THE INFLUENCE OF DIGITAL LITERACY IN TRAINING THINKING ABILITIES CRITICAL ON LEARNING IPS

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Article Information	ABSTRACT
	This research aims to analyze the influence of digital literacy on critical thinking skills in social studies learning. In an increasingly digital era, digital literacy has become an important skill that not only supports efficient use of technology but also the ability to understand, assess and analyze data from various digital sources. Digital literacy can help students obtain more accurate and up-to-date information and teach them how to critically analyze, evaluate, and sketch information. This research uses a quantitative descriptive methodology with data collection techniques through closed questionnaires presented to fifth grade students at SDN 1 Astanamukti. Research findings show that digital literacy has a positive impact on students' critical thinking abilities during social studies classes. *This is an open access article under the [CC BY-SA] license.*

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1. INTRODUCTION

As the digital era develops, digital literacy is becoming an increasingly important skill for everyone to have, especially students in elementary schools. Digital literacy includes not only the ability to use technology effectively, but also the ability to understand, evaluate, and analyze information obtained from various digital sources. In the context of social studies learning in the classroom, digital literacy plays an important role in helping students practice critical thinking skills.

The digital literacy movement can be used as a preparation for quality human resources in responding to the development of the times. The concept of literacy that often changes and is applied in many contexts, including digital literacy in using information and

the ability to understand from various digital sources. Digital Literacy based on the concept developed by Glister (2007) is defined as "the ability to understand and use information in various formats that come from various sources and are presented in digital form through electronic devices such as computers, mobile phones and tablets". (A'yuni, 2015). Hague & Payton define "digital literacy as an individual's ability to apply functional skills to digital devices so that someone can find and select information, think critically, be creative, collaborate with others, and communicate effectively in a developing socio-cultural context". In the context of education, effective digital literacy also plays a role in improving students' understanding of subject matter by encouraging students' learning motivation and creativity and can train students' critical thinking.

According to Robert Ennis (in Alec Fisher 2008:4), critical thinking is reflective and reasonable thinking that focuses on choosing what to accept or do. Richard (in Alec Fisher 2008:4), also claims that critical thinking is a way of thinking about any subject, problem, or issue in which the thinker improves his thinking by skillfully manipulating the structure of thought and applying intellectual standards to it. On the other hand, Radinow and Barry (in Dennis K. Filsaime 2008:7) argue that critical thinking is a preparation that emphasizes the basics logical and rational from belief and provide a set standard and procedure For analysis, testing and evaluation.

This is also in line with the concept of social studies learning that makes human life the subject of study. Social Studies (IPS) learning also emphasizes the importance of opening up space for differences of opinion, which is an opportunity to train students' critical thinking skills. They are invited to express their feelings and opinions openly, listen to each other, and respect the diversity of views that exist among them. Thus, social studies learning not only aims to understand the context of social and historical life, but also to develop students' abilities in critical thinking, considering different points of view, and appreciating diversity of opinions.

Social studies learning in elementary schools aims to equip students with knowledge about society, history, geography, economics, and culture. This learning process requires students to not only memorize facts, but also to analyze, interpret, and evaluate information. In this case, digital literacy can be an effective tool in training students' critical thinking skills. With digital literacy, students can access various sources of information, compare

different perspectives, as well as developing the ability to identify accurate and relevant information.

The purpose of this study is to analyze the influence of digital literacy in training skills. think critical in social studies learning in school base. Besides That, study It also aims to describe various digital literacy strategies and methods that effective for social studies learning in the classroom. This study also aims to assess the effectiveness of the application of digital literacy in social studies learning on students' critical thinking skills. Finally, study this aiming For give recommendation practical for teachers regarding how to integrate digital literacy to train students' critical thinking skills in social studies learning.

