApp, Instagram, Facebook, and various other social media applications, facilitates individuals seeking information and communicating online, all easily accessible through smartphones.

The freedom and convenience provided by technological advancements in accessing information with a single touch are undeniable, significantly influencing students' attitudes toward learning. However, it is essential to remember that proper guidance and instructions from educators should accompany this easy access. With solid guidance, easy access can

positively impact learning goals, as reflected in a lack of understanding of the learning materials outlined in instructional modules due to a lack of digital literacy interest among students. Therefore, these changes demand a prudent approach to integrating technology into education and ensuring that this innovation effectively enhances students' understanding and achievement.

The surrounding environment plays a significant role in shaping adolescent delinquent behaviour, which is increasingly prevalent, including drug abuse. Several factors, such as peer pressure, unstable family conditions, easy access to negative influences, and a lack of adult supervision, can influence teenagers' tendencies to engage in drug use. Data on drug abuse among teenagers in Indonesia, based on the findings of the National Narcotics Agency (BNN) in 2012, indicate that approximately 50–60 per cent of the total drug users in Indonesia are adolescents, including students and university students. Additionally, research involving BNN and the University of Indonesia (UI) estimates the total number of drug users to be between 3.8 and 4.2 million people (Dwi Laksana, 2021). These findings depict a severe issue that requires special attention from the government, educational institutions, families, and the entire community.

Preventing drug abuse among teenagers requires a comprehensive approach, including counselling, education, rehabilitation, supervision, and the implementation of policies that restrict accessibility and impose sanctions on perpetrators. Therefore, character education is crucial in addressing various challenges in 21st-century education marked by technological advancements (Marisa, 2021). Learners must be equipped with morals and sufficient knowledge to become outstanding individuals and sources of pride for parents, the nation, and the country. With a holistic approach, including active involvement from all segments of society, efforts to address the issue of drug abuse among teenagers can be more effective and sustainable.

In this era of globalization, easy access to technology has become a characteristic of all segments of society, from adults to children. The role of technology is crucial in the educational context, providing significant support in the learning process and knowledge development. Technology also serves as an effective communication tool between teachers and students, enriching the learning experience.

However, like two sides of a coin, technology also has negative impacts, especially in the educational context. One example of its detrimental impact is the emergence of cases such as cyberbullying, student brawls, and sexual violence against children, reflecting the

weaknesses in the nation's character (Kezia, 2021). However, like two sides of a coin, technology also has negative impacts, especially in the educational context. One example of its detrimental impact is the emergence of cases such as cyberbullying, student brawls, and sexual violence against children, reflecting the weaknesses in the nation's character.

One of the main focuses in the Society 5.0 era is addressing challenges in the education sector, particularly in dealing with the continuous development of technology. The rapid evolution of technology demands adapting the education system into the realm of digitalization based on character. To tackle the challenges faced by Society 5.0, education must be carefully transformed and ready to evolve with the changing times (Marisa, 2021).

In facing the dynamics of Society 5.0, the design of the education curriculum should encompass several vital points. Firstly, character education becomes the primary focus to shape students into individuals with good, moral, and resilient characters. This aims to instil responsibility, integrity, and high ethical values in individuals. Secondly, the importance of developing critical, creative, and innovative thinking skills must be addressed. Students need to be trained to critically analyze information, develop creative solutions, and innovate to face the changes in the Society 5.0 era. These skills will allow them to be independent thinkers ready to tackle challenges and find innovative solutions. Thirdly, the integration of technology into the learning process is essential. The ability to apply technology will prepare them to be part of a connected and skilled society in the digital era (Agustini, 2020).

By adopting these principles in the education curriculum design, students are expected to be ready to face challenges in the Society 5.0 era and adapt and thrive in a rapidly changing world.

In facing globalization's continually evolving and boundless reality, education plays a crucial role in shaping social life. However, the negative impacts of the surge in globalization, such as increased juvenile delinquency and the spread of hoaxes and hate speech through social media, pose challenges that must be addressed (Suseno Putri, 2022). The education sector must focus on character education in developing students' potential.

