

Digital Literacy of Elementary School Students Based on Sundanese Culture

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Abstract: Digital literacy plays a significant role in the internalization of Sundanese cultural values through animated videos on the YouTube platform. This research aims to determine the level of digital literacy skills among elementary school students in Bandung. This study is a type of quantitative research. The variable in this research is the digital literacy skills of students measured using the Likert Scale. The population in this research consists of 4th, 5th, and 6th-grade students at Griya Bandung Indah Elementary School. The sample was determined using the Random sampling technique, with a sample size of 114 students. The data collection technique used is in a form of a questionnaire. Data analysis was performed using descriptive data analysis techniques with the SPSS program. The results of the data analysis show the digital literacy skills of students in the indicator of accessing information with a percentage of 60,5%. The digital literacy skills of students is the indicator of understanding information with a percentage of 57,9%. The digital literacy skills of students in the indicator of creating information with a percentage of 52,6%. The digital literacy skills of students in the indicator of communicating information with a percentage of 57,0%. The digital literacy skills of students in the indicator of evaluating information with a percentage of 74,6%. The digital literacy skills of students is an indicator of cultural understanding with a percentage of 71,9%. The digital literacy skills of students in the indicator of security with a percentage of 67,5%. This research addresses a gap in research, as no previous studies have specifically examined the digital literacy skills of elementary school students in Bandung in relation to the internalization of Sundanese cultural values through YouTube animated videos. This research provides new insight into how digital media supports the preservation and promotion of local culture.

Keywords: Digital literacy; Internalization; Sundanese culture

INTRODUCTION

Today's digital era, digital literacy has become an essential skill that must be possessed by every individual, including elementary school students. Digital

literacy includes not only the ability to use technology, but also the ability to understand, evaluate and create information through various digital media (UNESCO, 2017). In education, the development of digital literacy in primary school students is becoming increasingly important along with the rapid development of technology. The use of digital platforms such as YouTube is increasingly becoming an integral part of students' lives, both in learning and entertainment activities.

According to a report from mediaindonesia.com written by Ihfa Firdausya (2021), a survey states that children are increasingly exposed to digital platforms from a young age, often before they reach the age threshold set by major social media platforms.

A 2021 survey revealed that around 87% of children in Indonesia are introduced to social media before they turn 13. Among these, 92% of children from low-income households are exposed to social media even earlier. This highlights the growing importance of digital literacy education, especially in ensuring that students can navigate digital platforms responsibly and critically. As noted by Rajiv Lamba, CEO of Neuro Sensus & Survey Sensus, "social media usage in low-income households starts when children are around 7 years old, earlier than in middle-to-high-income households, where it begins at 9 years old" (Neurosensus, 2021). Platforms like YouTube, which are widely used by children, offer immense potential for education and cultural preservation, but they also pose risks if not managed properly. YouTube (78%), WhatsApp (61%), Instagram (54%), Facebook (54%), and Twitter (12%) are the most popular platforms used by children. These findings stress the need for targeted interventions in digital literacy to help children understand and engage with content safely and responsibly.

Research shows that YouTube is not only used for entertainment, but also serves as an effective learning resource. According to Ela I, et al (2020), the use of YouTube has a significant effect on students' digital literacy levels. The platform helps students recognize and preserve cultural values, making it a tool with great potential in supporting the educational process, particularly in the context of introducing local culture.

In addition, audio-visual-based media that elevates folklore has proven effective in increasing students' interest in learning. Rina Rochiana's (2019) research states that the use of this media is able to attract students' attention and improve their understanding of the material. Therefore, visual media-based learning approaches are not only relevant to engage students more deeply, but also strengthen their involvement in the educational process.

The urgency of digital literacy education is increasingly felt with the rapid development of technology. According to W. F. Embun and Sari P. Anggi (2021), it is important for students to be equipped with digital literacy skills from an early age in order to be able to adapt to rapid technological changes. Kailani, R., Susilana, R., & Rusman. (2021). Digital literacy integration in elementary schools requires collaboration between teachers, parents, and administrators to enhance interactive and collaborative learning.

Digital literacy is not just about operating technology, but also involves the ability to think critically in assessing information, creating content, and participating safely in the digital world.

