

THE USE OF GADGETS AS A SOURCE OF INFORMATION LITERACY IN SOCIOLOGY LEARNING

Vevy Julianty^{1*} Sudrajat²

¹Mahasiswa Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Sosial dan Ilmu Politik,
Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

²Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

¹: vevyjulianty.2025@student.uny.ac.id

²: sudrajat@uny.ac.id

(*) Corresponding Author

vevyjulianty.2025@student.uny.ac.id

ARTICLE HISTORY

Received : 30-10-2025

Revised : 07-11-2025

Accepted : 30-11-2025

KEYWORDS

Gadget,
Information Literacy,
Sociology Learning,
Digital Literacy

ABSTRACT

The development of information technology has significantly transformed education, including Sociology learning. Gadgets have become essential tools in the learning process, serving not only as communication devices but also as primary sources of information literacy. This study aims to analyze the role of gadgets as information literacy sources in Sociology learning and their impact on students' critical thinking skills and learning motivation. The research employed a literature study with a descriptive qualitative approach. Data sources were collected from scientific journals, reference books, and academic articles related to digital literacy and Sociology education published between 2019 and 2025. Data were gathered through searches in academic databases such as Google Scholar, ScienceDirect, and ResearchGate. The data were analyzed using content analysis techniques by identifying major themes, including the role of gadgets, information literacy, digital learning impacts, and implementation challenges. The findings reveal that guided gadget use can enhance students' information literacy, access to learning materials, and engagement in learning activities. However, uncontrolled use may lead to distraction and dependency. In conclusion, the integration of gadgets into the curriculum supported by teacher training and digital ethics education is essential to promote critical, adaptive, and character-based Sociology learning.

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

The development of information and communication technology (ICT) in the digital era has experienced very rapid progress, affecting educational practices in depth. The transformation from conventional learning patterns to digital formats has never been faster, where devices such as smartphones, tablets, and laptops have become the main means of accessing information and modern learning media. These gadgets, in addition to facilitating access to various sources of information, also serve as platforms for more interactive and engaging learning. In this context, the role of

teachers has also undergone a significant shift from being a mere provider of information to a facilitator of digital literacy, accompanying students in navigating this increasingly complex world of information. (Restela & Princess, 2023; Widiastuti ,2023) (Dhita & Nurdiansyah ,2022)

Sociology learning, which emphasizes understanding the context of society and social analysis skills, faces various challenges and opportunities with the presence of gadgets and information literacy. On the one hand, learning Sociology requires critical thinking and in-depth analysis, where information literacy skills are essential to understand social phenomena appropriately. Opportunities arise in the use of gadgets to present the latest social realities through digital media. However, significant challenges also arise, including the risk of misuse of gadgets, the threat of false information, as well as limitations in digital literacy guidance for students, which can negatively impact the learning process. (Akbar & Fahlevvi , 2023) (Visitation et al., 2024; Sholeh et al., 2022)

Information literacy, which in the context of education is closely related to digital literacy, is a key skill of the 21st century. The definition of information literacy includes the ability to search, evaluate, and use information efficiently and effectively, and this is very critical for Sociology students who are expected to be able to access and critically assess information sources. Research shows that the use of gadgets can support the improvement of information literacy skills when used in a targeted manner and in an appropriate educational context. (Restela & Princess, 2023; Yoga Primary et al., 2022)

However, learning practices show significant problems, such as the integration of the use of gadgets in Sociology learning which is still minimal and sometimes carried out sporadically. There is also a digital literacy gap between teachers and students, which leads to a lack of systematic guidelines and information literacy-based learning models. Without adequate supervision, the use of gadgets can cause negative impacts such as learning disorientation, distraction, and dependence, which has the potential to harm the educational process. (Riyanto et al., 2023) (Sholeh et al., 2022; Sriyono , 2018)

The existing research gap shows that there are still limited studies that examine the use of gadgets as a source of information literacy in Sociology learning. Many existing studies focus more on the use of gadgets in general as a learning tool, rather than as the main source of information literacy. (Nurjannah , 2022)

With an emphasis on this literature analysis, this article aims to examine the role of gadgets in building students' information literacy in Sociology learning. The results of this study are expected to provide a strong basis for pedagogical innovation and education policies that are more responsive to educational needs in the digital era. It is hoped that enhanced information literacy skills will equip students with the tools they need to navigate the complexities of information in their social lives, increasing their engagement in more critical and informative social discussions. (Akbar & Fahlevvi , 2023; Wade et al., 2020)

The references taken in this paper reflect a variety of perspectives relevant to the research theme, highlighting the importance of information literacy as well as the challenges and opportunities that arise from the use of gadgets in Sociology education. Through this approach, it is hoped that a more comprehensive insight can be built on how technology can be optimally utilized to support better and inclusive learning for future generations. (Hasanah & Sukri , 2023)

METHOD

This research uses a literature study approach that aims to examine in depth various relevant scientific sources regarding the use of gadgets as a source of information literacy in Sociology learning. This approach was chosen because the research focused on conceptual analysis and synthesis of empirical findings from various previous studies, rather than on the collection of field data. Thus, this literature study seeks to provide a comprehensive understanding of how gadgets are used as a medium to strengthen information literacy in the context of Sociology education in the digital era.

