



From Print to Digital Texts: Digital Literacy, Reading Ability, and Legal Protection for Elementary School Students

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ABSTRACT

The rapid development of digital technology has transformed students' reading practices from predominantly print-based texts to various digital reading resources accessed through smartphones, tablets, computers, electronic books, and learning platforms. This transformation has positioned digital literacy as an essential competence for improving access to information, reading interest, comprehension, and reading abilities among elementary school students. However, the use of digital technology in education is not merely a pedagogical issue; it also has legal implications because students are legal subjects who possess both the right to education and the right to protection when engaging with digital technologies. This study aims to analyze the role of digital literacy in improving students' reading abilities and to examine its implementation from the perspectives of educational law and child protection in digital environments. The study employs a library research method with a qualitative descriptive approach by reviewing relevant scientific articles, books, and legislation. The findings indicate that digital literacy can broaden access to reading materials, increase reading interest and motivation, promote independent learning, and develop critical reading skills. Nevertheless, the use of digital media also presents several risks, including distraction, inaccurate information, exposure to age-inappropriate content, unequal access to technology, and potential misuse of children's personal data. Therefore, the implementation of digital literacy should be carried out proportionately by considering the right to education, child protection principles, electronic system security, personal data protection, and appropriate guidance from teachers and parents. Digital literacy should thus be understood not only as an instrument for improving reading ability but also as a means of developing critical, responsible, legally aware, and digitally safe learners.

Keywords: digital literacy, reading ability, educational law, child protection, digital te

1. INTRODUCTION

Reading is one of the fundamental skills that occupies an essential position in the educational process. Through reading activities, students are able to obtain information, broaden their knowledge, develop thinking abilities, and understand various learning materials. Reading ability also serves as one of the primary foundations for students' success across different areas of learning. Suparlan (2021) explains that reading skills in Indonesian language learning play an important role because they constitute part of the language competencies students require to understand information and acquire knowledge. Therefore, the development of reading ability needs to be systematically and continuously fostered from the elementary education level.

Low reading ability may have significant consequences for students' learning processes. Students who experience difficulties in reading tend to encounter obstacles in understanding subject matter because most learning activities require the ability to comprehend written information. Such conditions may also affect students' self-confidence, motivation, and academic achievement. Wati et al. (2023) demonstrate that beginning reading ability is an important competence that should be developed through appropriate instructional methods and learning media. Accordingly, improving reading ability is not limited to the ability to pronounce written words but also involves students' ability to understand, process, and use the information they obtain.

The development of digital technology has subsequently brought substantial changes to students' reading practices. In the past, reading activities were predominantly conducted through books, magazines, newspapers, printed learning modules, and other conventional materials. Today, however, information can be easily accessed through smartphones, tablets, laptops, computers, digital libraries, electronic books, educational websites, and various learning applications. This shift indicates that reading activities have undergone a transformation from an environment dominated by printed texts to one increasingly characterized by digital information.

This transformation offers considerable opportunities for education. Digital media allow students to access more diverse reading materials without being excessively constrained by space and time. Digital texts may also incorporate illustrations, images, audio, animations, and videos, thereby enhancing the attractiveness of reading activities, particularly for elementary school students. Mardiana (2021) explains that digital literacy has become an essential competence for elementary school students because technology has become an integral part of their daily lives and learning processes. When appropriately directed, the use of technology can support students in acquiring knowledge and improving the quality of their learning experiences.

Within this context, digital literacy should not be understood merely as the ability to operate technological devices. Digital literacy encompasses the ability to search for, access, understand, evaluate, select, and use information appropriately and responsibly. Digitally

literate students are not merely capable of searching for information through search engines or opening educational applications; they must also be able to understand the content they read, identify the sources of information, compare information from different sources, and determine whether particular information is credible. These competencies are increasingly important given the enormous volume of information available in digital environments.