In the digital age, proficiency in digital literacy is crucial for individuals, especially elementary school students. Digital literacy encompasses technical skills and critical abilities to access, evaluate, and create digital content responsibly (UNESCO, 2021). Among younger generations, platforms like YouTube offer immense potential for education and cultural preservation (Puspita & Edvra, 2022). However, limited research focuses on the integration of local culture into digital literacy programs, particularly in Indonesia (Ela et al., 2020). This study aims to address this gap by examining the digital literacy of elementary school students in Bandung, with an emphasis on Sundanese culture. By leveraging digital tools, this research contributes to understanding how technology can enhance cultural education (Kriswinahyu & Kastuhandani, 2024).

Recent trends show that digital platforms like YouTube have become a dominant force in student engagement. Data from Katadata Insight Center (2023) reveals that over 60% of Indonesian internet users utilize YouTube for educational purposes, and 48% of them watch video content related to local culture. This is significant, as the younger generation is increasingly exposed to content that shapes their perceptions of culture, including local cultural values. However, a critical issue arises when students lack the skills to evaluate the content critically. As reported by Kompas (2022), 45% of students admit to consuming videos without checking their credibility, which highlights the need for improving students' digital literacy, particularly in the realms of critical thinking and media evaluation.

This study aims to measure the level of digital literacy of students at Griya Bandung Indah Elementary School, especially in the use of YouTube as a learning medium and a means of internalizing Sundanese cultural values. Through YouTube, students are expected to develop an understanding of local

culture while strengthening their digital literacy skills. This research is expected to illustrate the extent to which these skills are developed and how these skills can support the understanding of local culture.

The formulation of the problem in this study focuses on the level of digital literacy of Griya Bandung Indah Elementary School students, especially in the use of digital media such as YouTube. This research examines the extent to which students utilize digital technology to access information, understand, evaluate and communicate that information. It also assesses students' ability to use YouTube as an effective learning tool, taking into account their technical ability, critical thinking and creativity in creating digital content.

To achieve the research objectives, seven indicators of digital literacy will be used. The first indicator is students' ability to access information through digital technology, especially in using YouTube. The second indicator covers students' understanding of the information obtained. The third indicator measures students' ability to create digital content. The fourth indicator assesses students' ability to communicate information effectively. The fifth indicator evaluates critical thinking skills in assessing the content accessed. The sixth indicator is related to students' understanding of social culture, especially local culture. The seventh indicator measures students' awareness of digital security, especially privacy and personal data protection.

The urgency of this research lies in the importance of equipping primary school students with adequate digital literacy skills to deal with the rapid development of technology. Today, YouTube is one of the main platforms that children use for learning and entertainment.

Without good digital literacy skills, students risk exposure to misinformation, inappropriate content or privacy issues. Therefore, this research is relevant as it focuses on the integration of digital technology in basic education at Griya Bandung Indah Elementary School.

This research employs a quantitative descriptive approach using survey techniques to analyze students' digital literacy levels. This research also emphasizes the importance of understanding local culture through digital content. Thus, in addition to assessing technical skills, this study also pays attention to educational and cultural aspects, which are essential in shaping student character in the digital era.

The results of this study are expected to provide insights into students' digital literacy levels and serve as a foundation for the development of more effective and contextualized education programs. By improving digital literacy,

students are not only ready to actively participate in the digital world, but also able to appreciate and preserve local culture.

RESEARCH METHODOLOGY

This study uses a quantitative approach to measure the level of digital literacy of students at Griya Bandung Indah Elementary School, Bandung City, specifically focusing on the ability to access, understand, create, communicate, and evaluate information through digital platforms. This approach was chosen because it can provide structured and numerical data, which is suitable for measuring digital literacy indicators such as the ability to access, understand, create, communicate and evaluate information through digital platforms. To achieve this, the study employs a survey technique with a questionnaire designed to capture students' skills and behaviors related to digital literacy. The data collected will be analyzed using descriptive statistical methods, providing insights into the current state of students' digital literacy. By focusing on these key indicators, this research aims to offer a detailed and accurate portrayal of students' proficiency in digital literacy, which can inform the development of more effective and targeted educational programs.

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Data collected from the questionnaire were analyzed using SPSS, providing descriptive statistics on students' digital literacy levels (Neumann & Herodotou, 2020).