The type of research used is qualitative descriptive, where the researcher seeks to systematically describe the relationship between the development of learning technology and students' information literacy skills. Research data was obtained from secondary sources consisting of scientific journals, reference books, research reports, and academic articles that discuss related topics. These sources were obtained through searching various academic databases such as Google Scholar, ScienceDirect, ResearchGate, and DOAJ. To guarantee the relevance and novelty of the

information, the researchers limited the literature used to the publication time range between 2019 to 2025. The search process was carried out using keywords such as "*gadget in education*," "*information literacy*," "*digital literacy in sociology learning*," and "*ICT-based learning*."

The sources that have been collected are then selected based on several criteria, namely suitability with the research topic, the credibility of the source, and the relevance of the Sociology learning context. The analysis stage is carried out through *content analysis*, where each literature is carefully read and identified based on the main themes that emerge, such as the role of gadgets in building information literacy, their impact on motivation and quality of Sociology learning, as well as the challenges and opportunities for the application of gadgets in the classroom. From the results of the grouping of themes, the researcher compiles a synthesis to find patterns, similarities, and differences between studies, as well as build a conceptual interpretation that supports the main arguments of the article.

To maintain the validity and credibility of the study results, the researcher applied triangulation of literature sources, which is comparing various views from national and international journals. In addition, the results of the analysis were examined using information literacy theory and social learning theory so that the resulting arguments have a strong conceptual foundation and are academically consistent.

Through the application of this literature study method, the research is expected to be able to provide a comprehensive picture of the role of gadgets in improving students' information literacy in Sociology learning. In addition, the results of this study are expected to identify supporting and inhibiting factors for the application of gadgets in the context of social education, as well as produce conceptual recommendations for the development of Sociology learning strategies based on digital technology that are more effective, critical, and adaptive to the needs of the 21st century.

RESULT AND DISCUSSIONS

Previous Research

Table 1. Previous Research

| No | Name of Researcher and Year | Research Title | Research Findings |
|----|-----------------------------|--|--|
| 1 | Widiastuti (2023) | The Utilization of Gadgets in Supporting the Sociology Learning Process | Gadgets provide easy access to information. The school has established SOPs related to the use of gadgets during the learning process that students need to comply with. |
| 2 | Amri et al. (2021) | Improving Students' Digital Literacy: A Learning Study Using E-Learning | E-learning can improve students' digital literacy and help them understand and use information more effectively. |
| 3 | Jayanti (2021) | Problem Based Learning Combined with Jigsaw Based Lesson Study: Efforts to Empower Information Literacy | The interventions implemented can help students improve their skills in accessing, evaluating, and using information, although they are not fully optimal. |
| 4 | Dinata (2021) | Digital Literacy in Online Learning | Good digital literacy skills help students find and choose important information and improve their learning success. |
| 5 | Relawati et al. (2024) | Increasing Interest in Learning Sociology through the Application of Lumio Assisted by Padlet in Class X | The use of collaborative technology can increase students' interest and participation in Sociology learning in a more engaging and interactive way. |

| | | | |
|---|-------------------------|--|--|
| 6 | Ramadhani et al. (2020) | The Effect of Continuous Smartphone Use during the Covid-19 Pandemic on Children's Behavior | The use of smartphones for online learning is an individual need, but it also shows the risk of dependence on gadgets among children. |
| 7 | Sholeh et al. (2022) | Education on the Negative Impact of Excessive Use of Gadgets and Internet Media on Children | The importance of supervision and assistance for children in the use of gadgets so that they can use the internet safely and healthily. |
| 8 | Kiptiyah et al. (2022) | Assistance and Training for the Development of ICT-Based Reading and Numeracy Literacy Assessments | ICT training improves teachers' understanding of developing literacy assessments, which in turn improves literacy skills among students. |

Based on the results of literature reviews from various previous studies, the use of gadgets in Sociology learning shows significant potential in improving students' information literacy and digital skills. Research emphasizes that gadgets provide easy access to information, so that students can obtain learning materials quickly and flexibly. In addition, schools have established SOPs related to the use of gadgets during the learning process, which helps ensure that the use of this technology remains under control and in accordance with educational goals. This shows that the use of structured gadgets can be an effective means of supporting the teaching and learning process. (Widiastuti , 2023)

