The Role of Teachers in Instilling Student Character Through Digital Literacy in The Society 5.0 Era

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ARTICLE INFO	ABSTRACT
Keyword: *The Role of Teachers, Character Building, Digital Literacy, Society 5.0, Education.* ©2024. Khania Latifa Zahra, Soybatul Aslamiah Ritonga. This is an open-access article under the This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.	In the era of Society 5.0, digital technology has become an integral part of daily life, including education. This research aims to explore the role of teachers in instilling character in students through digital literacy. The research method used is a literature review employing the library research method. The research results show that teachers play a crucial role in instilling students' character through various digital literacy strategies. The teacher not only serves as a facilitator in the use of technology but also as a role model and guide in shaping students' character, such as integrity, responsibility, cooperation, and critical thinking. The challenges faced include, limited technological resources, a lack of training for teachers and resistance to changes in teaching methods. However, with proper implementation, digital literacy can become an effective tool in instilling character values in students. This study provides recommendations for education practitioners to effectively integrate digital literacy into the curriculum and provide adequate training for teachers to optimally utilize digital technology in shaping students' character.

1. INTRODUCTION

Citizens 5.0, often termed "society 5.0" in academic discourse, has revolutionized worldwide perspectives on politics, economics, citizenship, and education. The crucial part of learning is that Citizen 5.0 has introduced substantial modifications and advancements. The swift advancement of technology presents numerous choices designed to fulfill human wants and improve daily life through various benefits and conveniences. Progress in data and communication technologies, including Twitter, email, WhatsApp, Instagram, Facebook, and many social media applications, has facilitated the ease of information retrieval and online conversation, readily available at users' fingertips. The liberty and ease afforded by technological innovations in data access via a singular feature might significantly alter students' perspectives.

Nonetheless, if facile access is not supplemented by supervision and instruction from educators, it may adversely affect learning outcomes, including comprehension of the instructional modules. The environment can influence juvenile criminality, especially substance misuse. Elements include peer pressure, an unstable familial climate, drug accessibility, and insufficient adult supervision, which can affect adolescents' propensity to engage in drug use. The information regarding adolescent drug abuse in Indonesia is derived from the 2012 findings of the National Narcotics Agency (BNN). Estimates suggest that approximately 50-60 percent of total drug users in Indonesia during that period were adolescents, encompassing both high school and university students.

Furthermore, studies undertaken by BNN and the University of Indonesia (UI) estimated the total number of drug users to be between 3.8 and 4.2 million individuals. This discovery signifies a critical problem requiring urgent attention from the government, educational institutions, families, and society. Initiatives to avert adolescent drug misuse encompass a multifaceted strategy, incorporating counseling, education, rehabilitation, oversight, and the enforcement of rules that restrict accessibility and impose penalties on drug users. Consequently, character education is crucial in addressing the myriad issues of 21st-century education that emphasize technology. Students must be endowed with sufficient morals and knowledge to become exemplary individuals and a source of pride for their parents, nation, and country. In this age of globalization, access to technology has grown more accessible for all individuals, both adults and children. Contemporary technology significantly influences education by offering considerable support in learning and information acquisition.

Moreover, technology functions as a medium of communication between educators and learners. It is essential to acknowledge that technology exerts beneficial and detrimental effects on education. An example of a damaging impact includes instances of cyberbullying, student altercations, and sexual violence against minors, which reveal deficiencies in the nation's character. Consequently, it is imperative to offer insights and advice to all children from an early age, enabling society to cultivate healthy qualities and behaviors from youth. This is anticipated to diminish crime rates in the specified instances. A primary objective of Society 5.0 is to tackle difficulties within the education sector, particularly in response to the swift progression of technology advancements. The speedy advancement of technology necessitates adapting the educational system to a character-driven digital age. To address the difficulties of Society 5.0, education must be effectively structured and adapt to contemporary developments. (Arya Dani Setyawan et al, 2022).

