Developing Integrated Learning Based On Digital Literacy And Ethics In Indonesian Subjects

Septiana Kusuma Wardani *

* Master In Basic Education, Postgraduate Program, Universitas Terbuka, Indonesia
septianakwardani@gmail.com

Sugiyono Ardjaka **

** Master In Basic Education, Postgraduate Program, Universitas Terbuka, Indonesia
ardjaka@gmail.com

Andy Sapta ***

***Master In Basic Education, Postgraduate Program, Universitas Terbuka, Indonesia
andy.sapta@ecampus.ut.ac.id

ABSTRACT

Technological advances, including the use of gadgets, have had a significant influence on the development of students in various aspects, both positive and negative. Gadgets open up access to a variety of information, but their uncontrolled use often leads to negative impacts, such as impaired focus, exposure to age-inappropriate content, to lack of awareness of digital ethics. This study aims to develop and test an integrated learning model based on digital literacy and Ethics in Indonesian Language Teaching. Research methods use Research and Development to develop and validate digital literacy and ethics products. The test subjects were fifth graders of Srengat Primary School. Data analysis using descriptive statistics and percentages with Content Validity Ratio test for expert validation and paired t-test. The results of the Content Validity Ratio from four experts showed that integrated learning models were very important, with scores ranging from 0.0 to 1.0 and an overall average of 0.6. Average expert validation scores of 3.6, 3.8, 3.9, and 3.8, ensure the validity of the e-book for digital literacy and ethics is valid. Paired sample tests with values of t -13.27 and p-0.000, showed statistically significant improvements in the understanding of digital literacy and ethics. In conclusion, digital literacy and ethics with e-book products effectively enhance students ' skills in critical information evaluation and digital responsibility. Future studies are advised to explore and refine curriculum design to foster positive digital character, fostering students to be critical readers and responsible digital users.
Keywords: integrated learning; digital literacy; digital ethics; indonesian subjects

ABSTRAK

Kemajuan teknologi, termasuk penggunaan gadget, telah memberikan pengaruh signifikan terhadap perkembangan siswa di berbagai aspek, baik positif maupun negatif. Gadget membuka akses terhadap berbagai informasi, tetapi penggunaannya yang tidak terkontrol sering kali menimbulkan dampak negatif, seperti gangguan fokus, paparan konten yang tidak sesuai usia, hingga kurangnya kesadaran akan etika digital. Penelitian ini bertujuan untuk mengembangkan dan menguji model pembelajaran terpadu berbasis literasi digital dan etika dalam pengajaran bahasa Indonesia. Metode penelitian menggunakan *Research and Development* untuk mengembangkan dan memvalidasi produk literasi dan etika digital. Subjek uji coba adalah siswa kelas lima Sekolah Dastar Srengat. Analisis data menggunakan statistik deskriptif dan persentase dengan uji *Content Validity Ratio* untuk validasi

ahli dan uji-t berpasangan. Hasil *Content Validity Ratio* dari empat ahli menunjukkan model pembelajaran terintegrasi sangat penting, dengan skor berkisar antara 0,0 hingga 1,0 dan rata-rata keseluruhan 0,6. Rata-rata nilai validasi ahli 3,6, 3,8, 3,9, dan 3,8, memastikan validitas e-book untuk literasi dan etika digital valid. Uji Sampel Berpasangan dengan nilai t -13,27 dan p-0,000, menunjukkan peningkatan yang signifikan secara statistik dalam pemahaman literasi dan etika digital. Kesimpulannya, literasi dan etika digital dengan produk e-book secara efektif meningkatkan keterampilan siswa dalam evaluasi informasi kritis dan tanggung jawab digital. Studi di masa depan disarankan untuk mengeksplorasi dan menyempurnakan desain kurikulum untuk menumbuhkan karakter digital yang positif, membina siswa menjadi pembaca yang kritis dan pengguna digital yang bertanggung jawab.