The need for digital literacy becomes even more relevant when associated with the challenges of literacy in the technological era. Parentah et al. (2023) indicate that the development of digital media presents various challenges to literacy activities because students are constantly exposed to distractions such as social media, online games, and entertainment content. Easy and rapid access to information does not necessarily produce deeper understanding. Students may become accustomed to reading short pieces of information and moving quickly from one source to another without adequately engaging in comprehension and evaluation. Therefore, digital literacy needs to be developed alongside critical reading skills.

The issue of digital literacy is not merely educational in nature but is also closely related to legal considerations. Education constitutes a constitutional right of citizens. Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia stipulates that every citizen has the right to education. Furthermore, Law Number 20 of 2003 concerning the National Education System recognizes the development of a reading culture as one of the fundamental principles of educational implementation. Article 4 paragraph (5) provides that education shall be implemented by developing a culture of reading, writing, and numeracy among all members of society. Consequently, efforts to improve reading ability through the use of digital technology may be regarded as part of the implementation of the right to education and the development of a national literacy culture.

The legal perspective becomes increasingly important because elementary school students are children. Children are not merely users of technology but legal subjects who possess the right to education, growth and development, as well as protection from various forms of harm. Law Number 35 of 2014 concerning the Amendment to Law Number 23 of 2002 on Child Protection strengthens the obligation of the state, government, family, society, and other relevant parties to fulfill and protect children's rights. Therefore, the use of technology for reading activities should not only be pedagogically effective but must also ensure children's safety and well-being.

The need for such protection has become increasingly urgent because the use of digital media can expose children to various risks. Devices used to access electronic books or learning materials can simultaneously provide access to age-inappropriate content, false information, digital violence, cyberbullying, and various services unrelated to educational objectives. This condition demonstrates that increased technological access does not automatically lead to improved educational quality unless it is accompanied by adequate literacy competencies and appropriate protection mechanisms.

Developments in Indonesia's legal framework have increasingly emphasized the protection of children in digital environments. Government Regulation Number 17 of 2025 concerning the Governance of Electronic System Implementation for Child Protection regulates the governance of electronic systems to ensure the protection of children as users of digital products, services, and features. These provisions are further

elaborated through Regulation of the Minister of Communication and Digital Affairs Number 9 of 2026, which regulates, among other matters, risk classifications for products, services, and features, obligations of Electronic System Providers, risk mitigation measures, supervision, complaint mechanisms, and the provision of child-friendly digital services. These regulations demonstrate that the use of digital systems involving children must be based not only on accessibility and functionality but also on safety and child protection principles.

The existence of these regulations has important implications for the use of digital media in education. The selection of platforms, reading applications, electronic books, or digital learning services should not be based solely on ease of use or attractive presentation. Teachers, schools, and parents must also consider platform security, age appropriateness, potential exposure to harmful content, and child protection mechanisms. Accordingly, digital literacy needs to evolve from a concept centered on technological competence toward a broader ability to use technology safely, critically, ethically, and responsibly.

Another important aspect that requires attention is the protection of students' personal data. The use of educational applications and platforms frequently requires users to provide personal information such as names, ages, email addresses, photographs, locations, or other identifying information. Law Number 27 of 2022 concerning Personal Data Protection specifically categorizes children's data as specific personal data. This legal provision indicates that the collection and processing of children's personal information require a higher level of protection. Therefore, digital literacy education for elementary school students should also include basic awareness of privacy, information security, and caution when providing personal information through digital platforms.

In addition to legal protection, equitable access to technology constitutes another important issue. Not all students possess personal digital devices or have access to stable internet connections. If learning becomes excessively dependent on digital media without taking students' socioeconomic conditions into account, educational digitalization may create new forms of inequality. This issue requires serious consideration because Law Number 20 of 2003 concerning the National Education System emphasizes the importance of ensuring equal educational opportunities and improving educational quality. Thus, digital transformation should not result in the exclusion of students who have limited technological access.