Assert that the educational curriculum design must address several aspects to confront the challenges of the Society 5.0 age. The salient points are as follows: Character education: Education must prioritize the development of virtuous character and robust values in students. The objective is to cultivate accountable individuals, exhibit integrity, and uphold elevated ethical standards. Students must possess critical thinking abilities to assess information, devise new solutions, and innovate in response to the changes of the Society 5.0 era. This capability will empower students to become autonomous thinkers adept at confronting obstacles and devising inventive solutions. Technology integration: Education must include technology in the learning process. Students must be instructed in utilizing technologies pertinent to the Society 5.0 era, including artificial intelligence, big data, and the Internet of Things. The capacity to utilize this technology will equip individuals to participate in a connected and proficient society in the digital age. By incorporating these essential elements into the educational curriculum, it is anticipated that students will be equipped to confront the difficulties of the Society 5.0 period and capable of adapting and flourishing in an ever-evolving world. The education sector faces globalization's continually growing and boundless reality, which can significantly influence social life. A detrimental consequence of the rise in globalization is the escalation of adolescent delinquency, hoaxes, and hate speech via social

media, among other issues. Consequently, the education system must assume responsibility for cultivating students' potential in all dimensions, including character education. A teacher is a pivotal character in education. A teacher must serve as a role model, a reflection, and an exemplar for students, beginning with their attitude, qualities, and behavior, particularly the thought that character is the paramount element of education. In confronting educational progress in the 4.0 era, Japan, a nation with advanced technology, has embraced the notion of Society 5.0. The COVID-19 pandemic has necessitated physical distancing globally, especially within educational settings. Japan has commenced the period of Society 5.0, a notion that transcends the manufacturing sector to tackle societal challenges by integrating physical and virtual environments. Society 5.0 encompasses the utilization of extensive data gathered via the Internet of Things (IoT) and implemented using artificial intelligence, also known as "AI." This notion seeks to establish a more efficient, inclusive, and sustainable society by utilizing technological breakthroughs to address diverse social issues. Technology in the 5.0 era significantly influences various sectors, including healthcare, urban development, transportation, agriculture, industry, and education. In the future, applying big data technologies inside Society 5.0 will have both beneficial and detrimental effects on Indonesia's national education system. In education, this signifies integrating modern technology to enhance the learning experience, including using artificial intelligence for student data analysis, creating tailored curricula, and implementing digital platforms for remote instruction. Japan aims to enhance educational breakthroughs and equip future generations to confront forthcoming difficulties by implementing Society 5.0. The revolutionary concept introduced by Japan highlights the significance of human agency in addressing progressively complex challenges, transitioning from 4.0 to Society 5.0. In the Society 5.0 era, humans are anticipated to possess enhanced capabilities for resolving intricate issues, engaging in critical thinking, and demonstrating creativity. Despite the advanced technological trends of the fourth industrial revolution, including automation, data exchange, cyber-physical systems, the Internet of Things, cloud computing, and cognitive computing, Society 5.0 presents itself as a solution to these challenges rather than a competitor to existing innovations. The ongoing advancement of processes yields both beneficial and detrimental consequences within education. In this context, educational innovators need to optimize its beneficial effects. Technological innovations can facilitate more interactive, innovative, and flexible pedagogy. Utilizing online learning platforms, digital resources, and interactive tools can augment student involvement and promote a deeper comprehension of subjects. Nonetheless, it is crucial to acknowledge the challenges and risks that require attention. An instance is the diversion and dependency on technology. Innovators and educators must assist students in cultivating an understanding of healthy and balanced technology utilization. Furthermore, safeguarding privacy and internet security must be considered in the application of technology in education. This perspective relies on personal effort and inventions that balance financial advancement and the resolution of social challenges within a framework intricately linked to both the virtual realm and contemporary reality. An illustration of this can be observed in the utilization of social media by IAIN Syekhnurjati Cirebon, which demonstrates the relationship between the 4.0 Industrial Revolution and Society 5.0. The application of Big Data aligns with the advancements of Society 5.0 across multiple domains. Society 5.0 was addressed at the World Financial Gathering in early January 2019 in Davos, Switzerland. Japan's Prime Minister, Shinzo Abe, asserts that the Fourth Industrial Revolution and Society 5.0 notions are largely analogous. Industry 4.0 utilizes artificial intelligence, whereas Society 5.0 highlights the significance of human elements in such innovation. In this context, human intelligence and modern technology are employed to expedite economic and societal advancement, with humans continuing to play a pivotal role in decision-making, creativity, and problem-solving. Consequently, the synergy between technological innovation and human involvement is essential for attaining an