Kata Kunci: pembelajaran terpadu; literasi digital; etika digital; bahasa Indonesia

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INTRODUCTION

The use of gadgets today is a technological advancement that has an impact on the development of students. If the use of gadgets is not limited and supervised by parents, it can have a negative impact on the use of gadgets. Uncontrolled use of gadgets can cause various negative impacts, such as decreased concentration of learning, dependence on technology, to exposure to content that is not age-appropriate. In addition, students may experience a decrease in the ability to interact socially in person due to too much time spent in cyberspace. Other impacts include increased risk of cyberbullying, dissemination of invalid information, and lack of awareness of digital Ethics in communicating on online platforms. Gadgets that should be a learning support tool, can actually be an obstacle if not used wisely. Digital literacy and ethics applied to integrated learning will provide a way to use technology well and wisely. The development of information technology has changed the way people acquire, process and distribute information (Husaeni et al., 2023; Ranuharja et al., 2021). Digital technology acts not only as a means of communication, but also as a learning medium that supports the teaching-learning process in schools (Anis et al., 2022; Zamista & Azmi, 2023). Digital literacy skills in education are becoming very important, not only for understanding and using information, but also for interacting ethically in cyberspace (Lin et al., 2022; Shoda, 2022). However, despite the increasing urgency of digital literacy and ethics, the Indonesian education system still faces challenges in effectively integrating them into school curricula, especially in Indonesian subjects.

Indonesian subjects are one of the main means of developing students' critical thinking, reading, writing and communication skills (Saffawati, 2024). These skills are increasingly important in the digital age, where students are faced with an abundance of information that requires the ability to filter, analyse and critically evaluate (Faqihatin, 2021; Qi et al., 2024). In addition, students also need to be equipped with an understanding of digital ethics in order to use technology wisely and responsibly (Burr, 2020; Burress, 2023; Floridi, 2019). Therefore, the development of Indonesian language learning based on digital literacy and ethics is becoming increasingly urgent to meet the challenges in the world of education (Alam et al., 2023; Nurnaningsih, 2018). Numerous studies have highlighted the importance of digital literacy in improving students' competence in the age of technology. Digital literacy skills play an important role in helping students filter information and avoid misinformation and fake news (Basarah & Romaria, 2020). In addition, the study also found that digital literacy can enhance

students' critical and creative thinking skills, which is an important aspect in learning the Indonesian language.

Other research by Nugraha (Nugraha, 2023; Nuralfian & Ramadan, 2024) highlights the importance of digital ethics in learning. The Independent curriculum makes the integration of digital literacy and digital ethics into learning even more relevant, considering that this curriculum focuses on developing students competencies as a whole, including knowledge, skills, and character (Pradita et al., 2023). The freedom afforded to teachers enables the design of learning that is contextual, project-based, and meets real-world challenges. The integration of digital literacy and ethics, especially in Indonesian language learning, not only improves students language skills, but also forms an understanding of moral principles in digital interactions. Skills such as avoiding cyberbullying, respecting intellectual property, and disseminating information based on Reliable Sources can be developed through this approach.

This approach is predicted to have a significant impact in the future, both for education and society. Students who master ethics-based digital literacy have better readiness to face the challenges of the digital age. The ability to critically filter information, use technology responsibly, and build a positive digital footprint are important parts of these competencies. The goal of The Independent curriculum, which is to create a profile of Pancasila students who are pious, independent, mutual assistance, critical reasoning, creative, and global diversity, can be achieved through this approach (Istiqomah & Haryanto, 2023). Students who study digital literacy and Ethics in an integrated manner have the potential to become agents of change. They are able to use technology for common interests, such as fighting the spread of hoaxes or providing education about the ethical use of technology. The impact will be to create a safer, inclusive, and responsible digital ecosystem, where interactions in cyberspace are based on respect and respect for others. The combination of the two in the context of Indonesian learning has not been studied much, even though Indonesian is the main medium of communication on various digital platforms in Indonesia (Kurino, 2022).

The literature review on digital literacy and ethics in the previous study focused more on individual aspects of digital literacy or ethics. The development of digital literacy in Information Technology subjects is important. However, the study highlights that aspects of digital ethics are still not optimally integrated in learning (Chasanah et al., 2022; Sinyanyuri et al., 2022; Widyanata et al., 2022)). The study did not comprehensively address aspects of digital literacy. Therefore, there is a research gap where there is no holistic approach that integrates digital literacy and ethics in one learning model, especially in Indonesian subjects.