As the leading actor in the learning process, a teacher is expected to be an exemplar reflecting character values. Teachers' attitudes, nature, and behaviour, including the mindset instilled in students, play a key role in shaping character as the foremost aspect of education. Facing educational advancements in the 4.0 era, Japan has adopted the concept of Society 5.0, which focuses on the manufacturing sector and addresses social issues by integrating physical and virtual spaces.

The COVID-19 pandemic forced individuals to maintain physical distance and propelled Japan into the Society 5.0 era. This concept involves the use of big data technology through the Internet of Things (IoT) and artificial intelligence (AI) to create an efficient, inclusive, and sustainable society (Yuniarto & Yudha, 2021). Society 5.0 includes using big data technology for student data analysis, developing tailored curricula, and using digital platforms for distance education. Although technology in the Society 5.0 era has positive and negative impacts, Japan hopes that adopting this concept will lead to more significant progress in education, better preparing the next generation to face future challenges (Ozdamar-Keskin et al., 2020).

Japan's revolutionary concept emphasizes humans' role in facing evolving challenges, transitioning from the 4.0 era towards Society 5.0. In Society 5.0, humans are expected to have superior abilities to tackle complex problems, think critically, and be creative. Although high-tech advancements like automation and data exchange have characterized the fourth industrial revolution, including cyber-physical systems, the internet of things, cloud computing, and cognitive computing, Society 5.0 emerges as a solution to these challenges rather than a competitor to the achievements of the previous industrial revolution 4.0 (Raharja, 2019).

The current development of mechanisms has both positive and negative impacts on education. Therefore, education innovators are responsible for optimizing its positive effects. Technological advancements provide opportunities for more interactive, creative, and adaptive teaching. For example, using online learning platforms, digital resources, and interactive tools can enhance student engagement and facilitate a better understanding of concepts. However, it should be noted that there are challenges and risks, such as diverted attention and addiction to technology.

Innovators and educators have the crucial task of helping students develop an awareness of healthy and balanced technology use. Privacy protection and online security should also be a primary concern in using technology in education (Ismail, 2015). This perspective relies on individual efforts and innovations that have been undertaken, thus achieving a balance between financial progress and addressing social issues through a closely connected framework between the virtual world and the current reality.

The education sector has a significant opportunity to support and enhance a country's capabilities amid global competition and a surge in data innovation. Rapid developments in the digital era allow every individual to harness it. However, along with these opportunities,

the digital world also has the potential to harm individuals in various ways. A lack of human understanding of the reality of the digital world has led to the misuse of digital media, both at the personal, social, and national levels. In this context, education must continually provide an in-depth understanding of the digital world, including awareness of risks, digital ethics, and the ability to use digital media wisely. With this knowledge, individuals can overcome challenges and risks in the digital world while responsibly and productively leveraging existing opportunities (Sugiarto & Farid, 2023).

It is important to note that character education has received significant attention in Indonesia and is considered an integral part of national development in human resources. The National Long-Term Development Plan (RPJPN) from 2005 to 2025 emphasizes the central vision of character education as a critical component in shaping superior human resources. The vision aims to create a strong, competitive, morally upright nation that reflects the values of Pancasila. The government hopes that character education will produce individuals with diverse traits and behaviours that reflect strong values, including belief in the Almighty, ethics and noble character, adaptability, appreciation of differences, patriotic spirit, dynamism in development, and orientation towards knowledge and technology (Sugiarto & Farid, 2023).

Literacy skills in educational institutions should not be a barrier to collaborating with various institutions, networks, and communities outside the school environment. Community involvement is crucial since schools need help to achieve their visions and missions independently. Therefore, collaborative efforts and coordination between networks and learning units outside the school environment are needed to strengthen the formation of students' characters. Various coordinated efforts can be undertaken to achieve effective character education for students facing challenges in the 21st century, including cooperation with the Ministry of Communication and Information (Kominfo) and other organizations involved in digital literacy (Sugiarto & Farid, 2023).