The study population was students in grades IV, V, and VI at Griya Bandung Indah Elementary School, with a total of 119 students. The sample was selected using the random sampling method to ensure that each student had

an equal chance of being involved in the study. The number of samples used was 114 students, who were taken proportionally from each class. In this study, the selection of sample videos was carried out using purposive sampling method, which is a technique that considers certain criteria in accordance with the research objectives. The selected video is titled "Sangkuriang The Legend of Mount Tangkuban Perahu | West Java Folklore | Stories of the Archipelago," uploaded by the YouTube channel Gromore Studio Series. At the time of writing, the channel has 1.36 million subscribers and the video has been viewed 6.1 million times. In addition, this video received 52 thousand likes and 2,192 comments from its viewers.

The selection of this video is based on the consideration that the number of views, likes and subscriptions this video has is much higher than other videos that also have similar content, namely, Sundanese folklore. This shows the popularity of this video among YouTube audiences, especially in relation to the theme of West Java folklore. Compared to similar videos, this video has a stronger appeal as measured by user interactions, such as the number of views and engagement in the form of likes and comments.

With more than 6 million viewers, this video is considered a relevant representation to measure the extent to which digital media, particularly animated videos, can attract audiences and play a role in spreading knowledge about folklore to the younger generation. The popularity of this video reflects the public's interest in traditional cultural content packaged in a modern and visually appealing format.



Source: YouTube Channel *Gromore Studio Series*

Figure 1. Thumbnail of “*Sangkuriang Asal Usul Tangkuban Perahu*”

The instrument used in this study was a questionnaire developed based on UNESCO's (2017) digital literacy theory and Hague & Payton's theory focusing on digital security and understanding social culture. The questionnaire consists of 30 question items that measure seven indicators of digital literacy, namely the ability to access digital information, understand information, create content, communicate information, evaluate content credibility, understand social culture, and awareness of digital security. The measurement scale used was a 5-point Likert Scale, which allowed respondents to state their level of agreement with each question.

Beforehand, the questionnaire was tested for validity and reliability through a preliminary test on 15 students in a different school, and the Cronbach's Alpha reliability test was used to ensure the consistency of the instrument, with alpha values above 0.5 considered reliable.

The data collection procedure involved the researcher coming directly to the school, giving a brief explanation of the purpose of the study, as well as the procedure for filling out the questionnaire to the teacher concerned and the homeroom teacher of each class IV, V, and VI at Griya Bandung Indah Elementary School.

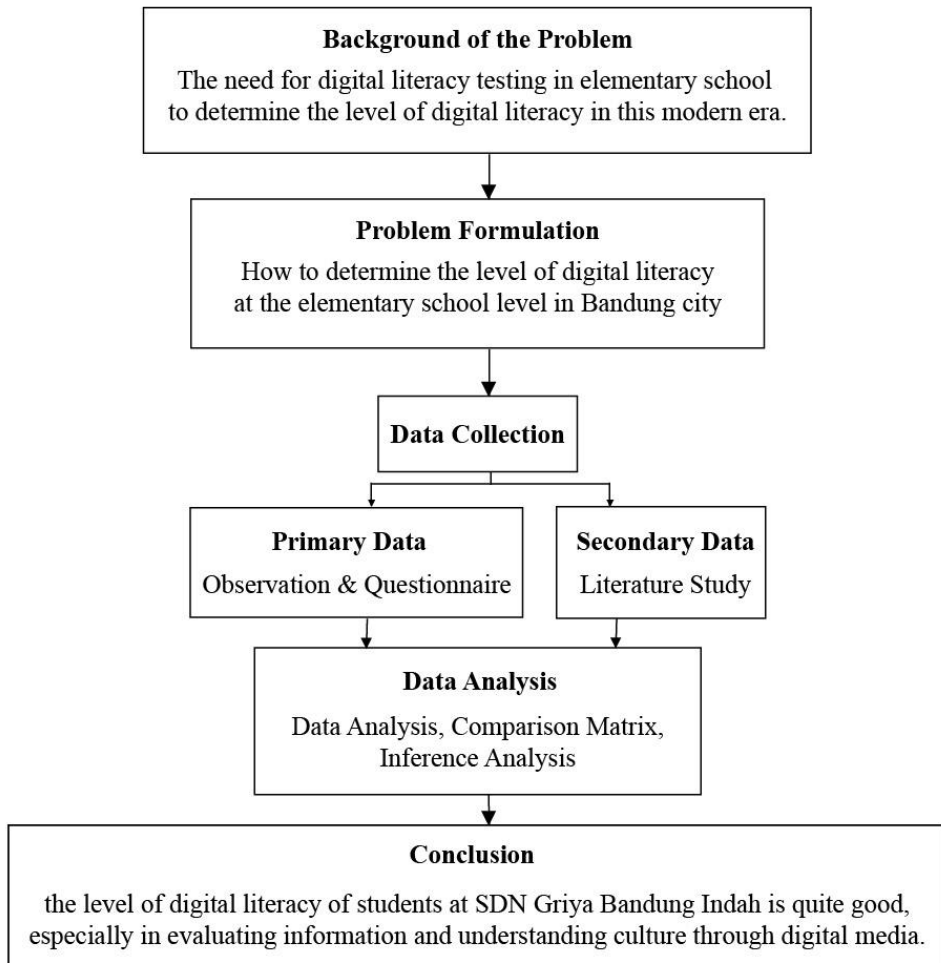
Filling out the questionnaire took place independently by the students through online means, at their respective homes accompanied by parents of students. The collected data were then analyzed using descriptive statistical methods with the assistance of SPSS software. Descriptive analysis was conducted to calculate the frequency, mean, and standard deviation of each digital literacy indicator.