Accordingly, the transformation from printed texts to digital texts should not be interpreted as a process of completely replacing printed books. Printed and digital texts have different characteristics and advantages. Printed texts may support concentration and deeper reading, whereas digital texts offer accessibility, diverse information sources, and more interactive forms of presentation. An approach that combines both forms of media may provide students with richer reading experiences while maintaining the habit of sustained and meaningful reading.

In practice, teachers and parents occupy strategic positions in supporting effective digital literacy. Teachers play an important role in selecting appropriate reading materials, guiding students in understanding information, and developing critical reading skills. Parents, meanwhile, contribute through supervision and assistance when students use digital devices at home. Wulandari and Aslam (2022) identify a relationship between

digital literacy and elementary school students' learning outcomes, while Ahsani et al. (2021) emphasize the importance of strengthening digital literacy in elementary education. These findings indicate that successful digital literacy development requires an educational environment capable of integrating technological competence, reading ability, critical thinking, and responsible technology use.

Based on the preceding discussion, an important issue emerges: while the increasing use of digital texts offers substantial opportunities to improve students' reading abilities, it simultaneously presents challenges related to information quality, digital distractions, child safety, personal data protection, and unequal access to technology. Therefore, digital literacy should not be examined solely from the perspective of instructional media effectiveness but should also incorporate legal dimensions concerning students' rights and the obligations of relevant stakeholders to provide a safe digital learning environment.

RESEARCH METHODE

The research method used by the author is to conduct a construction analysis of the data that has been collected and processed in order to reveal the truth of the research systematically, methodologically and consistently (Gioia, 2022). In analyzing the data, the author uses a normative analysis data analysis technique where the analysis is not stated using exact formulas or in the form of numbers or statistics, the researcher collects and analyzes data sources to be processed and presented in the form of research reports and literature, this type of literature can also be said to be a normative research method which is generally carried out by not going directly to the field and the research carried out is based on written works, and from previous research

2. RESULT AND ANALYSIS

Digital Literacy and Reading Ability from the Perspective of Educational Law

The rapid development of digital technology has brought significant changes to various aspects of human life, including education. One of the most visible transformations is the shift in reading media from printed texts to digital texts. In the past, students, particularly those at the elementary school level, relied heavily on textbooks, children's magazines, illustrated storybooks, and other printed reading materials. Today, however, they are increasingly accustomed to reading through digital devices such as smartphones, tablets, laptops, and computers. This transformation demonstrates that technological development has fundamentally changed the ways in which students access information and acquire knowledge.

Good reading ability is not merely reflected in the capacity to pronounce words or understand texts at a basic level. It also involves the ability to analyze, interpret, and connect information with previously acquired knowledge. In elementary education, these abilities are particularly important because students are gradually introduced to a variety

of texts with increasing levels of complexity. Digital literacy can support this process by providing access to a broader range of reading materials, thereby enabling students to enrich their vocabulary, understand different types of texts, and strengthen their critical thinking abilities.

Through engaging digital reading materials, students may also become more motivated to read because such materials are often supported by images, illustrations, animations, audio, and videos that attract their attention. This condition suggests that the appropriate use of digital media can serve as an effective strategy for improving the quality of reading instruction at the elementary school level.

From a constitutional perspective, the use of technology to support reading ability can be situated within the framework of fulfilling citizens' right to education. Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia affirms that every citizen has the right to education. Furthermore, Article 31 paragraph (5) provides a constitutional basis for the state to advance science and technology while upholding religious values and national unity for the advancement of civilization and human welfare. Therefore, the development of digital technology in education may be understood as part of the broader advancement of science and technology that can be utilized to expand access to education.

This constitutional foundation is further strengthened by Law Number 20 of 2003 concerning the National Education System. The law stipulates that the national education system must ensure equal educational opportunities, improve quality and relevance, and enhance the capacity of education to respond to local, national, and global changes. More specifically, Article 4 paragraph (5) recognizes the development of a culture of reading as one of the principles of educational implementation. It states that education shall be conducted by developing a culture of reading, writing, and numeracy among all members of society. Consequently, the improvement of reading ability through digital literacy has a legal basis because the development of a reading culture constitutes part of the mandate of the national education system.