The discourse on digital literacy and ethics has started to gain attention in the national education policy (Amalia et al., 2023; Profesi, 2023). The Independent Curriculum introduced by the Ministry of Education, Culture, Research and Technology encourages the development of students' character, including in the areas of literacy and ethics. The novelty of this research lies in the development of an integrated learning model that systematically integrates digital literacy and digital ethics into Indonesian language learning through interactive e-books. This Model makes digital literacy and digital Ethics an integral part of language learning, not just an additional skill. The interactive E-book used not only serves as a learning medium, but also as a tool that provides an active learning experience through learning modules, interactive exercises, case studies, and reflection guides. It is designed to increase student engagement while providing applicable learning. Another novelty of the study is its relevance to the

challenges of the digital age, where students need critical thinking skills and ethical awareness in using technology. Indonesian subjects are often considered to focus only on language acquisition, expanded its role to develop literacy and digital competence of students. The study also makes a significant contribution to national digital literacy and ethics, offering practical solutions that schools can adopt to address the digital skills gap of students. This relevant and innovative approach to research helps prepare students for the challenges of the digital age through more contextual and applicable Indonesian language learning. This study aims to develop and test an integrated learning model based on digital literacy and ethics in Indonesian subjects.

METHODS

Type and Design

The research method uses Research and Development to develop and validate digital literacy and ethics products (Okpatrioka, 2023; Rita Nila Safina, 2022). The purpose of this study is to create an integrated learning model that focuses on digital literacy and Ethics in Indonesian subjects. The initial product of this model includes chapters that address various aspects of literacy, such as definitions, types of literacy (Reading, visual, and digital), and a thorough understanding of digital literacy and ethics, including the importance of digital literacy in the digital world.and practical examples of ethical behavior online. In addition, the validation instrument for media experts assesses ten critical aspects of the material, the suitability of the content to the learning objectives, completeness, depth, relevance to everyday life, clarity of language, interactivity, media design, suitability to educational technology, emphasis on digital ethics, and student reflection opportunities. Each aspect is graded on a scale from 1 (very less) to 4 (Good), ensuring a comprehensive evaluation of the effectiveness of learning materials in fostering digital literacy and ethical responsibility among students.

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In order to test the validity of integrated learning in the form of e-books, the correlation between item scores and total scores was carried out, and an attempt was made to determine the value and direction of the relationship between the two. This study uses a multifaceted Anova-General Thorndike model analysis, which is a test between raters using SPSS. The reliability of the instrument was then tested using the correlation coefficient between classes (ICC), as there are 4 assessors involved in this study. The reliability test was conducted on 5 students in grade 5 of state elementary school Srengat 01. The small scale test involved 5

students and the large scale test involved 20 students. To analyse the results of the expert assessment, CVR was used and the results showed a good level of validity. In addition, the effectiveness of blended learning was also tested using expert assessment rubrics, namely experts in literacy, educational technology, digital ethics and educational psychology.

Data and Data Sources

This study uses two types of data, qualitative and quantitative. Qualitative data, collected through interviews, observations and documentation during the process of developing and implementing the learning model, provides an in-depth insight into the needs and responses to the model. Meanwhile, quantitative data were obtained from questionnaires, tests and surveys completed by students, teachers and material experts, aimed at measuring the effectiveness of the learning models and improving students' literacy and understanding of digital ethics after implementation. The main subjects of this study are students who are engaged in learning, while Indonesian teachers play an important role in implementing integrated learning based on digital literacy and ethics. In addition, education experts or experts in the field of literacy, digital ethics and Indonesian language learning are also involved to provide relevant input.

Data collection technique

Data collection techniques in this study include several methods, namely in-depth interviews with teachers and experts to explore the needs and inputs related to the learning model developed, as well as observation during the learning process to observe student interaction and the effectiveness of the application of integrated learning based on digital literacy and ethics. In addition, questionnaires or surveys were distributed to students and teachers to find out their reactions to the learning and achievement of students' digital literacy and ethics. The test is also used to measure the improvement of students' digital literacy and understanding of digital ethics after the application of the learning model. Documentation in the form of notes or student learning outcomes related to digital literacy and ethics will also be collected as supporting data.

Data analysis

The data analysis technique used is the percentage to analyse and evaluate the subject of the developer in assessing the level of feasibility, effectiveness and acceptability of the product for product development. The data obtained in this study were analysed using descriptive statistics, content validity ratio test for validation experts and t-test to see differences in students' digital literacy and ethics skills before and after the implementation of the learning model.