To ensure the validity of the research results, the reliability of the instrument was tested using the Cronbach's Alpha test to measure the internal consistency of the questionnaire. In addition, this study by default assumes that all students have access to digital technology outside of school, such as smartphones and the internet, which may affect their level of digital literacy. Another assumption is that students' answers to the questionnaire reflect their actual experiences. This study has limitations as the sample was only taken from one school in Bandung City, so the results may not be generalizable to other schools, especially in geographically or socially different areas.

Based on the results of the study, the proposed solutions include developing digital literacy education programs that focus more on aspects that are still underdeveloped among students. Recommendations also include

training for teachers to improve their understanding and skills in teaching digital literacy, as well as giving awareness for parents to be more active in supervising and supporting their children's digital activities at home.

Research Chart



Source: Researchers' Documentation

Figure 2. Research Chart

RESULTS AND DISCUSSION

Digital Literacy of students at Griya Bandung Indah Elementary School is the object of this research, and the subjects are students of Griya Bandung Indah Elementary School, which was conducted in February - July 2024. With the main objective of measuring the extent to which students have the digital

literacy skills needed to access and understand information, and how they can utilize digital technology to participate in understanding culture through wider digital media. Digital Literacy on the ability to access the Youtube platform. This research was conducted on 4th, 5th, 6th grade students by taking a sample of 114 students who were randomly selected, by distributing questionnaires which aimed to find out some data about the level of digital literacy skills on indicators of accessing information, understanding information, creating information, communicating information, understanding social culture, and information security. The following will present the data from the descriptive analysis. In this study, data from respondents' statements obtained through questionnaires were entered into the Google Spreadsheet application, then analyzed using the SPSS program.

1. Digital literacy on the indicator of accessing information

Accessing information in digital literacy includes students' ability to find and obtain the necessary information from various YouTube digital sources effectively and efficiently. Based on the results of the questionnaire from the indicator of accessing information, it produces 6 statement points submitted to students, the results of the Griya Bandung Indah Elementary School student questionnaire show that :

Table 1. Frequency Distribution of Digital Literacy on Indicators of Accessing Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	3.5	3.5	3.5
	Medium	41	36.0	36.0	39.5
	High	69	60.5	60.5	100.0
	Total	114	100.0	100.0	

Source: By researcher data with SPSS Program

Based on the data above, there are 114 respondents, 4 respondents are at a low level which has a percentage of 3.5%, while 41 respondents are in the medium section by obtaining a percentage of 36.0%. And 69 respondents were at a high level, with a percentage of 60.5%. Through the data above, it can be concluded that the level of ability of students of SDN Griya Bandung Indah, in accessing information is dominantly high with a percentage of 60.5%.

2. Digital literacy on the indicator of understanding information

Understanding information in digital literacy includes students' ability to understand and interpret information obtained from various digital

sources on the YouTube platform. In this indicator, there are 6 statements distributed through a questionnaire. Based on the results of this research questionnaire, students of Griya Bandung Indah Elementary School showed the ability:

Table 2. Frequency Distribution of Digital Literacy on Indicators of Understanding Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	.9	.9	.9
	Medium	47	41.2	41.2	42.1
	High	66	57.9	57.9	100.0
	Total	114	100.0	100.0	

Source: Researcher's data using SPSS Program

The table above displays that there are 114 respondents, as many as 1 student who is at a low level, with a percentage of only 9%. while 47 respondents are at a moderate level, and have a percentage of 41.2%. while there are 66 respondents in the high category with a percentage of 57.9%. Based on the data above, it explains that the indicator of 20 students of Griya Bandung Indah Elementary School in understanding information dominates at a high level, with a percentage of 56.9%.