The role of a teacher in the 21st century has undergone significant changes compared to teachers in the 20th century. In the present era, a teacher's role is not solely determined by charisma. Beyond that, a teacher must be able to communicate and adapt to the changing times. Teachers in the digital era are expected to have the skills to innovate and create since teaching methods used in the 1980s are no longer suitable for the needs and development of today's students (Latif, 2020).

In the digital era, educators and teachers face continuous changes. Therefore, they must have a wide range of skills, including several additional abilities, to effectively fulfil the role of a learning facilitator. In conducting effective learning, five critical abilities are essential for an educator: organizational skills, interaction skills, critical thinking, maintaining the continuity of learning, and using information boards (Sugiarto & Farid, 2023).

Digitalization skills in literacy are crucial for every individual interacting in a digital environment. Without these capabilities, there is potential for threats that can harm digital media users, such as easily being offended or disturbed, exposed to false information (hoaxes), becoming victims of fraud, losing personal data through hacking, and more (Sugiarto & Farid, 2023). Cybercrime and risks in the online world are increasing, with many people using fake accounts and interacting with strangers who may not know each other (Sugiarto & Farid, 2023).

Cases of violence and the decline of morality in society, along with the emergence of riots as a social phenomenon, indicate the need for special attention, especially in the context of education. Character education, which emphasizes the formation and development of character, becomes essential. Education is the most significant investment in building and shaping human resources (Sugiarto & Farid, 2023).

However, more than understanding digital literacy is needed to function effectively. This needs to be accompanied by good moral values and positive behaviour when communicating in digital media, especially on social media platforms with diverse communities (Abdul Jalil Toha Tohara et al., 2021). Therefore, this article aims to highlight the importance of character education in the holistic development of students, depicting the role of digital literacy as a tool to strengthen character education, emphasize the need for integration between character education and digital literacy, and convey the message that character education through digital literacy is not only relevant to students' current lives but also prepares them as ethical and responsible citizens in an increasingly digitally connected future. Thus, this research will clarify the urgency of digital literacy to strengthen character education for the younger generation in the era of Society 5.0.

RESEARCH METHODS

A qualitative approach was employed using a literature review method for this research. This method was chosen due to its ability to contribute significantly to the research

outcomes. To collect data, the researcher extracted several critical points from primary references such as books and journal articles. In addition to primary references, the researcher also considered some points from secondary references, such as documentary studies and legal regulations. The data analysis techniques utilized in this research included data reduction, display, and verification (Sugiyono, 2018).

RESULTS AND DISCUSSION

a) Strengthening Character Education in the Context of Digital Literacy

As explained in Article 1, Paragraph 1 of Presidential Regulation Number 87 of 2017, the goal of educational institutions is to shape the character of students through the enhancement of emotional harmony, attitudes, thoughts, and fitness. This process can be achieved through collaboration and participation among educational institutions, families, and communities as part of the National Mental Revolution Movement (GNRM) program. The strengthening of character education programs is interpreted as a response to challenges and obstacles that arise with the development of time (Agustini, 2020).

In the context of GNRM, there is an implication that the goal of national education is a critical sector in consciously and systematically shaping the nation's character. Education is directed toward developing the potential of the nation's children in achieving spiritual dimensions, self-control, personality, intelligence, noble character, and skills needed by students, society, the nation, and the state (National Education System Law, 2003). The national education system in Indonesia is usually based on principles and values reflected in Pancasila and the 1945 Constitution of the Republic of Indonesia. These values are typically rooted in Indonesia's religion and national culture and are responsive to the dynamics of changing times (Umar et al., 2021).

The vision of education in Indonesia is characterized by its dynamic nature. The Indonesian education system strongly regards a characterized and dynamic vision. A collective responsibility is to engage in education and support efforts to achieve the set educational goals. By actively participating in the educational process, we can contribute to shaping an outstanding generation with strong moral values, a good personality, and readiness to face future challenges (Sugiarto & Farid, 2023).