Results And Discussion

The results of the Content Validity Ratio (CVR) test on integrated learning used in digital literacy and ethics, based on the evaluation of four experts (E1, E2, E3, E4). Each expert gives a rating on 10 criteria, with a rating scale to determine whether the item is essential or not. The column ne indicates the number of experts who rated the item as essential (with a score of 3 or 4), while N is the total number of experts, which is 4. CVR values range from -1 to 1, with a positive value indicating that the item is essential.

Based on the calculation results, the CVR value for each item ranges from 0.0 to 1.0, with an overall average CVR of 0.6. This indicates that the majority of items are considered essential by the experts. The average expert score was also quite high, with E1 giving an average score of 3.6, E2 3.8, E3 3.9 and E4 3.8. Overall, these results indicate that the e-book product is considered valid for use in digital literacy and ethics education as it meets the validity criteria based on the CVR test.

The results of a small-scale trial of e-book products involve several experts in the fields of literacy, educational technology, digital ethics and educational psychology. Each expert provides comments and suggestions for improvement based on their evaluation of the content and structure of the e-book. After going through the expert evaluation process, the e-books and digital literacy and ethics assessment tools are improved based on the input provided to increase their validity and reliability. The expert advises on the clarity of the questions, the scope of the dimensions measured and the relevance of each indicator to the objectives of the study. Revisions were made to several aspects, including rearranging some statements to make them easier for respondents to understand, and adding or subtracting items according to the recommendations. After revisions and improvements, the instruments are reassembled into a ready-to-use final product. This final product has already undergone testing and validation to ensure that the e-book and instrument can accurately measure digital literacy and ethics in the desired research context.

Table 3. CVR Test learning literacy and Digital Ethics

No.	E1	E2	E3	E4	ne	N	N/2	ne(N/2)	CVR	Criteria
1.	4	4	4	4	3	4	2	1	0.5	valid
2.	3	4	4	4	2	4	2	0	0.0	valid
3.	4	3	4	4	4	4	2	2	1.0	valid
4.	4	4	4	3	4	4	2	2	1.0	valid
5.	3	4	4	4	3	4	2	1	0.5	valid
6.	4	4	4	4	4	4	2	2	1.0	valid
7.	3	3	4	3	3	4	2	1	0.5	valid
8.	4	4	4	4	3	4	2	1	0.5	valid
9.	3	4	3	4	3	4	2	1	0.5	valid
10.	4	4	4	4	3	4	2	1	0.5	valid
Total	36	38	39	38			Total		6	
Average	3.6	3.8	3.9	3.8			Average		0.6	valid
Average			3.8							

CVR scores on each item ranged 1 to -1
Information;
ne: Total Essential Subject Matter Expert (SME)
N : Total of Subject Matter Expert
v : Valid

The results in Table 7 and Table 8, the results of the analysis in the e-book study, showed a significant increase in scores between pre-test and post-test on the use of e-books as a tool to improve digital literacy and ethics. The data in Table 7 showed improvement in each sample, with differences between pretest and posttest scores ranging from 1 to 4 points. The average pre-test score was 6.85 and increased to 9.3 at post-test, an average increase of 2.45 points. This shows that the majority of participants experienced an improvement in understanding after

using the e-book. The standard deviation of the pre-test and post-test scores was approximately 0.81, indicating that the pre-test and post-test scores were fairly consistent among the participants, with small variations. Table 8 reinforces the results of Table 7 with a more in-depth statistical analysis using the paired samples test. With a t-value of -13.27 and a p-value of 0.000 (Sig. 2-tailed), these results show that the difference between the pretest and posttest scores is statistically very significant at the 95% confidence level. The confidence interval between -2.84 and -2.06 indicates that the mean difference is in the negative range, supporting the finding that the post-test score has improved significantly from the pre-test. A standard error of the mean of 0.18 indicates low variability in the sample, suggesting that these results are consistent across samples. The results of these two tables show that the use of e-books as a teaching tool can significantly improve digital literacy and ethics in the sample groups tested. The increase in scores on the post-test shows that the e-book was successful in improving the participants' understanding, while the statistical test results in Table 8 reinforce the evidence that this increase did not occur by chance.