3. Digital literacy on the indicator of making information

Forming information in digital literacy includes students' ability to produce video content on the YouTube platform effectively and creatively. As well as a great desire and interest in creating digital content, and also knowing the basics of uploading video content on YouTube. Based on the research questionnaire, students of Griya Bandung Indah Elementary School showed that:

Table 3. Frequency Distribution of Digital Literacy on Indicators of Creating Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	3.5	3.5	3.5
	Medium	60	52.6	53.6	56.1
	High	50	43.9	43.9	100.0
	Total	114	100.0	100.0	

Source: Researcher's data using SPSS Program

The data above shows that there are 114 respondents, with 4 respondents in the low category, with a percentage of 3.5%. While there are 60 respondents in the medium level, with a percentage of 52.6%. And 50 respondents were in the high category with a presentation of 43.9%. In this case, it can be seen that the digital literacy of Griya Bandung Indah Elementary School with the indicator of making information is more dominant at a moderate level which has a percentage of 52.6%.

4. Digital literacy on the indicator of communicating information

Communicating informations in digital literacy includes students' ability to effectively convey information using the YouTube platform. Starting from disseminating information from what they see on YouTube videos and being able to retell it, and also giving recommendations for YouTube channels that they find more interesting. Based on the research questionnaire, students of Griya Bandung Indah Elementary School showed the following abilities

Table 4. Frequency Distribution of Digital Literacy on Indicators of Communicating Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	12	10.5	10.5	10.5
	Medium	65	57.0	57.6	67.5
	High	37	32.5	32.5	100.0
	Total	114	100.0	100.0	

Source: Researcher's data using SPSS Program

In the table above, there are 114 respondents with 12 respondents at a low level, with a percentage of 10.5%. While there are 65 respondents in the medium level, with a presentation of 57.0%. While as many as 37 respondents were at a high level, but had a percentage of 32.5%. In the data above, the dominant category of digital literacy communicates information in the medium category with a percentage of 57.0%.

5. Digital literacy on the indicator of evaluating/assessing information

The indicator of evaluating or assessing information in digital literacy includes students' ability to assess the relevance of information obtained from the YouTube platform such as being able to comment on what videos they see, and also give feedback or like on YouTube videos. Based on the research questionnaire, students of Griya Bandung Indah Elementary School showed the following abilities:

Table 5. Frequency Distribution of Digital Literacy on the Indicator of Evaluating Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	29	25.4	25.4	25.4
	Medium	85	74.6	74.6	100.0
	Total	114	100.0	100.0	

Source: Researcher's data using SPSS Program

The data above shows that there are 114 respondents, 29 respondents are at a moderate level, with a percentage of 25.4%. While in the high category there were 85 respondents, with a percentage of 74.6%. While the low category did not have any respondents at all. Therefore, the level of digital literacy at Griya Bandung Indah Elementary School with an indicator of evaluating/assessing information is more dominant in the high category, with a percentage of 74.6%.

6. Digital literacy on the indicator of understanding social culture

Understanding social culture in digital literacy includes students' ability to understand the values, norms and cultural practices contained in the videos they see on YouTube, and their implementation in daily life. Based on the research questionnaire, students of Griya Bandung Indah Elementary School showed the following abilities:

Table 6. Frequency Distribution of Digital Literacy on the Indicator of Understanding Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	32	28.1	28.1	28.1
	High	82	71.9	71.9	100.0
	Total	114	100.0	100.0	

Source: Researcher's data using SPSS Program

According to the table above there are 114 respondents with 32 respondents in the medium category, with a percentage of 28.1%. While in the high-level category there were 82 respondents with a percentage of 71.9%.

While the low category did not have any respondents at all. In this case it appears that the level of digital literacy with indicators of understanding social culture in students of Griya Bandung Indah Elementary School is more dominant in the high category with a percentage of 74.9%.