In addition, to ensure that Indonesian education remains characterized and dynamic, citizens must ensure that our education system aligns with society's times and needs, thus providing optimal benefits for individuals and the nation. The concept of character in this

context includes attitudes, behaviours, and skills as manifestations of values, principles, moral abilities, and resilience in facing the dynamics of national and state life. This character will reflect positive values such as understanding goodness, readiness to do good, living a positive life, and having a positive impact on the surrounding environment (Sugiarto & Farid, 2023).

Character education is based on the essential character of individuals that refers to global moral values, known as the “golden rule”. In this context, character education aims to develop these fundamental values. Psychologists have identified various core values, including love for God, honesty, responsibility, politeness, concern for others, compassion, creativity, cooperation, hard work, self-confidence, perseverance, justice, peace, appreciation of differences, obedience to rules, high aspirations, and integrity.

In line with these policies, the Indonesian government has developed a long-term human resource development policy for 2010-2025, which explains the character as an interpretation of four integrated points: heart cultivation, mind cultivation, emotional cultivation, and physical and creative cultivation. Heart cultivation involves the emotional aspects, attitudes, and beliefs of individuals. Mind cultivation involves the process of critical, creative, and innovative thinking. Physical and creative cultivation relates to perception, readiness, imitation, manipulation, and the creation of new activities with a spirit of sportsmanship. On the other hand, emotional and creative cultivation is related to the will and creativity reflected in caring, image creation, and the creation of new things.

This policy is designed to create a solid and integral national character by developing individuals' emotional, intellectual, physical, and spiritual aspects. The main goal is to shape citizens with positive values, good attitudes, relevant skills, and the ability to adapt to the changing times. Implementing this policy is expected to make the development of national character a solid foundation for building a harmonious, cultured, and just society.

Character education has five detailed objectives. First, the goal is to optimize students' emotional, moral, and affective potential as individuals and members of society with national character. Second, character education aims to shape students' commendable behaviour and habits in line with the nation's universal values and religious and cultural traditions. Third, character education aims to instill a sense of responsible leadership in students, becoming the cornerstone of the nation's leadership relay. Fourth, character education aims to develop students to be independent, creative individuals with a solid understanding of their identity as Indonesian citizens. Finally, character education aims to

create an environment that is honest, safe, creative, full of friendship, and has a high spirit of citizenship as Indonesian citizens (Sugiarto & Farid, 2023).

In the context of digital literacy, we need to develop positive attitudes and behaviours so that digital literacy can function effectively. Digital literacy involves not only the development of technical skills but also the aspects of attitudes and behaviours in utilizing digital information (Budiarto, 2020). The alignment of the four elements, namely heart cultivation, mind cultivation, physical and creative cultivation, as well as emotional and creative cultivation, becomes relevant as human life is inseparable from these elements. These four elements must be integrated, driving qualities, attitudes, and actions that bring benefit, goodness, and responsibility.

Steps to develop digital literacy can be taken through building audience capabilities, including through media literacy education. This involves understanding the characteristics of diverse information and media. Developing appropriate behaviours, such as building empathy toward others' feelings in understanding information, is also essential. This ability involves seeing and feeling others' perspectives, enabling the audience to respond to information wisely. Moral maturity is also crucial to prevent negative moral impacts. Thus, the audience can comprehend the potential risks or negative impacts of disseminating inaccurate or harmful information and possess the skills to address it responsibly (Song, 2017).

On the other hand, the government has introduced the PPK (Character Education Strengthening) program as a continuation of the National Mental Revolution Movement (GNRM). This program aims to develop and disseminate character education in school environments, with implementation conducted gradually according to needs. The primary focus of PPK is to promote holistic education across the country, focusing on quality and morality aspects (Agustini, 2020). This program brings a vision to create an educational environment that is not only of high quality but is also based on strong moral values.

