

Digital Literacy Implementation Strategy in Social Studies Learning in Elementary Schools

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Abstract

The development of information and communication technology in the digital era has had a significant impact on education, including in the learning of Social Studies (IPS). Digital literacy is an essential 21st-century skill that students must possess to access, evaluate, and utilize information critically and responsibly. This research employed a qualitative, descriptive approach. Subjects were selected purposively. Data collection techniques included interviews, observation, and documentation. Data analysis employed the interactive model of Miles Huberman and Saldana. Data validity was validated using source and technique triangulation. The results of this study are as follows: Strategies to increase the number and variety of quality learning resources include providing digital reading materials such as e-books and encyclopedias, educational websites like Ruang Guru and Quipper, learning applications like Quizizz and Wordwall, and school and classroom bulletin boards as literacy resources.

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1. INTRODUCTION

Technology has become a crucial part of supporting the teaching and learning process, enabling students and teachers to quickly access information, communicate without spatial limitations, and create more interactive learning experiences. In this context, the ability to understand, evaluate, and utilize technology effectively, known as digital literacy, is one of the essential skills students must possess in the 21st century (Naufal, 2021).

Digital literacy and social studies learning are closely related because both play a role in developing students' critical, analytical, and responsible thinking skills. In social studies learning, students need to understand various social, economic, cultural, and historical phenomena, which require access to accurate and relevant information from various sources (Budiaman, 2024).

Digital literacy skills in social studies learning equip students to search for, evaluate, and use information effectively. Through digital literacy, students can also utilize various technology platforms to deepen social studies concepts using interactive media, such as digital maps, e-books, and digital news analysis (Diniyati 2025). The implementation of digital literacy in social studies learning in schools still faces various obstacles that need to be addressed. One major challenge is limited technological infrastructure, such as the limited availability of computers, stable internet connections, and digital-based learning tools (Safitri, 2024). Furthermore, many teachers lack adequate skills in using digital technology in their teaching. This is due to various factors,

including a lack of relevant training and limited access to technological resources (Aifalesasunanda, 2024). Low student awareness of the importance of digital literacy is also a problem. Many students are unfamiliar with using educational applications or online learning sites, so they tend to use the internet for entertainment rather than academic activities (Intaniasari, 2022). This situation indicates that basic knowledge of digital literacy, particularly in analyzing information, evaluating sources, and utilizing technology for learning activities, is still suboptimal. Therefore, collaborative efforts from various parties, including schools, teachers, and the government, are needed to increase awareness and competency in digital literacy. With the right strategic steps, these challenges can be overcome to support more effective, relevant, and digitally-adapted social studies learning.

2. METHOD

This study uses a qualitative approach because the issues raised are not related to numbers, but rather to an in-depth presentation of data obtained from the research location. This approach was chosen because it aligns with the research focus, which aims to uncover and describe in detail the implementation strategies for digital literacy in social studies learning at MI Dasan Baru Korleko East Lombok class V. The research method used was descriptive qualitative research. This study aimed to collect information or data related to naturally occurring phenomena without any manipulation during the research process. This descriptive qualitative research method was the most appropriate and aligned with the research objectives, as it provided a deeper understanding of the strategies implemented by schools in integrating digital literacy into social studies learning.

The research was conducted at MI Dasan Baru Korleko, East Lombok, grade V. The strong reason for choosing this location lies in the innovation of digital shelves developed by the school, which contain a collection of e-books and digital encyclopedias that can be accessed by students and teachers. This innovation not only enriches learning resources but also reflects the school's commitment to building a structured and sustainable digital literacy ecosystem. The existence of these digital shelves is a significant differentiator from other schools with similar facilities, making it the right and strategic location to study in depth the implementation of digital literacy in social studies learning.

Research subjects include all parties who can provide facts as needed by the researcher. The information collected must align with the research theme. Data sources are determined using a purposive technique, which involves selecting informants based on specific criteria and objectives (Sugiyono, 2019).

Data collection techniques are a crucial step in research, as the primary goal of research is to collect data. Without a good understanding of data collection techniques, researchers will not be able to obtain data that meets established standards.

In searching for data, the author quotes Sugiono's opinion, which states that qualitative data analysis techniques include making field notes, documentation, grouping data in a structured manner, breaking down data into units, synthesis, sorting important data, and drawing conclusions systematically.