7. Digital literacy on information security indicators

Information security in digital literacy includes students' ability to understand and implement practices aimed at protecting their personal data and sensitive information when using YouTube. Based on the results of the research questionnaire, students of Griya Bandung Elementary School Indah showed an understanding that as follows:

Table 7. Frequency Distribution of Digital Literacy on Security Indicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	37	32.5	32.5	32.5
	High	77	67.5	67.5	100.0
	Total	114	100.0	100.0	

Source: Researcher's data using SPSS Program

The data table above shows that of the 114 respondents, 37 respondents were in the medium level category, with a percentage of 32.5%. While at a high level there were 77 respondents with a percentage of 67.5%. While the low category did not have any respondents at all. In this section it appears that the safety indicator for students of Griya Bandung Indah Elementary School is dominant in the high category with a presentation of 67.5%.

The study reveals varying levels of digital literacy among the students of Griya Bandung Indah Elementary School. In terms of accessing information, students demonstrated high proficiency, with 60.5% scoring in the upper category. This reflects the widespread use of digital platforms for educational purposes (Widodo & Nurhayati, 2021; Pua & Ng, 2024). For understanding information, approximately 57.9% of students scored high, indicating an ability to comprehend and interpret digital content effectively (Hague & Payton, 2021; Livingstone et al., 2021).

In the area of creating digital content, a moderate proficiency level of 52.6% was observed, highlighting the need for skill-building initiatives to enhance content creation capabilities among students (Trianto et al., 2021; Lim & Toh, 2020).

When it comes to communicating information, 57% of students scored in the moderate range, suggesting room for improvement in collaborative digital learning (Frita et al., 2022; Kurniawan et al., 2024). On the other hand, evaluating information emerged as a strength, with 74.6% of students scoring high, which aligns with global findings emphasizing the importance of critical thinking in digital literacy (Embun & Anggi, 2021;

Meyers et al., 2021). In terms of understanding culture, students scored high, with 71.9% demonstrating the effectiveness of cultural content in fostering local identity (Rochiana, 2023; Dezuanni, 2020). Finally, security awareness was well-developed, with 67.5% of students showing a high level of awareness, which is critical for ensuring safe digital engagement (Leski, 2021; Starks & Reich, 2024).

These findings indicate that while students show strong proficiency in areas such as accessing information, evaluating content, and understanding cultural values, there remains significant room for improvement in creating and communicating digital content. These insights are essential for guiding future educational initiatives aimed at improving digital literacy and preserving local culture.

CONCLUSION

This study produces several key findings, the level of students' ability to access digital information shows a dominance at a high level with a percentage of 60.5%, students' ability to understand information also dominates at a high level with a percentage of 57.9%, students' ability to create digital information tends to be dominant at a medium level with a percentage of 52.6%, students' ability to communicate information is at a medium level with a percentage of 57.0%, students' ability to evaluate information is dominant at a high level with a percentage of 74.6%, students' ability to understand cultural culture through digital media dominates at a high level with a percentage of 71.9%, students' understanding of information security is also dominant at a high level with a percentage of 67.5%. This research shows that overall, the level of digital literacy of students at Griya Bandung Indah Elementary School is quite good, especially in evaluating information and understanding culture through digital media. However, there is room for improvement in the aspects of creating and communicating digital information. These findings can be the basis for the development of more effective educational programs in improving students' digital literacy and preserving local cultural values. The study under scores the importance of digital literacy in preserving cultural heritage while preparing students for the digital age. High proficiency in cultural understanding and critical evaluation indicates positive outcomes. However, moderate levels in creating and communicating content necessitate targeted interventions. These areas should be the focus of future educational initiatives to better equip students with the skills needed to fully participate in the digital world while valuing their local culture. Based on the findings of this study, several recommendations can be made to improve digital literacy among students. First, it is important to develop tailored digital literacy curricula that incorporate

cultural content, ensuring that students not only gain technical skills but also appreciate and preserve their local culture through digital media. Second, enhancing teacher training on digital tools and pedagogy is essential to equip educators with the knowledge and skills necessary to effectively teach digital literacy in the classroom. Furthermore, parental involvement should be encouraged to supervise children's digital activities, as this has been shown to play a crucial role in promoting safe and responsible digital engagement (Bandura, 2021; Livingstone et al., 2021). Finally, further research should expand to other schools and regions, offering comparative insights into digital literacy levels and the integration of cultural content in different educational settings, as this can provide valuable information for the development of more effective and contextualized programs (Martzoukou, 2020).

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