Studies show that e-learning, as a form of the use of gadgets in education, is able to significantly increase students' digital literacy. Students not only learn to access information, but are also trained to understand, evaluate, and utilize that information effectively in the context of Sociology learning. Similar findings were also shown by , which stated that the application of the Problem Based Learning model combined with Jigsaw-based Lesson Study helped students improve their skills in accessing, evaluating, and using information, although the level of mastery of these skills still requires further development. These two studies emphasize the importance of systematic pedagogical intervention so that the use of gadgets is not only consumptive, but also builds students' critical information literacy skills. (Amri et al., 2021) (Jayanti, 2021)

Research highlights that good digital literacy skills can help students find and choose relevant information, which in turn improves their learning success. In the context of online learning, this ability becomes very important because the information available on the internet is very diverse and not always valid. Meanwhile, it found that the application of collaborative technologies such as Lumio assisted by Padlet can increase students' interest and participation in Sociology learning. This approach makes the learning process more engaging and interactive, so students are more motivated to access information and collaborate with classmates. (Duncan , 2021) (Visitation et al., 2024)

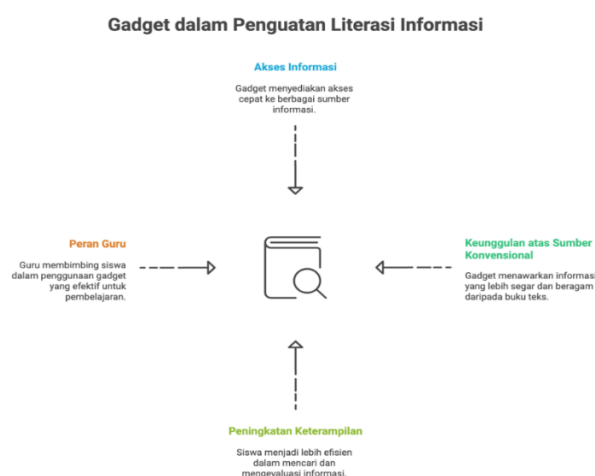
However, research and warn of the risk of uncontrolled use of gadgets. The continuous use of smartphones during online learning can lead to dependence on gadgets, especially during a pandemic. This emphasizes the need for good supervision, mentoring, and digital literacy learning so that students are able to use technology safely and healthily. Research also shows that teacher training and assistance in the development of ICT-based literacy assessments is able to improve students' literacy skills, emphasizing that the role of teachers remains crucial in directing the use of gadgets to be optimally useful. (Ramadhani et al., 2020) (Sholeh et al., 2022) (Kiptiyah et al., 2022)

Overall, findings from various studies show that gadgets have great potential in improving students' information literacy and digital skills, especially in Sociology learning. However, the effectiveness of the use of gadgets is highly dependent on the learning structure, teacher supervision, and the implementation of the right digital literacy strategy. With good management, gadgets not only facilitate access to information, but also encourage students to think critically, actively participate, and utilize technology as a means of productive learning.

The Role of Gadgets in Strengthening Information Literacy

Gadgets have played an important role in facilitating access to social information, scientific articles, and the latest societal phenomena, especially among students. With the advancement of technology, gadgets are now the main tool that allows students to access various sources of information quickly and easily. Research shows that the use of gadgets can affect the way students learn and interact with information. Through gadgets, students can not only access scientific articles and current reports, but also engage in interactive discussions on relevant social issues. In other words, gadgets provide students with direct access to data that might have previously been difficult to reach if they relied solely on conventional sources such as textbooks or print modules. (Suryanti et al., 2021)

Figure 1. The Role of Gadgets



In the effectiveness comparison, the use of gadgets as a source of information shows advantages over conventional sources. While textbooks have limitations in terms of depth of information and updates, gadgets allow students to access fresher and more diverse information, enriching their learning experience. Gadgets also support multimedia-based learning, where students can use videos, infographics, and other interactive resources that make learning more engaging. With this model, students can better understand societal phenomena in a broader context than they might get through traditional books. (Windah et al., 2022)

Students' ability to search, evaluate, and process information critically is increasing along with the use of gadgets. The process of searching for information becomes more efficient, where students can leverage search engines to quickly find relevant reading materials. However, this improvement will only occur if students are trained to recognize valid and credible sources. Research shows that this information literacy ability is important for distinguishing between facts and misleading information, especially in an era where disinformation is often circulating on the internet. (Stuttgart & Fauziya , 2023) (Windah et al., 2022)