Within this context, digital literacy should not be understood merely as a technical skill related to the operation of smartphones, tablets, laptops, or computers. Rather, it should be regarded as the ability to obtain, understand, assess, critically examine, and responsibly use digital information. This capability is increasingly important because reading in the digital era requires students not only to understand words and sentences but also to determine whether information sources are credible, compare information from different sources, identify misleading information, and avoid content that is inappropriate for their age.

From the perspective of educational law, this development indicates an expansion in the meaning of reading ability. The right to education cannot be fulfilled solely by providing formal access to schools. It must also be supported by a learning environment that is responsive to technological developments and enables students to access high-quality information. Therefore, the provision of digital libraries, electronic books, online

learning materials, and safe educational applications can be regarded as part of efforts to improve the quality of educational services.

Nevertheless, the digitalization of learning should not disregard the principle of educational equality. Not all students have personal electronic devices, stable internet connections, or equal economic capacity to access digital learning resources. Such disparities may create new forms of inequality in the fulfillment of the right to education. Students with better technological access may benefit from broader reading resources than those living in areas with limited infrastructure. Therefore, the implementation of digital literacy should be accompanied by school and government policies that ensure proportional and equitable access to digital learning facilities.

Digital Literacy as Part of the Fulfillment of Children's Rights

The discussion of digital literacy among elementary school students cannot be separated from the legal status of students as children who are entitled to special protection under Indonesian law. Law Number 35 of 2014 concerning the Amendment to Law Number 23 of 2002 on Child Protection recognizes children's rights as an integral part of human rights that must be guaranteed and protected by the state. Children have the right to education and instruction for the development of their personality and intelligence according to their interests and talents.

Consequently, the use of digital technology in reading activities must be directed toward supporting children's intellectual development without exposing them to harmful digital environments. Devices used by students to access electronic books or learning materials can simultaneously provide access to social media, online games, advertisements, misinformation, digital violence, and content that may be inappropriate for children. Therefore, the use of digital devices in education involves two dimensions that must be fulfilled simultaneously: the fulfillment of children's right to education and the protection of children from digital risks.

These two dimensions have become increasingly relevant following the enactment of Law Number 1 of 2024 concerning the Second Amendment to Law Number 11 of 2008 on Electronic Information and Transactions. Article 16A specifically requires Electronic System Providers to provide protection for children who use or access electronic systems. Such protection includes children's rights in the use of products, services, and features developed by Electronic System Providers. Providers are also required to implement appropriate technologies and operational measures to protect children, as well as provide information regarding minimum age requirements, mechanisms for verifying child users, and reporting mechanisms for misuse of products or services that may violate children's rights.

This legal framework indicates that responsibility for protecting children in digital learning environments cannot be placed solely on teachers and parents. Providers of educational applications, digital learning platforms, digital libraries, educational websites, and other electronic systems also bear legal responsibilities to develop child-friendly

systems. Therefore, the selection of digital platforms for learning should not only consider the completeness of features and visual attractiveness but also their security and suitability for elementary school students.

This protection framework was further strengthened through Government Regulation Number 17 of 2025 concerning the Governance of Electronic System Implementation for Child Protection. The regulation emphasizes the obligation of electronic systems to provide protection for children who access digital services. This means that technological developments used in the educational process must be designed according to the principle that children are users with specific characteristics and vulnerabilities.

The legal framework was further elaborated through Regulation of the Minister of Communication and Digital Affairs Number 9 of 2026 concerning the Implementation of Government Regulation Number 17 of 2025 on the Governance of Electronic System Implementation for Child Protection. This regulation provides more detailed provisions regarding risk classification of products, services, and features, obligations of Electronic System Providers, risk mitigation, supervision, complaint mechanisms, and the provision of child-friendly services and features. The existence of this regulation demonstrates a shift in legal policy from merely providing access to technology toward creating a safe digital environment for children.