The validity of the data in this study was achieved through triangulation techniques. Triangulation is a method of examining data by utilizing various factors outside the data itself to verify and compare information. Through triangulation, researchers can cross-check their findings by comparing them with various relevant sources, methods, or theories.

3. RESULTS AND DISCUSSION

The strategy for implementing digital literacy in social studies learning through increasing the number and variety of quality learning resources is implemented by adding digital reading materials in the library, providing educational sites as learning resources, using educational applications as learning resources, and creating a social studies learning wall magazine. Addition of digital reading materials in the library. The strategy for implementing digital literacy in social studies learning through increasing the number and variety of quality learning resources is implemented by adding digital reading materials in the library. The form of this strategy is the provision of digital shelves containing various subjects. In the digital shelves for social studies learning, there are various e-books and encyclopedias with social studies themes. Based on the results of interviews, observations, and documentation, it can be concluded that the strategy for implementing digital literacy through adding digital reading materials for social studies learning at MI Dasan Baru Korleko Lombok Timur grade V is realized through the provision of digital shelves in the school library. These digital shelves contain various types of reading materials relevant to social studies learning, such as social studies subject e-books and social studies-themed digital encyclopedias. Provision of educational sites in social studies learning as learning resources. The strategy for implementing digital literacy in social studies learning by increasing the number and variety of quality learning resources is also implemented through the provision of educational sites such as Ruang Guru and Quipper. Interviews, observations, and documentation indicate that the strategy for implementing digital literacy in social studies learning through the provision of educational sites at MI Dasan Baru Korleko, East Lombok, grade V has been implemented using platforms such as Ruang Guru and Quipper. Both sites are used as additional learning resources to support social studies learning materials.

Provision of educational applications as learning resources. The strategy for implementing digital literacy in social studies learning through increasing the number and variety of quality learning resources is also realized by utilizing educational applications such as Quizizz and Wordwall. Based on the results of interviews, observations, and documentation, the strategy for implementing digital literacy in social studies learning through the use of educational applications is realized by using the Quizizz and Wordwall applications in social studies learning. These applications are used in learning activities such as practice questions, quizzes, and interactive assignments. Creation of social studies wall magazines. The strategy for implementing digital literacy in social studies learning through increasing the number and variety of quality learning resources is also carried out by creating social studies wall magazines. These wall magazines not only function as a means of information, but also as a forum for student expression and creativity. Through the wall magazine, students can display material summaries, infographics, social studies news, and other digital works.

Interviews and documentation indicate that the strategy for implementing digital literacy in social studies learning, through increasing the number and variety of quality learning resources, is also implemented through the creation of a wall magazine. Through the wall magazine, students present social studies learning content in the form of material summaries, infographics, articles, and other visual works sourced from various digital platforms.

4. CONCLUSION

Based on the research that has been conducted in this study, it can be concluded that:

The strategy for implementing digital literacy in social studies learning by increasing the number and variety of quality learning resources is implemented by adding digital reading materials in the library, providing educational sites as learning resources, using educational applications as learning resources, and creating a social studies learning wall magazine. The form of this strategy is the provision of digital shelves containing various subjects. In the digital shelves for social studies learning, there are various e-books and encyclopedias with social studies themes. The strategy for implementing digital literacy in social studies learning by increasing the number and variety of quality learning resources is implemented by adding digital reading materials in the library. The strategy for implementing digital literacy in social studies learning through the use of educational applications is realized by using the Quizizz and Wordwall applications in social studies learning. These applications are used in learning activities such as practice questions, quizzes, and interactive assignments. The strategy for implementing digital literacy in social studies learning through the creation of a wall magazine is realized by creating social studies wall magazines. These wall magazines not only function as a means of information, but also as a forum for student expression and creativity. Through the wall magazine, students can display material summaries, infographics, social studies news, and other digital works.

number and variety of quality learning resources at MI Dasan Baru Korleko Lombok Timur grade V is carried out in four ways, namely a) adding digital reading materials for social studies learning in the form of e-books, encyclopedias, b) providing educational sites such as Ruang Guru and Quipper. c) using educational applications such as Quizziz and Wordwall. d) creating school and class bulletin boards as student literacy media.

5. SUGGESTION

The research suggests that school principals should collaborate with external parties, such as universities or educational institutions, to provide training or mentoring in digital literacy. Furthermore, schools could create reward programs for teachers who actively use digital media to encourage greater enthusiasm and creativity in teaching.

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