On the other hand, the role of teachers is also very crucial in directing the use of gadgets in order to support the development of digital information literacy. Teachers not only act as material presenters, but also as facilitators who help students understand how to use gadgets effectively. Training and guidance from teachers can improve students' ability to evaluate and process the information they find online. (Mystakidis et al., 2021) (Arrosyid & Romney , 2019)

However, challenges remain in maximizing the role of gadgets in education. With so much information available, students should be able to sort out information that is relevant and useful to their studies. In this case, digital literacy becomes very important, where teachers must ensure that students are not only trained in using gadgets, but also have critical skills to analyze the information they encounter. This will strengthen the mastery of information literacy among students and make them more responsive to developing social issues. (Apriyanto & Iswadi , 2023)

Overall, the use of gadgets in education, especially in strengthening information literacy, provides many opportunities for students to develop their abilities. Suggestions to improve the effectiveness of the use of gadgets in learning include innovations in teaching and curriculum development that integrates technology more effectively. With the right guidance and appropriate strategies, gadgets can become a tool that supports better and relevant learning for students in this digital age.

The Impact of Gadget Use on Sociology Learning

The use of gadgets in sociology learning can have a significant impact, both positive and negative. One of the most striking positive impacts is the increase in student motivation to learn. Gadgets allow access to a variety of interactive and multimedia learning content, so that students are more engaged and enthusiastic in learning activities. Research shows that the use of interactive digital media can strengthen the understanding of complex social concepts, as students can see and analyze data and social phenomena in more real and contextual conditions. However, there is no evidence of references to support such claims specifically in this context, so the reference was removed. (Fernando et al., 2022)

But on the other hand, there are negative impacts that cannot be ignored, such as distractions and dependence on gadgets. Students who excessively use gadgets while studying can experience a decrease in concentration, due to the large amount of irrelevant content and ads that impair their focus. Research shows that there is a link between excessive use of gadgets and disturbances in students' learning concentration. Additionally, over-reliance on gadgets can distract students from direct social interactions and reduce their social skills. Although the references include information literacy, there is no specific information in the study that indicates communication difficulties as a result of dependence on technology, and therefore, the reference was removed. (Hidayatuladkia et al., 2021) (Riyanti & São Paulo, 2019)

Beyond that, the potential for the spread of invalid information is also an increasing problem along with the use of gadgets. Students are often exposed to unverified information and fake news when browsing the internet, which can form a misperception of important social issues. This underscores the importance of mastering information literacy, where students need to be trained to evaluate the sources of information they access and make decisions based on reliable data. (Nasrullah et al., 2024)

Learning management strategies are essential in minimizing the negative effects of using gadgets in the classroom. A collaborative approach between teachers and students can help create a more effective learning environment, where teachers can play an active role as a mentor who directs the use of gadgets. For example, teachers can introduce guidelines on how to search for valid information and how to evaluate content found on the internet. In addition, the implementation of activities that focus on its positive use in learning, such as critical analysis of social issues with the support of gadgets, needs to be supported by relevant research on the influence of learning media. (Blessing et al., 2023)

It is also necessary for parental involvement in monitoring the use of gadgets at home so that students can have the right balance between learning and having fun with technology. Studies have shown that active monitoring of children's activities in the digital world can help minimize harmful dependent and distraction behaviors. (Rohana & Ridwan, 2020)

Thus, the impact of the use of gadgets on sociology learning has various aspects that need to be considered. Although gadgets can increase students' motivation and understanding through access to richer and more interactive information, there needs to be good management to prevent distractions and the spread of invalid information.

Digital Literacy-Based Learning Development Strategy

The integration of information literacy into the Sociology curriculum is crucial in ensuring that students can develop the skills needed for information navigation in today's digital age. By integrating the digital literacy component into learning, students not only learn about sociological theories, but also how to apply this knowledge in real-world contexts through access to up-to-date and critical data on information. A curriculum that includes elements of information literacy will equip students with the ability to evaluate sources of information, distinguish valid

information from non-information, and apply sociology science in the analysis of actual social situations. (Sulistyo & Ismarti , 2022)