According to Article 2 of Government Regulation No. 87 of 2017 concerning Character Education Strengthening, there are several objectives to be achieved, including:

1. It is building and creating an environment that supports the development of students as the golden generation by 2045. This aims to ensure that students have the spirit of Pancasila and vital character education to face dynamic changes in the future. The goal is to establish an environment that fosters the growth of students as the golden generation.

2. We are improving the national education platform by making character education the main foundation in implementing education for students. In this context, character education is the primary foundation for executing national education. Support from the surrounding community is implemented through various formal, non-formal, and informal education channels, considering Indonesia's cultural diversity.
3. They are actualizing and strengthening the potential and competence of educators, education personnel, students, the community, and the environment in implementing Character Education Strengthening (PPK). This program aims to ensure that all parties involved in the implementation of character education can optimize their potential and possess the necessary competencies. (Sugiarto & Farid, 2023).

By implementing the Character Education Strengthening (PPK) program, the government aims to engage all stakeholders in educational institutions, including teachers, students, the community, and the surrounding environment, to create an educational environment with character.

Furthermore, efforts to develop positive attitudes and behaviours in digital literacy become crucial in maintaining information integrity, avoiding the spread of hoaxes, and facing ethical challenges in the digital environment. The application of digital literacy has become a model found in transforming students' character education. The role of teachers in the learning process is crucial for the effective implementation of digital literacy. Teachers must possess vision, responsibility, social awareness, logical skills, and honesty in assisting students in developing the skills needed to face global digital challenges and compete internationally. In this context, well-prepared learning outcomes become the primary goal (Sugiarto & Farid, 2023).

Strengthening Character Education in the context of digital literacy can be achieved through several strategic steps that can be embedded in the educational environment, such as:

1. They emphasize understanding character values such as honesty, responsibility, empathy, and cooperation in using digital technology. This can be achieved by integrating a digital literacy approach into the school curriculum, ensuring that students can identify and understand the ethical impact of their online actions. As students become accustomed to learning through digital access, they must be trained to read to support school-assigned tasks indirectly.

2. Developing digital skills: Students are taught how to use technology wisely and efficiently by policies and purposes. This involves practical training in evaluating and producing digital content, helping them become responsible consumers and producers of information. Additionally, students will be trained to read the applicable terms before using other digital applications or tools.
3. Cultivating empathy through the digital world is useful so students can foster compassion for fellow human beings. Empathy in the digital world can be honed through online social fundraising for disaster victims or other purposes. However, before students collaborate in social fundraising, they will read first about the chronology of the disaster, who needs assistance, and what students should provide to the victims to ensure appropriateness.
4. Emphasizing responsibility in using social media and online interactions: The more students use social media, the more they will understand what they should and should not do in online interactions.

Indeed, to realize digital literacy, educators can guide the ethics of online communication and directly teach students to adopt positive and respectful behaviour in the virtual world. With these steps, strengthening character education in the context of digital literacy can shape young citizens who are intelligent, ethical, and responsible in the era of Society 5.0.

Digital literacy is a crucial foundation in building the character of young citizens in the era of Society 5.0. The ability to critically filter and evaluate information shapes intelligent and wise characters in the complex digital world. Digital ethics aspects, such as responsible online behaviour and privacy protection, form the foundation for building characters with integrity, honesty, and responsibility. Through digital literacy, young citizens are encouraged to develop empathy and social awareness, forming characters caring about diversity and community well-being. Collaboration and communication skills in the virtual world enrich their characters in terms of social relationships and advance values such as cooperation and appreciation for each individual's contribution. Meanwhile, problem-solving skills and adaptation to technological changes shape creative, independent, and resilient characters. Overall, digital literacy is not just about using technology but also about shaping the character of young citizens who are intelligent, responsible, and ready to face future challenges.

b) The Urgency of Digital Literacy in Character Education during the Society 5.0

In the era of Society 5.0, character education through digital literacy is critical. Society 5.0 emphasizes the integration between humans and technology, making digital literacy a vital skill to function effectively in a society increasingly reliant on technology. Digital literacy teaches positive and responsible online behaviour and helps prevent the spread of hoaxes and misinformation by developing information analysis skills. Additionally, digital literacy plays a significant role in developing critical and creative thinking skills, which enables individuals to generate innovative solutions in the face of digital challenges (Xu et al., 2021).