When linked to reading activities, these regulations have important implications. Schools and teachers need to exercise greater caution when recommending applications or websites to students. Applications that are visually attractive are not necessarily compliant with child protection principles. Therefore, content security, advertising practices, data use, opportunities for interaction with other users, complaint mechanisms, and age appropriateness should all be taken into account when selecting digital media for reading activities.

Personal Data Protection in the Use of Digital Learning Media

Another legal issue that deserves attention in the implementation of digital literacy is the protection of students' personal data. Many educational applications require users to register by providing names, email addresses, dates of birth, telephone numbers, photographs, locations, or other forms of personal information. When elementary school students are involved, the collection and use of such information require a higher degree of caution.

Law Number 27 of 2022 concerning Personal Data Protection provides an important legal basis for addressing this issue. The law regulates the rights of personal data subjects, data processing, obligations of personal data controllers and processors, prohibitions on the misuse of personal data, and sanctions for violations of personal data protection requirements. Of particular relevance to this study is the fact that children's data are classified as specific personal data.

The classification of children's data as specific personal data demonstrates that the use of digital learning applications cannot be justified solely on the grounds of technological convenience. Schools and teachers need to understand the risks associated with processing students' personal data. Whenever an application requests personal information from children, it is necessary to identify who manages the data, the purpose for which the data are collected, how long the data are retained, and whether they may be shared with third parties.

Therefore, digital literacy in education should also include awareness of privacy protection. Students should gradually be introduced to the understanding that not all personal information should be freely shared on the internet. Teachers and parents also need to provide examples by teaching children not to disclose their full names, home addresses, telephone numbers, personal photographs, passwords, or other sensitive information without careful consideration.

Digital Literacy, Electronic Information, and Critical Thinking Ability

The findings of this study indicate that one of the main benefits of digital literacy is the increased ability of students to access various types of information. However, the abundance of information does not always correspond to the quality of information. Students may encounter accurate information, but they may also be exposed to false, manipulative, incomplete, or poorly sourced content.

From a legal perspective, this condition demonstrates that digital literacy education should also be directed toward developing legal awareness in the use of electronic information. Law Number 1 of 2024, as the second amendment to the Electronic Information and Transactions Law, provides one of the primary legal frameworks governing Indonesia's digital environment and is intended, among other things, to strengthen legal certainty in the use of electronic information and transactions.

For elementary school students, education concerning digital law does not need to be delivered through complex legal concepts. It can begin with simple habits, such as not sharing information whose accuracy has not been verified, not using other people's work without acknowledging the source, not disclosing personal data carelessly, refraining from cyberbullying, and relying on credible sources of information. These habits constitute an important foundation for developing responsible digital citizenship.

Digital literacy, therefore, has a broader dimension than merely improving reading speed. It also contributes to the development of critical reading skills. A student with critical reading abilities does not simply accept information because it appears online. Instead, students should gradually be encouraged to ask who produced the information, where it originated, whether it is supported by evidence, and whether other sources are available for comparison.

Responsibilities of Teachers, Parents, Schools, and Electronic System Providers

The successful implementation of digital literacy requires a clear distribution of responsibilities among various stakeholders. Teachers have a pedagogical responsibility to guide the use of digital media so that it genuinely supports learning. In the context of reading, teachers can select electronic books, educational articles, digital storytelling materials, and other resources that are appropriate in terms of content quality and student age.

However, based on the development of child protection law in the digital environment, teachers' responsibilities do not end with the selection of learning materials. Teachers also need to consider the security of the platforms being used. Schools may establish lists of learning applications or websites that have been evaluated from both pedagogical and digital security perspectives. Through such measures, digital literacy policies can be oriented not only toward improving academic competence but also toward protecting students.