Dampak Penggunaan Gadget terhadap Pembelajaran Sosiologi

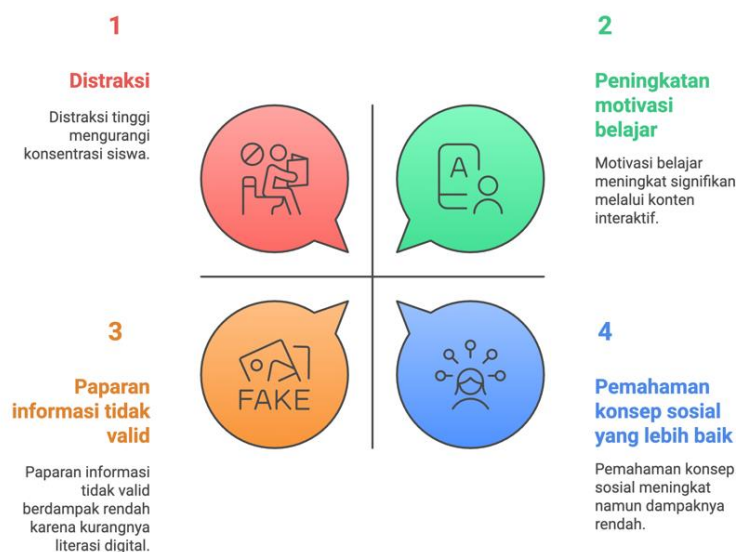


Figure 2. The Impact of Gadget Use

Training for teachers is also one of the vital steps in improving digital competence and information literacy. Without adequate technological mastery, teachers will not be able to effectively integrate information literacy in their teaching. These training activities should include the introduction of various digital learning resources, technology-based teaching methods, and ways to guide students in using gadgets wisely. Research shows that teachers' digital capacity building is directly related to the effectiveness of their teaching in facilitating students in digital media-based learning. (Fachmi et al., 2023)

The development of a project-based learning model can also be an effective method to integrate information literacy in Sociology learning. In this approach, students are assigned a project that requires them to search, evaluate, and use information sources critically to produce products or solutions to the problem at hand. Projects relevant to current social issues can motivate students to be more actively involved in learning while simultaneously practicing their information literacy skills. Research shows that project-based learning can increase students' interest and engagement in the learning process. (Nasrullah et al., 2024; Grace & Suparjana , 2023)

In addition, the application of digital citizenship principles will help in creating ethical awareness among students regarding the use of gadgets and access to information. Digital citizenship teaches students about their responsibilities when using digital media, understanding the consequences of their actions online, and how to maintain ethics in learning and interacting in cyberspace. Building this awareness is important amid the increasing cases of spreading misinformation and unethical behavior on the internet. As part of education, education about digital ethics must be an inseparable pillar of information literacy learning. (Hasanah & Sukri , 2023)

The involvement of parents and the community also plays a very important role in the development of information literacy. Through seminars and workshops involving parents, it can be explained the importance of their support in helping children understand and use technology positively. Research shows that parental participation can increase students' chances to develop critical thinking skills and good digital competence. Cooperation between schools, teachers, and parents in this case will create a better learning ecosystem for students. (Stuttgart & Sudarti, 2024)

Overall, digital literacy-based learning development strategies should involve a variety of interrelated components, from integration in the curriculum to teacher training and ethical awareness among students. With an integrated approach, it is hoped that education in the field of Sociology can produce individuals who not only understand theory, but are also able to contribute positively to society through the use of good and wise information in this digital era.

DISCUSSION

The use of gadgets in Sociology learning has brought about a significant transformation in the way students access and manage information. As a multifunctional device, gadgets are not only a communication tool, but also the main means of developing students' information literacy. The results of Widiastuti (2023) research show that the application of gadgets in schools is able to increase the ease of accessibility to learning resources, as long as their use is regulated through clear standard operating procedures (SOPs). This emphasizes that the use of gadgets in a structured manner can increase learning efficiency and expand the scope of students' knowledge.

In the context of digital literacy, Amri et al. (2021) emphasized that gadget-based e-learning can strengthen students' ability to understand and use information effectively. This finding is in line with Jayanti (2021) who shows that the integration of Problem Based Learning and Lesson Study-based Jigsaw models can improve students' ability to access and evaluate information. Although the results are not optimal, the study emphasizes the importance of learning designs that facilitate students to actively use gadgets in the context of information literacy, not just passive digital content consumption.

Research by Dinata (2021) added that good digital literacy is an important factor in learning success in the digital era. Students who have the ability to select relevant information will be better able to understand social concepts in depth. In this context, Relawati et al. (2024) show that the use of collaborative technologies such as Lumio and Padlet is able to increase interest in learning Sociology because learning becomes more interactive. This digital collaboration enriches students' learning experiences while fostering an exploratory spirit in understanding social phenomena.

However, it is undeniable that the use of gadgets also has a number of negative impacts. Ramadhani et al. (2020) found that excessive reliance on smartphones during online learning can reduce the quality of social interaction and students' focus on learning. This is reinforced by Sholeh et al. (2022) who highlight the importance of education about the negative impact of excessive use of gadgets. Therefore, the balance between the use of technology and digital behavioral control is very important in the context of Sociology education.