Character education through digital literacy also supports the formation of digital humanity by emphasizing values such as empathy, tolerance, and appreciation for diversity in the digital space. Through digital literacy, individuals are also taught to manage themselves and their time wisely, avoiding the negative impacts of excessive technology use. Furthermore, this character education encourages social engagement and community participation, motivating individuals to collaborate positively in the virtual world to impact the community positively. Equally important, digital literacy helps build resilient characters facing technological changes with a proactive attitude toward innovation (Xu et al., 2021). By combining character education and digital literacy, society can nurture individuals with competencies in utilizing technology and possess the moral values, ethics, and leadership required to contribute to an advanced society in the Society 5.0 era.

Integrating character education and digital literacy creates a solid foundation for building a more empowered and responsive Society 5.0. Strengthening digital ethics allows individuals to explore the digital world responsibly and be aware of its impact. The ability to critically analyze information also enables them to navigate online content wisely, reducing the potential spread of false information and hoaxes that can harm society.

The importance of digital literacy in developing adaptation skills and leadership amid technological changes is crucial. Character education focused on digital humanity helps build an inclusive online community where diversity is valued and collaboration is respected. Meanwhile, the ability to manage oneself and time effectively also helps prevent the negative impacts of uncontrolled technology use.

Social engagement and community participation in the digital environment are essential because they build strong interpersonal relationships and encourage innovative solutions to global issues. Thus, character education through digital literacy is about

mastering tools and technology and shaping individuals who can be leaders and drivers of positive societal change (Lu et al., 2021).

Overall, the integration of character education and digital literacy is not just an investment in technological skills but also the formation of a solid character. A society capable of producing individuals with this balance will be better prepared to face the challenges and opportunities that arise in the Society 5.0 era, moving towards realizing a more empowered, ethical, and just society (Hart, 2021).

Several concrete steps must be taken to implement character education through digital literacy in the Society 5.0 era. Firstly, developing an integrated curriculum is critical, with the creation of lesson plans that integrate digital literacy skills and character values. Teachers also need to be provided with adequate training to teach effectively, using interactive learning methods that support the development of students' character (Chan et al., 2017).

Second, digital awareness campaigns in schools and communities can provide a better understanding of the risks and responsibilities associated with technology use. Collaborative technology-based projects can be implemented to encourage students to learn to cooperate online, specifically emphasizing effective communication and appreciation for teamwork.

Third, holistic assessment should be an integral part of this education, evaluating not only students' technical abilities but also their character development. Collaboration with industries and local communities can provide practical insights and support character development relevant to the real world. Integrating digital literacy and character education in all subjects is necessary to ensure a holistic approach to student development (Sugiarto & Farid, 2023).

Continuous monitoring and evaluation are crucial to ensuring the program's success. Feedback from students, teachers, and parents can be used for continuous improvement. With these measures, character education through digital literacy becomes part of the curriculum and the school culture, helping students develop the technical and moral skills needed in the Society 5.0 era.

By implementing digital literacy in character education, it is expected that students can understand the potential harm that may result from the spread of inaccurate or unethical information and be able to address it appropriately. This will also help them develop positive

attitudes and behaviours in the digital world, allowing them to use technology wisely, collaborate effectively, and utilize digital resources productively (Hart, 2021).

c) **Implementing Character Education in the School Environment during the Society 5.0 Era**

The Japanese government developed Society 5.0, which focused on the manufacturing sector and aimed to address social issues by integrating physical and virtual spaces (Santorini & Putri, 2022). Society 5.0 utilizes big data technology collected through the Internet of Things (IoT) and obtained through artificial intelligence (AI) to create solutions that can simplify and improve the quality of life for the community (Ozdamar-Keskin et al., 2020).