equilibrium between economic advancement and the resolution of social challenges. Applying big data and other technologies can actualize the concept of Society 5.0 by leveraging innovation and human potential. Integrating the virtual world with reality can achieve this goal more effectively, resulting in a beneficial impact encompassing sustainable economic advancement and enhanced social quality of life. The education sector possesses a substantial chance to contribute to and enhance a nation's capabilities in the context of global competition and an increase in data innovation. The digital world is swiftly advancing, allowing everyone to capitalize on it. Nonetheless, the digital realm can simultaneously erode an individual's dignity in numerous ways. The ignorance of individuals regarding the digital realm has resulted in the improper utilization of digital media across personal, social, and national dimensions. In this setting, education must consistently provide learners with a profound comprehension of the digital realm, encompassing awareness of threats, digital ethics, and the capacity to utilize digital media judiciously. With this comprehension, individuals will be equipped to confront the problems and hazards inherent in the digital domain while effectively and responsibly capitalizing on its benefits. The discussion on character education in Indonesia has been prioritized, as it is deemed integral to national growth in human resources. The National Long-Term Development Plan (RPJPN) delineated this from 2005 to 2025.

The discussion on character education clearly shows a fundamental vision for cultivating exceptional human resources. The objective is to establish a nation characterized by resilience, competitiveness, virtue, and morality, grounded in the principles of Pancasila. The government aims for character education to demonstrate diverse qualities and behaviors that embody robust beliefs. This encompasses faith and devotion to the One Almighty God, adherence to noble ethics and morals, the ability to embrace and appreciate diversity, capacity for cooperation and mutual support, a patriotic spirit, dynamic development, and an orientation towards knowledge and technology. Literacy competencies within educational institutions should allow collaboration with diverse organizations, networks, and communities beyond the academic setting. Community engagement is essential, as schools cannot independently fulfill their vision and goal.

Consequently, collaboration and coordination among networks and extracurricular learning institutions are necessary to enhance students' character development. Multiple coordinated initiatives can be undertaken to implement effective character education for students in addressing the challenges of the 21st century, including partnerships with the Ministry of Communication and Information (Kominfo) and other entities involved in digital literacy. The role of a teacher in the 21st century markedly differs from that of a teacher in the 20th century. In contemporary times, a teacher's function is not exclusively defined by their charm.

Furthermore, an educator must be able to communicate and change according to contemporary circumstances. Educators in the digital age must demonstrate innovation and creativity, as pedagogical approaches from the 1980s are inadequate for addressing the requirements and growth of contemporary pupils. In the digital age, instructors encounter perpetual transformations. Consequently, alongside a diverse skill set, an educator must possess specific supplementary competencies to execute their function as a learning facilitator effectively. Five fundamental competencies are necessary for an educator to achieve good learning. These competencies encompass organizational skills, interpersonal skills, cognitive capabilities, the capacity to sustain continuous learning, and the utilization of information boards. The capacity to digitize literacy has become crucial for anyone engaging in a digital environment. In the absence of that capability, a possible risk could jeopardize digital media consumers, including susceptibility to offense or disturbance, exposure to misinformation (hoaxes), victimization by fraud, and loss of personal data due to hacking, among others.

The digital realm encompasses a multitude of criminal activities. The hazards may be exacerbated due to the prevalence of fraudulent accounts and several unfamiliar individuals in

the digital realm. The rise in violent incidents and the deterioration of societal morality have resulted in the formation of riots as a social phenomenon. This phenomenon is a prevalent issue that necessitates attention from multiple stakeholders, particularly within education. Character education that prioritizes the cultivation and enhancement of character must be instituted. Education constitutes the foremost investment sector in developing and cultivating human resources. (Azka Salmaa Salsabilah et al, 2021) Relying solely on literacy comprehension and internet usage, mainly digital media, will render digital literacy ineffective. Nonetheless, upholding commendable moral standards and exhibiting constructive conduct when engaging in Internet communication is crucial. The community on social media sites is notably diversified, encompassing many backgrounds. This article aims to 1) emphasize the significance of character education in fostering holistic student development, encompassing moral, ethical, and positive values, and 2) delineate the function of digital literacy as a means to enhance character education, as it entails the comprehension, assessment, and responsible utilization of digital technology. 3) underscore the necessity for the amalgamation of character education and digital literacy to equip students for the exigencies and challenges of the continually evolving digital landscape, and 4) articulate that character education via digital literacy is pertinent not only to students' current lives but also cultivates their development into ethical and responsible citizens in an increasingly interconnected digital future.