However, it is very easy for students to accept the negative impacts of the social environment that may arise from online activities. In line with previous research which also stated "that young people are considered the most vulnerable group and are considered to be the most affected by digital media" (Kurnia and Astuti (2017: 161). Digital literacy is very much needed by educators as the relevance of student needs with the trend of digital use in learning classes. According to Sparks, Katz, & Beile (2016) that digital literacy information helps students succeed. Because on the other hand, they see themselves as a generation of change that expected capable overcome various problem public in a way effective and analyze problem using thinking Which critical.

Based on the problems that have been presented, it is important to develop innovative learning methods to train students' critical thinking skills while still paying attention to the characteristics of students and teaching materials. One way is to utilize digital literacy. Therefore, the main objective of this study is For analyze "Influence Literacy Digital To Ability Thinking Critical in Social Studies Learning in Elementary School.".

2. METHOD

This study uses quantitative research because it is in the form of numerical data (numbers) analyzed using statistical methods (Sugiyono, 2012:7). This type of research method is descriptive. According to Wina S, (2013:59), "descriptive research is research conducted to describe or explain systematically, factually and accurately about the facts and characteristics of a particular population". This study aims to determine how much influence digital literacy has on thinking skills in social studies learning in elementary schools.

The data collection technique in this study used the distribution of closed questionnaire instruments containing twenty statement items. According to (Parnabhakti & Puspaningtyas, 2021) a closed questionnaire is a questionnaire that is presented with several choice questions that will later be answered by respondents. The respondents used in this study were fifth grade students at SDN 1 Astanamukti. The respondents were obtained using the cluster formula with a result of 9.50 students, so it was opened with a minimum of 10 students. The sampling technique in this study used the simple random sampling approach because the sampling of sample members from the population is done randomly without paying attention to the strata in the population (Sugiono, 2018).

3. RESULT AND DISCUSSION

The implementation of digital literacy in schools aims to train teachers as facilitators who do not only use learning resources available in schools such as relying only on textbook reading materials, but are required to study various learning resources, such as magazines, newspapers, the internet, and digital media. Therefore, this is very important to note so that the learning obtained is in line with the conditions environment and development era. According to Bawden (2011) Literacy expected to support the achievement in the learning process optimally. So that by utilizing learning resources maximally, students can explore various knowledge that is relevant to the field of study appropriately. Digital literacy learning will always be up to date and able to follow the development of technology and art in an increasingly global society.

By implementing digital literacy in the learning process, students can access various information more widely. and detailed. So as to increase understanding students and help complete related tasks from accurate, reliable, and relatively short digital content. But of course the information obtained must be able to be analyzed again so that it can train thinking skills critical students. In the process Digital literacy social studies learning can be used for several skills that students must master, such as reading, listening, and writing.

Based on the results of observations in class V at SDN 1 Astanamukti, it is known that students' critical thinking skills appear low because in the learning process students are less interactive. This can be seen from the teachers who teach still sticking to textbooks, so that students do not practice critical thinking skills and underestimate the teachers who teach.

Then, the researcher examined the existing problems by distributing critical thinking questionnaire instruments to class V students. The problems that are explained in on become complaint student in problem think critical. That's it Why Researchers want to examine students' critical thinking regarding social studies learning.

After that, the researcher gave the research instrument to 30 respondents. The number of statements is 20 items each. Before distributing the questionnaire, a validation test was first carried out. Validation testing is a method that will be used to determine whether the data on the variables to be used are valid or not, so that it can be used to adjust the variables to be studied (Al Hakim, Mustika, & Yuliani, 2021). As stated in Table 1 below, there are 20 instrument statements that are declared valid based on the results of the validity test.

Table 1 Summary Results Test Validity

No	Instrument	Number of Items	Valid Item Count	Invalid Item Count	No. Item Valid	Invalid Item No.
1	Critical Thinking Questionnaire	20	20		1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17,18,19,20	

The questionnaire distributed to respondents contained answers with four criteria that students had to choose according to the reality they felt, namely, Always (SL), Often (SR), Sometimes (KK), and Never (TP). The questionnaire was tested using a normality test. to test the data normally distributed or no. The following is a normality test table using SPSS 22 for Windows .