The main goal of Society 5.0 is to create a better society by leveraging technology in various aspects of life. The application of technology involves areas such as healthcare, urban planning, transportation, agriculture, industry, and even education to enhance the overall quality of life for society (Raharja, 2019). The vision of Society 5.0 was introduced by Japanese Prime Minister Shinzo Abe on January 23, 2019, at the World Economic Forum in Davos, Switzerland. Society 5.0 emphasizes humans as the primary focus to balance economic progress and solutions to social problems through integrating physical and virtual systems (Teknowijoyo & Marpelina, 2021).

Society 5.0 brings three interconnected core values: human-centricity, sustainability, and resilience. The human-centric approach prioritizes the needs and interests of humans as the main focus in the production process, shifting the focus from technological advancements to a fully human and community-oriented approach (Xu et al., 2021).

In implementing character education in this era, five main areas need special attention:

1. Socialization was conducted to build a strong understanding of the importance of character education in all educational institutions at the Education Agency level in each district/city. Socialization involves various activities such as seminars, sports, arts, and other socialization media.
2. Regulatory development is a crucial step in creating a solid legal basis for the implementation of character education. This regulation involves policies, guidelines, and implementation instructions that integrate national policies with regional regulations.
3. Capacity development is carried out to enhance the role and function of organizations, systems, and individuals in conducting research and development of character

education. These activities include training, workshops, and the development of self-learning modules.

4. Implementation and collaboration are designed to integrate aspects of character education implementation between the central government, provinces, and districts/cities and maintain the sustainability of previous character education results.
5. Monitoring and evaluation is a vital strategy to monitor and supervise the implementation of character education at each level, assess the quality of processes and results, and encourage updates and program development based on evaluation results. These strategies ensure the continuity, success, and quality of implementing character education programs in Indonesia.

In the era of Society 5.0, monitoring and evaluation have become crucial instruments to enhance the effectiveness and efficiency of character education implementation. The main principle in character education is to carry it out sustainably by integrating it into school subjects, combining emotional, intellectual, spiritual, and physical aspects through cultivating positive character values. The primary goal is to ensure children develop good personalities throughout their lives.

Understanding and managing digital information wisely is essential in character education. Students must develop resilience to information containing lies, insults, or threats to use technology positively and responsibly. Thus, the integration of character education and digital literacy is critical to shaping a resilient and ethical generation in the Society 5.0 era, supporting their positive development. Character education through digital literacy is crucial for shaping students who are intelligent, ethical, and responsible in using technology.

In efforts to achieve this goal, several technology-based education strategies can be applied. One approach is ensuring that students are not just passive consumers of technology but also intelligent information producers. The primary foundation is strengthening personality values such as integrity, empathy, responsibility, and ethics through digital literacy. Learners are taught the technical aspects of using devices and applications and the moral and social impacts of digital interaction. Empowering educators to guide students in the responsible use of technology is also an effective strategy in classroom management. Understanding students' self-concept regarding the impact of technology on their lives is also a primary focus in implementing digital literacy in character education.

Thus, by integrating digital literacy into character education, students are expected to develop digital literacy skills aligned with character values, making them empowered, ethical individuals capable of positive interaction in the ever-evolving digital environment. There are several processes to be undertaken in achieving character education for students. These processes involve three main stages (Sugiarto & Farid, 2023) :

1. Moral Understanding (Moral Knowing) emphasizes understanding moral values, moral awareness, moral perspectives, moral logic, self-recognition, and courage in determining attitudes. Students learn to distinguish good and bad behaviour and understand noble morals logically and rationally.
2. Moral Love (Moral Loving) aims to strengthen the emotional dimension of humans in shaping character. This stage focuses on developing emotional attitudes such as self-confidence, empathy, love of truth, self-control, and humility. Teachers play a crucial role in developing students' emotional, heart, and soul aspects, not just focusing on cognitive aspects.
3. Moral Behavior (Moral Doing/Acting) is the culmination of character education. This stage involves applying moral values in students' daily lives. Students are expected to implement moral values in their actions and behaviours.