Education encompasses the process by which pupils initiate their learning journey in school. Education fulfills an individual's need for knowledge, fosters creativity, and cultivates a character-driven learner. Education is developing human character through structured systems, methodologies, and tactics responsive to the environment. The character of its citizens shapes the character of a nation; hence, character development can be fostered within the home and educational settings. The term "character" is derived from the Greek word harassing, signifying to engrave, akin to painting on paper or carving stone or metal. Consequently, it may be inferred that each individual's unique characteristics vary from their personality. The character has existed since the inception of humanity and can be cultivated through character education.

According to the perspective above, the character education schools ought to cultivate includes moral education, character development, religious instruction, and personality enhancement. The character of a student encompasses 18 values in character education as stipulated by the Ministry of Education in Indonesia in the 2013 curriculum, including religiousness, honesty, tolerance, discipline, diligence, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation for achievements, sociability, love for peace, a passion for reading, environmental consciousness, social responsibility, and accountability. Schools can realign according to the core ideals they seek to attain, utilizing 18 principles in character education. Character education is crucial for instilling values such as respect, accountability, honesty, care, and justice, enabling students to comprehend, prioritize, and embody these principles to attain success. Character education seeks to enhance the quality of the educational process and outcomes, fostering learners' character and virtuous morals in a comprehensive, integrated, and balanced manner, aligned with the competency standards for graduates in each educational institution. (Hetwi Marselina Saerang et al, 2023) In character education institutions, pupils may be shaped by their social and cultural contexts. The primary foundation of character education originates from the home and family. The family is a formal institution, whereas the school is an informal institution that influences character education. At present, a significant challenge in education is the character of students. Students exhibit problematic behaviors such as peer bullying, improper language, misconduct, and challenges with academic engagement. Moral degradation manifests in abortion, prostitution, violence, motorcycle gangs, pornography, substance misuse, and promiscuity. The deterioration of character education in online learning has emerged as a challenge for educational

institutions. The school is endeavoring to implement digital literacy in this advanced age. Technological advancement is occurring swiftly; even primary school children are already acquainted with it. (Irkham Abdaul Huda, 2020) This study seeks to enhance student character development through digital literacy. Digital literacy in PPKn education serves to cultivate students' character. Digital literacy has the potential to function as a catalyst, facilitating access for students and educators through open apps. The Ministry of Education and Culture defines the School Literacy Movement (GLS) as a comprehensive initiative to transform schools into learning organizations that promote lifelong literacy among their members through community engagement. This literature study will evaluate how character education can enhance students' character through digital literacy and whether Citizenship Education (Civics) can impact students' character development. Consequently, the literature review findings can furnish educational institutions, both formal and informal, with insights and knowledge to cultivate students' character through digital literacy. (Ahmad Hariandi et al, 2016).

The digital age necessitates that educators acquire extensive and profound skills and competencies, encompassing proficiency in software and digital learning platforms and the capability to incorporate technology into the curriculum. Teacher professionalism in the digital era necessitates significant adaptability to technological advancements, a profound comprehension of technology's role in facilitating learning, and proficiency in utilizing diverse digital tools to enhance interactive and engaging educational experiences. Technological training deficiencies, inadequate infrastructural support, and insufficient time for learning and adaptation to new tools are primary hurdles. (Rahma Dania Purba et al., 2024).

2. THEORETICAL FRAMEWORK

A. The Role of Teachers

The role of educators in the teaching and learning process is crucial, as they are frequently perceived as primarily accountable for the quality of education. (Syamsul Arifin, 2017) In this context, educators must facilitate behavioral modifications among children. The objective of learning is to modify behavior. Consequently, numerous stakeholders harbor significant expectations for educators to enhance the quality of education. Students will facilitate story writing by deriving ideas from their daily experiences. With the assistance of educators, these experiences can be structured into a conceptual framework utilizing mind mapping, which is rich in student creativity. Instructor assistance facilitates behavioral modifications in students, improves their narrative writing skills, promotes active class engagement, and elevates their passion for learning narrative composition. Nonetheless, numerous issues have emerged in this research, including the persistence of conventional teaching methods devoid of innovation, teachers' insufficient awareness of note-taking skills, students' generally low narrative writing capabilities, their inability to organize ideas, thoughts, and opinions in writing effectively, a deficiency in active student participation and creativity in learning, and inadequate facilities and infrastructure to support these endeavors. (Aditya Ramadhan, 2024)

In the General Dictionary of the Indonesian Language, Poerwadarminta defines "membentuk" (to form) in a manner akin to "mendidik" (to educate) and "mengajari" (to teach), essentially as the enhancement of an individual's behavior. "membentuk" embraces all endeavors to steer and direct towards a specific objective. The development of an individual's behavior and character commences at birth, advancing in tandem with their growth and adaptability to the social milieu. Nevertheless, not all youngsters can effectively manage this phase, resulting in diverse behavioral and character problems. Driyarkara asserts that an individual's character may possess virtuous and malevolent qualities. Character education aims to cultivate virtuous character for its ongoing practice and eradicate detrimental character to prevent its recurrence. (Yuniman Hulu, 2021).

