



INTEGRATION OF GLOBAL PERSPECTIVES IN STRENGTHENING DIGITAL LITERACY AND CHARACTER EDUCATION OF ELEMENTARY SCHOOL STUDENTS IN THE ERA OF DIGITAL TRANSFORMATION: A LITERATURE REVIEW

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Abstract

Digital transformation has brought significant changes to educational practices, including at the elementary school level. This situation demands the strengthening of digital literacy, oriented not only toward mastery of technology but also toward character development and global insight in students. This study aims to analyze the role of a global perspective in supporting the strengthening of digital literacy and character education in elementary school students in the era of digital transformation. The study employed a literature review approach, reviewing various relevant scientific articles obtained through academic database searches. Data were analyzed using content analysis techniques through a process of grouping, interpretation, and thematic synthesis of previous research findings. The results indicate that the interaction of a global perspective in learning contributes to developing students' awareness of cultural diversity, critical thinking skills, and social responsibility. Digital literacy integrated with character education also supports students' ability to access, utilize, and utilize information ethically and responsibly. Therefore, the integration of a global perspective, digital literacy, and education is an important foundational character in building learning relevant to the demands of the digital transformation era in elementary education.

Keywords: Global Perspective, Digital Literacy, Character Education, Elementary School, Digital Transformation

INTRODUCTION

The intensifying development of globalization, along with the acceleration of digital transformation over the past five years, has brought significant implications for the direction and orientation of primary education. Primary schools are no longer positioned merely as venues for knowledge transfer, but rather as strategic spaces for fostering students' global awareness from an early developmental stage. A global perspective has become increasingly relevant as children grow within digitally connected societies, where the exchange of information, values, and cultures occurs across geographical boundaries. Education grounded in a global perspective requires the strengthening of capacities to understand diversity, the ability to critically reflect on international issues, and the

readiness to act responsibly within a broader social context (Sant et al., 2021; Torres, 2020). Thus, a global perspective is not merely an additional element in the curriculum, but a conceptual foundation for character formation in the digital era.

In the Indonesian context, the acceleration of digital transformation has also influenced the dynamics of learning in primary schools. The integration of technology into teaching and learning processes has reshaped interaction patterns between teachers and students, expanded access to learning resources, and influenced the internalization of values. Nofridasari and Hidayati (2023) emphasize that digital transformation in the Society 5.0 era must be balanced with the strengthening of Pancasila-based character to ensure that the use of technology is not merely pragmatic and instrumental. This argument highlights that the use of technology in education must be accompanied by the internalization of national values and social responsibility to maintain the objectives of character education.

In line with these demands, digital literacy has become an essential competency that must be systematically developed from the primary education level. Digital literacy does not merely refer to technical skills in operating devices, but also encompasses the ability to access, evaluate, manage, and produce information in a critical and ethical manner. Rachmatia (2024) asserts that digital literacy functions as a pillar in strengthening student character, as it includes dimensions of responsibility, communication ethics, and reflective awareness in digital engagement. This finding is reinforced by Prihatmojo et al. (2024), who argue that digital literacy based on character education is an urgent necessity in learning within the Society 5.0 era, enabling students to critically filter information and demonstrate integrity in their digital activities.

The implementation of digital literacy within the framework of character education demonstrates a tangible contribution to the formation of students' attitudes and behaviors. Longkutoy, Rorimpandey, and Pangkey (2025) reveal that strengthening digital literacy in primary school learning is associated with increased ethical awareness and responsibility among students in utilizing digital media. Similarly, Saryono (2024) emphasizes that citizenship education in the digitalization era 5.0 needs to integrate digital literacy as a strategic instrument in building national character that is adaptive to global dynamics. This indicates a mutually reinforcing relationship between digital literacy and character education in the context of contemporary primary education.

Although numerous studies over the past five years have examined digital literacy and character education, most have positioned these within a national framework and have not explicitly linked them to a global perspective as a conceptual foundation. In fact, the digital environments accessed by primary school students are inherently cross-cultural and transnational, thus requiring a value orientation that transcends local boundaries. Studies on global citizenship education indicate that integrating a global perspective into learning can strengthen students' capacities for critical reflection and social empathy in responding to global issues mediated by digital technologies (Sant et al., 2021). This gap underscores the urgency of developing a conceptual synthesis that integrates global perspectives, digital literacy, and character education into a systematic analytical framework.