Supervision of teachers and parents is an important element to ensure safe and effective use of gadgets. Kiptiyah et al. (2022) show that teacher assistance through ICT literacy training is able to improve students' skills in assessing information. Meanwhile, Rohana & Ridwan (2020) emphasized the importance of parental involvement in monitoring children's digital activities at home. Collaboration between teachers and parents plays an important role in creating a learning environment that is conducive to the development of information literacy in the digital era.

Gadgets also play an important role in expanding students' access to relevant social and scientific information. According to Windah et al. (2022), digital sources obtained through gadgets are much more dynamic than conventional sources, as they offer fast and diverse information updates. In addition, Handayani & Fauziya (2023) show that students who are able to use search engines effectively can speed up the process of searching for academic information. However, this requires critical ability to assess the validity of sources so that students are not easily influenced by disinformation.

In the context of the role of teachers, Mystakidis et al. (2021) explain that teachers function as facilitators who help students understand how to use gadgets for educational purposes. Teachers need to provide clear guidance in

distinguishing academic and non-academic information sources. Arrosyid & Romadlon (2019) added that teacher training related to the use of digital media can improve their pedagogical abilities, so that the technology-based learning process can run more effectively and relevant to the needs of students.

The biggest challenge in the use of gadgets is building students' ability to sort and process information critically. Apriyanto & Iswadi (2023) emphasized that digital literacy is not only about the ability to use technology, but also includes ethical awareness in managing information (Hasanah & Sukri, 2023).

In an effort to develop digital literacy-based learning, training for teachers is a vital aspect. Fachmi et al. (2023) found that improving teachers' digital competence has a positive correlation with learning effectiveness. In addition, the application of Project-Based Learning can be a strategy to strengthen information literacy, as this method encourages students to search, assess, and use information to solve real problems (Nasrullah et al., 2024; Rahmat & Suparjana, 2023). The project-based approach also fosters a sense of responsibility and collaboration among students.

Overall, the results of the literature review show that the use of gadgets has great potential in improving information literacy and the quality of Sociology learning. However, its effectiveness depends on systematic integration in the curriculum, teacher guidance, and students' ethical awareness in using technology. Wiguna & Sudarti (2024) emphasized that collaboration between schools, teachers, and parents can strengthen a healthy digital learning ecosystem. Thus, gadgets can function not only as learning aids, but also as a medium for the formation of critical, reflective, and social thinking skills that are an important foundation in Sociology education in the 21st century.

CONCLUSION

This study concludes that the use of gadgets has great potential in strengthening students' information literacy, especially in Sociology learning. Gadgets act as the main means to access, evaluate, and process social information quickly and interactively. Through the use of this technology, students can develop critical thinking skills and increase their motivation to learn. The results of the study show that the effectiveness of the use of gadgets is highly dependent on teacher guidance, parental supervision, and the integration of digital literacy in the learning curriculum. Nonetheless, challenges such as distraction, dependence, and exposure to invalid information still need to be anticipated through digital ethics education and wise use policies. Continuous training is needed for teachers to be able to use technology creatively and effectively in directing students to productive learning. With proper management, gadgets are not only a learning aid, but also a medium for literate, critical, and adaptive character formation that is in accordance with the demands of the 21st century.

REFERENCES

- Akbar, M. I., & Fahlevvi, M. R. (2023). Cegah Penyebaran Misinformasi di Media Sosial Menggunakan Peralatan dan Fitur Literasi Digital. *RENATA: Jurnal Pengabdian Masyarakat Kita Semua*, 1(1), 15–20. <https://doi.org/10.61124/1.RENATA.2>
- Amri, C. O., Jaelani, A. K., & Saputra, H. H. (2021). Peningkatan Literasi Digital Peserta Didik: Studi Pembelajaran Menggunakan E-Learning. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 546–551. <https://doi.org/10.29303/JIPP.V6I3.291>
- Apriyanto, A., & Iswadi, I. (2023). The Correlation Between Gadget Use and Student Learning Achievement at Sman 21 Bekasi City. *Research and Development Journal of Education*, 9(2), 1133. <https://doi.org/10.30998/RDJE.V9I2.20233>
- Arrosyid, R., & Romadlon, D. A. (2019). The Role Of Digital Literacy In Pai Learning In Improving The Quality Of Youth Worship. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(3). <https://doi.org/10.37758/JAT.V5I3.507>
- Dhita, A. N., & Nurdiansyah, E. (2022). Literasi Digital Mahasiswa Jurusan Pendidikan IPS FKIP Universitas Sriwijaya. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 19(2), 71–77. <https://doi.org/10.21831/SOCIA.V19I2.40643>
- Dinata, K. B. (2021). Literasi Digital Dalam Pembelajaran Daring. *Eksponen*, 11(1), 20–27. <https://doi.org/10.47637/EKSPONEN.V11I1.368>