B. Digital Literacy

1. Definition of Digital Literacy

Literacy is a collection of competencies for individuals and society in reading, numeracy, and writing, adhering to established norms and pertinent contexts, applicable in educational settings, domestic environments, and throughout one's life capabilities. The capacity to read and write within the framework of digital technology. Digital literacy has a new significance, encompassing an extension of literacy emphasizing the value of networking, cooperation, engagement, and creativity facilitated by technology. (Rut Kristella Pangaribuan et al., 2022) Digital literacy includes the capacity to employ technology to locate, assess locate, assess, utilize, generate, and convey information, utilizing both cognitive and technical competencies. The digital literacy concept established by UNESCO in 2011 is intrinsically linked to educational literacy tasks, including reading, mathematics, and writing. Digital literacy encompasses more than proficiency in utilizing technology, information, and communication devices. It also includes social and learning skills (Aqilla Fadia Haya et al., 2023) and involves specific attitudes, critical thinking, creativity, and inspiration, all considered digital competencies. From the definitions above and explanations, we can deduce that digital literacy encompasses an individual's motivation, disposition, and capability to utilize digital technologies and communication tools, such as laptops and smartphones, to access, process, evaluate, and acquire new information or skills, facilitate remote communication, actively participate in society, exchange knowledge, and engage in digital entrepreneurship. (Rahma Dania Purba et al, 2024)

2. Types of Digital Literacy

Digital literacy can be categorized into various forms, including:
1. The Internet enables users to access diverse forms of information.
2. Social media is a platform that facilitates unrestricted interaction among individuals.
3. An ETB (Electronic Talking Book) is a narrative volume that employs a digital format derived from electronic devices like computers.
4. E-Book denotes the digital publication of books, characterized by the extensive accessibility to digital literature and related information.
5. A blog or weblog is an online entry akin to a diary that anybody can author and publish online.
6. Users can use the iPhone and other smartphones, classified as intelligent mobile devices, for communication and information acquisition, including web access.
7. CDs and DVDs serve as storage material that can be accessed and viewed in the future. Several types of digital literacy referenced above are implemented in primary schools. Implemented types encompass the Internet, mobile phones, websites, and social media. It may be inferred that educators and learners can use mobile phones, the Internet, and e-books or digital texts to acquire information, functioning as resources or instructional materials, among other purposes.

3. Benefits of Digital Literacy

Ten advantages of digital literacy are elucidated as follows:
1. Time efficiency: through digital literacy, consumers can get information without traveling to the location.
2. Accelerated learning: Digital literacy enables individuals to swiftly access information through electronic devices, such as computers and cell phones.
3. Cost savings: a significant advantage of digital literacy is the capacity to economize.

4. Enhancing safety: Important information sources are readily accessible on the Internet. This may operate as a reference if you are certain of your requirements.
5. The most recent data, along with the accessibility of trustworthy digital resources, enables users to acquire current knowledge. (latest).
6. Individuals utilizing this technology will perpetually maintain the ability to speak with one another.
7. Enhancing decision-making by instructing individuals on digital tools for locating, managing, and analyzing information empowers them to make more informed choices.
8. This digital literacy can facilitate work by aiding with daily chores, particularly computer usage.

    The Internet enhances happiness by providing many enjoyable things, including images and movies.

    The writings accessible on the Internet can significantly influence readers' opinions.

    The explanation above indicates that digital media has numerous advantages, including accelerated learning due to its accessibility at any time, cost savings from its availability anywhere, and enhanced safety, which can be beneficial in daily life.