In schools in the Society 5.0 era, digital literacy activities have become essential in shaping students' characters. Content prepared by educators and presented through digital platforms, such as YouTube, can enhance student motivation, develop creative thinking skills, and strengthen the student-educator relationship (Sugiarto & Farid, 2023).

It is important to note that the Society 5.0 era marks highly advanced and integrated technological developments in various sectors, including education. In schools, digitalization in the 5.0 era may involve using advanced technology to enhance students' learning experiences. For example, teachers can utilize artificial intelligence (AI) and data analysis to tailor learning to the individual needs of each student. Interactive and responsive online learning platforms are developed to create more engaging and personalized learning experiences.

Secondly, an integrated digital school management system facilitates administration and optimizes operational efficiency, such as attendance recording, grade management, and student progress tracking. Furthermore, wearable technology or smart devices can monitor students' health and well-being in real time.

Thirdly, teachers can adopt a hybrid learning model integrating face-to-face and online learning. Students can access learning materials flexibly through online learning platforms directly connected to the school management system.

Remote learning in the 5.0 era goes beyond information exchange; it includes using technology such as video conferences, interactive chat, and online collaboration to create more engaging learning experiences. Teachers can provide real-time feedback, facilitate virtual group discussions, and offer diverse learning resources through online platforms. Digitalization in the 5.0 era, including in the context of remote learning, can be an effective tool to strengthen students' character. Technology in education provides opportunities for developing character skills such as independence, responsibility, and perseverance. In remote learning, students are encouraged to manage their learning time independently, make independent decisions, and proactively overcome technological challenges (Sugiarto & Farid, 2023).

Social and emotional skills can also be enhanced through online learning platforms that support collaboration, discussion, and joint projects. Students can learn to collaborate virtually, respect each other's opinions, and build positive digital communication skills. Digital ethics and responsibility in using technology can also be emphasized during remote learning. Teachers can guide safe and ethical online behaviour, engaging students in discussions about the social and moral impact of their actions in the digital world.

By leveraging digitalization in the 5.0 era, education can become a means to shape students' characters, developing critical aspects such as integrity, empathy, and resilience. Through this approach, students not only master relevant technical skills but also become individuals who are resilient, responsible, and ready to face the complex dynamics of their digital lives.

Indirectly, four key factors need to be considered to optimize the education system and produce quality graduates. First, education must be competency-based to provide a foundation for producing graduates that meet industry demands. Second, using the Internet of Things (IoT) is necessary to bring innovation to the teaching and learning process and create a more connected educational environment. Third, virtual or augmented reality technology can enhance the learning experience. Finally, the use of Artificial Intelligence (AI) is critical to personalizing learning and improving the efficiency of the education system (Lu et al., 2021).

CONCLUSIONS AND RECOMMENDATIONS

Digital literacy in character education in the Society 5.0 era significantly impacts. Digital literacy is a technical skill and a means to build students' character in a world driven by technology. Understanding character values, such as digital ethics, online responsibility, collaboration, and critical information sorting skills, can be strengthened through digital literacy activities.

Furthermore, digital literacy also contributes to enhancing students' creative thinking skills. In the complex digital era, students must have critical, innovative, and creative thinking abilities. Digital literacy provides opportunities for students to interact with various technologies and digital platforms, which, in turn, can expand and enrich their thinking skills.

Implementation strategies for character education involving socialization, regulation development, capacity building, implementation, and collaboration, as well as monitoring and evaluation, can be more effective by incorporating digital literacy as a core component. By strengthening digital literacy in character education, we can equip learners with knowledge, skills, and attitudes relevant to facing challenges and harnessing potential in the Society 5.0 era. Therefore, this integration becomes a strategic step to ensure holistic and relevant education in line with the demands of the times.

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