- Fachmi, N. M., Maula, L. H., & Nurmeta, I. K. (2023). Model Inquiry Learning Berbasis Literasi Digital Untuk Meningkatkan Minat Belajar Siswa di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(4), 1646–1652. <https://doi.org/10.31949/EDUCATIO.V9I4.5558>
- Fernando, D., Karyaningsih, D., & Safaah, E. (2022). Pelatihan Smart Parenting Pengawasan Orang Tua Dalam Penggunaan Gadget Untuk Anak Usia Dini. *Jurnal Dharmabakti Nagri*, 1(1), 39–42. <https://doi.org/10.58776/JDN.V1I1.9>
- Handayani, W., & Fauziya, D. S. (2023). Cultivation of Digital Literacy Culture Through an Interest in Reading Literature 21st Century Life Skills. *JLER (Journal of Language Education Research)*, 6(3), 170–183. <https://doi.org/10.22460/JLER.V6I3.20275>
- Hasanah, U., & Sukri, M. (2023). Implementasi Literasi Digital Dalam Pendidikan Islam : Tantangan dan Solusi. *Equilibrium: Jurnal Pendidikan*, 11(2), 177–188. <https://doi.org/10.26618/EQUILIBRIUM.V11I2.10426>
- Hidayatuladkia, S. T., Kanzunnudin, M., & Ardianti, S. D. (2021). Peran Orang Tua dalam Mengontrol Penggunaan Gadget pada Anak Usia 11 Tahun. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3), 363. <https://doi.org/10.23887/JPPP.V5I3.38996>
- Jayanti, U. N. A. D. (2021). Problem Based Learning Dipadu Jigsaw Berbasis Lesson Study: Upaya Pemberdayaan Literasi Informasi Mahasiswa Biologi di Era Digital. *Jurnal Biolokus*, 4(1), 62. <https://doi.org/10.30821/BIOLOKUS.V4I1.983>
- Kiptiyah, S. M., Purwati, P. D., Purwanti, E., Nugraheni, N., Andriani, A. E., & Putra, G. M. C. (2022). Pendampingan dan Pelatihan Pengembangan Asesmen Literasi Membaca dan Numerasi Berbasis TIK. *Jurnal Pengabdian Masyarakat Progresif Humanis Brainstorming*, 5(3), 545–552. <https://doi.org/10.30591/JAPHB.V5I3.3340>
- Mystakidis, S., Fragakaki, M., & Filippousis, G. (2021). Ready Teacher One: Virtual and Augmented Reality Online Professional Development for K-12 School Teachers. *Computers*, 10(10). <https://doi.org/10.3390/COMPUTERS10100134>
- Nasrullah, N., Nur, Muh. Z., & Mukhtar, A. H. (2024). Strategi Perpustakaan dalam Memaksimalkan Program Literasi Informasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Palopo. *Pusaka*, 12(1), 192–208. <https://doi.org/10.31969/PUSAKA.V12I1.1477>
- Nurjannah, N. (2022). Tantangan Pengembangan Kurikulum dalam Meningkatkan Literasi Digital Serta Pembentukan Karakter Peserta Didik di Indonesia. *Jurnal Basicedu*, 6(4), 6844–6854. <https://doi.org/10.31004/BASICEDU.V6I4.3328>
- Rahmat, A. S., & Suparjana, S. (2023). Penerapan Kartu Kendali Literasi Digital Sebagai Penguatan Profil Pelajar Pancasila Berorientasi Literasi Di Sekolah Dasar. *Pancasila: Jurnal Keindonesiaan*, 3(1), 22–32. <https://doi.org/10.52738/PJK.V3I1.110>
- Ramadhani, I. R., Fathurohman, I., & Fardani, Much. A. (2020). Efek Penggunaan Smartphone Berkelanjutan pada Masa Pandemi Covid-19 terhadap Perilaku Anak. *Jurnal Amal Pendidikan*, 1(2), 96. <https://doi.org/10.36709/JAPEND.V1I2.13293>
- Relawati, L. D., Ramadhan, I., & Hainon, H. (2024). Peningkatan Minat Belajar Sosiologi melalui Penerapan Lumio Berbantuan Padlet di Kelas X Sekolah Menengah. *PTK: Jurnal Tindakan Kelas*, 4(2), 363–374. <https://doi.org/10.53624/PTK.V4I2.376>
- Restela, R., & Putri, H. (2023). Penggunaan Gadget Untuk Menciptakan Pembelajaran Yang Efektif. *Js (Jurnal Sekolah)*, 7(2), 291. <https://doi.org/10.24114/JS.V7I2.44494>
- Restu, N. K., Sutini, A., & Dewi, D. A. (2023). Pengaruh media wordwall sebagai instrumen penilaian PPKn SD terhadap kemampuan literasi digital dan kreatifitas guru dalam mengajar. *COLLASE (Creative of Learning Students Elementary Education)*, 6(1), 94–101. <https://doi.org/10.22460/COLLASE.V1I1.15502>
- Riyanti, R., & Risnani, L. Y. (2019). Literasi informasi dalam konteks 21st century skills pada siswa sekolah menengah atas (SMA) di Kabupaten Banyumas. *Symposium of Biology Education (Symbion)*, 2. <https://doi.org/10.26555/SYMBION.3526>
- Riyanto, A., Riyadi, W., & Prasetya, S. C. (2023). Workshop Literasi Digital untuk Guru dan Siswa SMK YPE Kroya. *Solidaritas: Jurnal Pengabdian*, 3(2), 123–131. <https://doi.org/10.24090/SJP.V3I2.10443>