Parents also play an equally important role because the use of digital devices does not occur only at school. Children often use smartphones or tablets for longer periods at home. Therefore, parental supervision is necessary to regulate screen time, select appropriate content, accompany children during digital activities, and develop communication about the risks associated with technology use.

At the same time, recent regulatory developments demonstrate that Electronic System Providers also bear legal responsibilities toward child users. Therefore, the paradigm of child protection in digital spaces should no longer rely solely on family supervision but should be understood as a shared responsibility involving the state, schools, families, communities, and technology providers.

Balancing Printed and Digital Texts from the Perspective of Educational Law

The findings of this study demonstrate that the presence of digital texts should not be interpreted as a reason to eliminate printed materials from the learning process. From the perspective of the fulfillment of the right to education, the most important consideration is the availability of reading materials that are accessible, safe, high-quality, and appropriate to students' developmental needs.

Printed texts have advantages in supporting concentration and sustained reading, whereas digital texts offer advantages in accessibility, diversity of sources, timeliness of information, and multimedia presentation. Therefore, a more appropriate approach is to integrate both types of media.

Educational policies that depend entirely on digital devices may potentially disadvantage students who do not have adequate devices or internet access. Conversely, ignoring digital technology may limit students' opportunities to develop competencies required in contemporary society. Therefore, the principle of equitable access to education should be taken into consideration when determining the proportionate use of printed and digital texts.

Based on the overall discussion, digital literacy can be understood as part of the implementation of the right to education while simultaneously serving as an instrument for preparing students to participate in a digital society. However, its implementation must be situated within a legal protection framework. Expanding access to digital reading materials must be accompanied by child protection, personal data protection, electronic system security, equitable access to technology, and the development of students' ability to critically evaluate information.

Accordingly, the success of the transformation from printed to digital texts should not be measured merely by the increasing use of technological devices in learning activities. Its success should instead be determined by the extent to which technology can expand students' rights to quality education without compromising their rights to safety, privacy, protection, and optimal development. From this perspective, digital literacy occupies a strategic position at the intersection of reading ability development, the fulfillment of educational rights, and the legal protection of children in the digital era.

CONCLUSION

Digital literacy has become an important component of reading development among elementary school students in the transition from printed to digital texts. The findings of this study indicate that digital literacy can broaden students' access to reading materials, increase reading interest and motivation, support independent learning, and strengthen critical reading skills. Digital texts also provide more interactive and flexible learning experiences through the integration of visual, audio, and multimedia elements. However, the use of digital media does not automatically guarantee improved reading ability. Its effectiveness depends on students' capacity to understand, evaluate, and use digital information critically and responsibly.

From a legal perspective, the use of digital technology in elementary education is closely related to the fulfillment of the right to education and the protection of children in digital environments. The implementation of digital literacy must therefore consider not only pedagogical effectiveness but also child safety, personal data protection, electronic system security, age-appropriate content, and equitable access to digital facilities. The legal framework in Indonesia, including regulations on education, child protection, electronic systems, and personal data protection, provides an important foundation for ensuring that digital learning environments remain safe and supportive of children's development.

The study also emphasizes that digital texts should not completely replace printed materials. Instead, both forms of reading media should be integrated proportionately because each offers different educational advantages. Printed texts can support concentration and deep reading, while digital texts offer accessibility, diversity,

interactivity, and up-to-date information. A balanced combination of both media is therefore more appropriate for developing sustainable reading habits among elementary school students.

Ultimately, the successful implementation of digital literacy requires collaboration among schools, teachers, parents, government, and Electronic System Providers. Digital literacy should not be understood merely as the ability to operate technological devices, but as a comprehensive competence involving reading comprehension, critical thinking, responsible information use, legal awareness, privacy protection, and digital safety. Thus, strengthening digital literacy in elementary education can contribute not only to improved reading ability but also to the development of critical, responsible, protected, and legally aware students who are better prepared to participate in an increasingly digital society

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