1. RESEARCH METHOD

The study "The Role of Teachers in Instilling Character in Students Through Digital Literacy in the Era of Society 5.0" used a literature review methodology. (Sarwono, 2006) posits that a literature study is a data-gathering method involving the examination of diverse reference materials and prior research findings of a comparable kind, which aids in establishing a theoretical framework pertinent to the research subject. (Nazir, 2003) asserted that literature research is a data collection method examining books, literature, notes, and numerous reports pertinent to the issue. (Sugiyono, 2012) posits that a literature study constitutes a theoretical analysis, reference, and assessment of scientific literature relevant to the culture, values, and norms prevalent in the social context under investigation. Researchers perform studies concerning theories linked to the research issue, accumulating extensive information from pertinent literature. The literature sources for this research were derived from books, journals, and research findings. This study encompasses general processes, including the systematic identification of hypotheses, literature exploration, and document analysis pertinent to the research issue.

4. RESULTS AND DISCUSSION

a. Research Results

The Role of Educators in Digital Literacy: Educators are crucial in imparting and instructing pupils in digital literacy. They teach technological skills while also mentoring students in the comprehension of ethics and duties associated with technology usage. Teachers' implementation of digital literacy includes the utilization of digital devices, educational software, and online resources that facilitate the teaching and learning process.

    The Impact of Digital Literacy on Character Development: Digital literacy cultivates critical thinking, creativity, and problem-solving skills vital to character education. Technology in education can augment student interest and engagement, favorably influencing character development traits such as discipline, responsibility, and cooperation.

Obstacles in Executing Digital Literacy: Educators need help adjusting to swift technological progress and incorporating technology into the curriculum. Providing sufficient facilities and infrastructure and teacher training presents a significant obstacle to the efficient execution of digital literacy initiatives.

Educator Approaches in Character Development via Digital Literacy: Educators employ diverse tactics, including project-based learning, collaborative learning, and integrating social media as an educational resource. Implementing character education values, including integrity, empathy, and responsibility, is emphasized in all digital learning activities.

b. Discussion

Incorporating digital literacy into character education is crucial in the Society 5.0 era, as technology is vital to everyday life. Educators must instruct pupils in the prudent, ethical, and responsible use of technology.

The Necessity of Educator Training and Development: Continuous training and professional development are essential to enhance teachers' roles in digital literacy. Educators must possess up-to-date knowledge and competencies in educational technology. Cooperation among academic institutions, governmental bodies, and the corporate sector is essential to furnish sufficient resources for educators.

Curriculum Development: The curriculum must be crafted to adapt to technological progress and the requirements of students in the digital era. Digital literacy and character education should be comprehensively interwoven into all subjects. Technology should be utilized to foster good character development and equip pupils to become responsible digital citizens.

Regular monitoring and evaluation of the implementation of digital literacy and character development in educational institutions is essential. This assessment can be conducted by questionnaires, observations, and evaluations of student performance to ensure the objectives of character education are met. This magazine underscores the critical role of educators in fostering digital literacy, which is essential for forming students' character in the context of Society 5.0. Educators must transform into catalysts for change, utilizing technology to cultivate critical, creative, and responsible individuals among pupils.

5. CONCLUSION

Educators are crucial in improving educational quality and influencing students' behavioral modifications. They are vital in directing pupils, improving their writing abilities, fostering active engagement, and boosting student motivation using innovative techniques like mind mapping. The obstacles encountered comprise traditional pedagogical approaches, students' inadequate story writing abilities, and insufficient supporting facilities and infrastructure.

Digital literacy encompasses the capacity to utilize technology to retrieve, assess, and disseminate information through cognitive and technical competencies. It also includes social skills, critical thinking, creativity, and a constructive attitude towards technology utilization. Indicators of digital literacy encompass technological proficiency, digital ethics, digital culture, and digital security. Digital literacy includes the internet, social media, e-books, blogs, and smart devices.

Digital literacy facilitates time efficiency, accelerates learning, reduces costs, and improves information security. Digital literacy facilitates enhanced connectedness and superior decision-making and may augment happiness while positively impacting the globe. Digital literacy significantly influences the development of pupils' character, encompassing critical thinking abilities, creativity, and problem-solving capabilities. Teachers encounter obstacles such as adapting to technological changes, incorporating technology into the curriculum, and requiring training and professional development. Teachers employ project-based learning, teamwork, and social media utilization, emphasizing character education values, including integrity, empathy, and accountability.

This theoretical framework underscores the essential role of educators in fostering critical, creative, and responsible character traits in students within the context of Society 5.0. It necessitates collaboration among educational institutions, government entities, and the private sector to assist teachers in overcoming challenges and effectively leveraging technology.

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