- Rohana, R., & Ridwan, R. (2020). REORIENTASI PENGEMBANGAN PERPUSTAKAAN DI ERA MILENIAL (Studi Peran UPT Perpustakaan Universitas Muhammadiyah Mataram dalam Meningkatkan Literasi Informasi Bagi Generasi Milenial). *Jurnal Ilmu Perpustakaan (Jiper)*, 2(2). <https://doi.org/10.31764/JIPER.V2I2.3458>
- Sholeh, M., Rachmawati, Rr. Y., & Andayati, D. (2022). Edukasi Dampak Negatif Penggunaan Gadget Dan Media Internet Yang Berlebihan Bagi Anak-Anak. *Jurnal Pengabdian Pendidikan Masyarakat (JPPM)*, 3(1), 69–77. <https://doi.org/10.52060/JPPM.V3I1.670>
- Sriyono, S. (2018). Internet Sebagai Media Pembelajaran. *Prosiding Seminar Nasional Pendidikan KALUNI*, 1. <https://doi.org/10.30998/PROSSNP.V1I0.29>
- Sulistyo, A., & Ismarti. (2022). Urgensi dan Strategi Penguatan Literasi Media dan Digital dalam Pembelajaran Agama Islam. *At Turots: Jurnal Pendidikan Islam*, 3(2), 51–61. <https://doi.org/10.51468/JPI.V3I2.75>
- Suryanti, S., Widodo, W., & Yermiandhoko, Y. (2021). Gadget-Based Interactive Multimedia on Socio-Scientific Issues to Improve Elementary Students' Science Literacy. *International Journal of Interactive Mobile Technologies (IJIM)*, 15(01), 56–69. <https://doi.org/10.3991/IJIM.V15I01.13675>
- Wahyuni, S., Hindun, I., Setyaningrum, Y., & Masrudi, M. (2020). Implementasi PPK Berbasis Kelas Melalui Literasi Pada Masa Pandemi Covid 19 Di SMP Muhammadiyah 1 Malang. *Sasambo: Jurnal Abdimas (Journal of Community Service)*, 2(3), 196–208. <https://doi.org/10.36312/SASAMBO.V2I3.315>
- Widiastuti, I. S. (2023). Pemanfaatan Gadget Dalam Mendukung Proses Pembelajaran Sosiologi. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 2(3), 290–300. <https://doi.org/10.18860/DSJPIPS.V2I3.3442>
- Wiguna, I. W. D. P., & Sudarti, S. Pd. N. W. (2024). Peran Literasi Digital dalam Penguatan Profil Pelajar Pancasila Dimensi Mandiri, Bernalar Kritis, dan Kreatif. *Prosiding Seminar Nasional Ilmu Pendidikan*, 1(1), 122–132. <https://doi.org/10.62951/PROSEMNASIPI.V1I1.15>
- Windah, A., Putra, P., Sari, I. F., Karmilasari, V., & Oktaria, R. (2022). Adaptation of Lampung Families in Reconstructing 21st Century Skills Implementation During Pandemic. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 3133–3146. <https://doi.org/10.31004/OBSESI.V6I4.2243>
- Yoga Pratama, A., Gusrianti, N., & Amrul Haq, K. (2022). Peran Mahasiswa Dalam Meningkatkan Literasi Digital. *Jurnal Tonggak Pendidikan Dasar : Jurnal Kajian Teori Dan Hasil Pendidikan Dasar*, 1(2), 96–101. <https://doi.org/10.22437/JTPD.V1I2.22876>