Table 7. Results of large-scale E-Book product trials

Research Sample	Pretest	Posttest	Difference
Sample 1	6	9	3
Sample 2	7	10	3
Sample 3	6	8	2
Sample 4	8	10	2
Sample 5	7	9	2
Sample 6	6	10	4
Sample 7	8	10	2
Sample 8	7	10	3
Sample 9	6	8	2
Sample 10	7	9	2
Sample 11	8	10	2
Sample 12	7	10	3
Sample 13	6	9	3
Sample 14	8	9	1
Sample 15	6	8	2
Sample 16	7	10	3
Sample 17	8	10	2
Sample 18	6	9	3
Sample 19	7	8	1
Sample 20	6	10	4
Minimum	6	8	1
Maximum	8	10	4
Mean	6.8500	9.3000	2.4500
Std.Deviation	.81273	.80131	.82558

Table 8. Test Results Of Paired Samples

Parameters	Value
Tested couples	Pretest vs. Posttest
Average difference	-2.45
Standard Deviation	0.83

Standard average Error	0.18
Confidence Interval 95%	-2.84 up to -2.06
T value	-13.27
Degrees of freedom (df)	19
The value of p (Sig. 2-tailed)	0.000

The results showed that the use of e-books as learning aids has a significant impact on improving students' digital literacy and ethics, especially in the context of Indonesian language learning. This discussion will highlight some of the main points related to the implications of the research findings in improving students' competence in digital literacy and application of digital ethics through Indonesian language learning.

The results showed a significant increase in post-test scores after students used the e-book, indicating an increase in understanding of the material presented. The increase in digital literacy in this study means that students not only understand the textual material, but are also able to evaluate, understand and use digital information more effectively (Nurbaeti et al., 2022; Suhendra, 2023). This is in line with critical literacy, which is important in Bahasa Indonesia as students are taught to understand the meaning of texts both explicitly and implicitly. The use of e-books in the learning process can be used to access and filter digital information appropriately. Digital literacy enables students to develop text and media analysis skills, which are important in learning Indonesian because they have to interpret different texts, from poetry to narrative and argumentative texts (Maifianti et al., 2021; Terttiaavini & Saputra, 2022). Through e-books, students also learn to identify valid information and credible sources, which is the foundation of digital literacy and essential for understanding texts in a complex digital world (Anis et al., 2022; Hendaryan et al., 2022).

Improving digital ethics is also one of the important implications of this study. Digital ethics involves the awareness of students to behave responsibly, including the ethical use and sharing of information (Nataly et al., 2024). By learning Bahasa Indonesia through e-book media, students have the opportunity to understand how to interact positively in a digital environment. Examples of positive interactions include not carelessly copying works and respecting copyright. Digital ethics in Indonesian language learning also includes how students communicate appropriately on digital platforms, including the use of polite and appropriate language (Pangrazio et al., 2020; Puig & Froelich, 2021). This improvement is important because Bahasa Indonesia is the language of unity that should be used wisely in the digital space so that students not only learn the language, but also how to behave responsibly in cyberspace.

This research provides a solid foundation for the development of a more modern Indonesian curriculum that incorporates aspects of digital literacy and ethics. With the existence of e-books as a learning medium, students can be encouraged to be more active in using digital technology to improve their language skills. The use of e-books in Bahasa Indonesia classes not only trains reading skills, but also introduces students to different genres of digital texts that enrich vocabulary, language style and understanding of cultural context. This makes learning more relevant to the needs of 21st century skills (Hilmawan & Darmawan, 2024; Sumanik et al., 2021). Based on research, e-books have been shown to be effective in supporting language learning, especially in basic reading and text comprehension. Indonesian, as a subject rich in cultural and social contexts, benefits greatly from the use of digital media.

E-books can contain interactive materials such as pictures, audio and video, which provide a richer learning experience. Students are more interested in reading, which automatically improves their language skills.

CONCLUSION

This study shows that the use of integrated learning e-books on Indonesian subjects significantly improves students' digital literacy and ethics. E-books help students develop digital literacy skills, including the ability to locate, understand and critically evaluate information, and facilitate an understanding of digital ethics, such as responsibility in the use and dissemination of information in the digital space. In addition, e-books were found to be effective in improving Indonesian language skills, especially reading and text analysis skills, and in supporting the integration of digital literacy and ethics into the Indonesian curriculum, which is relevant to the demands of the digital age. Future research is suggested to further explore the effectiveness of interactive elements in e-books, such as videos and quizzes, and their potential to improve students' critical thinking skills in relation to different types of texts. Future studies could also explore the development of a more holistic curriculum design and focus on building positive digital characters for students to become critical readers and responsible digital users.

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