Table 2. Normality Test

	Kolmogorov- Smirnov [a]			Shapiro- Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Critical Thinking	.127	30	.200 [*]	.957	30	.254

The results show the significance value (p) in the Kolmogorov-Smirnov test is 0.200 > 0.05, so based on the test the data is normally distributed. Likewise, the significance value (p) in the Shapiro-Wilk normality test is 0.254 > 0.05 which means the data is normally distributed.

Table 3. Test Statistics Descriptive

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error	Statistics	Statistics
Thinking Critical	30	18	49	67	57.10	.928	5,081	25,817
Valid N (listwise)	30							

Based on table 3, it shows that the results of the 30 respondents who filled out the questionnaire regarding perceptions of critical thinking had the smallest value of 49 and the largest value was 67. Meanwhile, the range value, namely the difference between the largest and smallest values, was 18. The average value (mean) of the 30 respondents was 57.10 with standard deviation of 5,081.

This study shows that digital literacy has an influence on improving critical thinking skills. Because digital literacy involves the skills to search, evaluate, and analyze information which is part of critical thinking. Study this also show that implementation literacy digital in various ways, for example using digital media to complete assignments and projects. As well as study this also can practice student for identify and using accurate information and volunteers from the internet.

Digital literacy has become an essential competence in the modern era, particularly in the educational field (Saluky, Rahmah, & Riyanto, 2022). In Social Studies (IPS) learning, digital literacy plays a crucial role in shaping students' critical thinking abilities. As information is increasingly accessible through digital platforms, students are expected to develop the skills to analyze, evaluate, and synthesize information critically. The ability to differentiate between credible sources and misleading information is fundamental in the learning process, helping students form rational and well-founded arguments.

The integration of digital literacy in Social Studies learning fosters an interactive and student-centered approach. By utilizing digital resources such as online journals, virtual simulations, and open educational resources, students can explore historical, economic, and sociocultural issues more comprehensively. Digital platforms encourage collaborative learning through discussions in online forums, debates, and interactive case studies. These activities stimulate students' ability to reason logically, compare different perspectives, and develop problem-solving skills—essential components of critical thinking.

Furthermore, digital literacy enhances students' ability to question, reflect, and construct well-informed conclusions. The abundance of digital information requires students to engage in a deeper level of inquiry, where they assess data credibility, identify biases, and synthesize knowledge from various sources. This process strengthens analytical thinking and encourages students to approach complex Social Studies topics with a critical mindset. Additionally, exposure to global perspectives through digital platforms broadens students' understanding of social and cultural diversity, further enriching their critical thinking abilities.

Digital literacy significantly influences the development of critical thinking skills in Social Studies learning. By equipping students with the ability to access, evaluate, and interpret information effectively, digital literacy fosters analytical reasoning and independent thought. The use of digital tools in education should be optimized to create an environment that nurtures students' cognitive growth, preparing them to become informed and responsible citizens in the digital age.

The implementation of digital literacy in training critical thinking abilities in Social Studies learning faces several challenges. One of the primary obstacles is the unequal access to digital resources. Many schools, especially in rural or underprivileged areas, lack adequate technological infrastructure, such as stable internet connections, modern devices, and digital learning platforms. This digital divide creates disparities in students' ability to engage with online materials, limiting their opportunities to develop critical thinking skills through digital literacy.

4. CONCLUSION

Implementation of digital literacy in Social Sciences (IPS) subjects in Elementary School has a positive influence in training students' critical thinking skills. Digital literacy not only helps students understand the subject matter, but also develops their critical thinking skills. Therefore, it is important for teachers or educators to apply digital literacy in the learning process and provide various digital learning resources that can be accessed by students.

In addition, it is also important to involve students in using technology wisely and critically, so that students can benefit from learning through digital literacy without being influenced by irrelevant or inaccurate information.

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