Based on the above discussion, this study aims to examine and synthesize scientific literature from the past five years concerning the integration of global perspectives in strengthening digital literacy and character education among primary school students in the era of digital transformation. Through a structured literature review approach, this study is expected to produce a more comprehensive conceptual framework while offering pedagogical implications relevant to the development of primary education practices that are adaptive, reflective, and globally oriented.

METHOD

This study employs a literature review approach to examine the integration of global perspectives, digital literacy, and character education among primary school students in the era of digital transformation. This approach is conducted by analyzing various relevant scientific sources to obtain a comprehensive conceptual understanding. A literature review enables researchers to analyze, compare, and synthesize findings from previous studies, thereby constructing a systematic framework of thought (Yulia et al., 2022). The data sources were obtained from scientific journal articles accessed through Google Scholar using keywords related to global perspectives in primary education, digital literacy of primary school students, character education in the digital era, and digital transformation in learning. The articles analyzed were limited to publications from 2022 to 2026 to ensure relevance to recent developments in the field of education. The data were analyzed using content analysis techniques, involving stages of data reduction, thematic categorization, and synthesis of findings to identify the interconnections between global perspectives, digital literacy, and character education within the context of primary education.

RESULTS AND DISCUSSION

a. The Concept of Global Perspective in Primary Education

A global perspective in primary education fundamentally refers to viewing students as part of an interconnected global society. Primary school children are no longer positioned solely as members of their local communities, but also as individuals living within increasingly borderless social, cultural, economic, and technological systems. Therefore, learning in primary schools must provide space for students to understand that their lived realities are interconnected with global dynamics. A literature review by Masriyah, Setyowati, and Suriyana (2025) emphasizes that the values of global diversity need to be introduced from an early age so that students can perceive differences as natural and constructive. This process is not merely about introducing foreign cultures, but about fostering an open mindset and appreciating diversity as part of modern life. Thus, a global perspective serves as a foundation for building awareness that local identity and global realities can coexist harmoniously. In the context of citizenship education, this perspective plays a strategic role in shaping students' character. Wulandari, Alfiani, and Saputra (2024) state that integrating a global perspective into the

curriculum broadens students' horizons and strengthens their sense of social responsibility. Citizenship education linked to global issues helps students understand that values such as justice, tolerance, and empathy extend beyond national boundaries and are relevant within the global community.

Individuals who possess a global perspective are generally characterized by openness to differences, the ability to understand diverse viewpoints, and readiness to collaborate within diversity. In the study of character development, Nafi'a (2025) highlights that global social crises demand more humanistic and contextual educational approaches. Primary schools should become spaces that foster empathy, social sensitivity, and moral awareness toward issues at both local and global levels. Therefore, a global perspective encompasses not only cognitive aspects but also emotional and ethical dimensions. In the 21st century, its urgency has become increasingly evident due to rapid technological advancements, accelerated information flows, and intensified international interactions that expose students to global issues from an early age. Rahman, Islam, and Rahman (2025) demonstrate that global citizenship education in primary schools enhances students' understanding of diversity and social responsibility. In practice, this perspective can be developed through key dimensions such as cross-cultural awareness, tolerance and empathy, and understanding of global issues. Masriyah et al. (2025) emphasize the importance of learning approaches that allow students to explore multiple perspectives through literacy, discussion, and collaborative activities, while Wulandari et al. (2024) highlight Citizenship Education as an effective medium for instilling global awareness. This perspective is integrated across subjects such as Social Studies, Bahasa Indonesia, and Pancasila Education, supported by a humanistic-contextual curriculum approach (Nafi'a, 2025), enabling students to recognize the relevance of their learning to real-life global contexts.

b. Digital Literacy of Primary School Students in the Era of Digital Transformation

The rapid development of information and communication technology over the past two decades has significantly transformed education, making access to information open and no longer limited by space or time. This shift requires students to acquire digital literacy from an early age, which goes beyond conventional reading and writing to include the ability to understand, process, evaluate, and responsibly use information obtained through digital media (Fadlin Fajri et al., 2023). In primary education, digital literacy is particularly strategic because students are exposed to technology from an early age. Properly applied, it can foster positive character development, critical thinking, and ethical behavior, making it an integral part of the learning process rather than just a technical skill. Conceptually, digital literacy encompasses four key dimensions: access (using devices and platforms effectively), evaluation (critical assessment of information), creation (producing creative digital content), and ethics (upholding moral and responsible behavior online). At the primary level, these skills require guidance to ensure age-appropriate exposure and to protect students from misinformation, cyberbullying, and other digital risks (Fadlin Fajri et al., 2023).

The increasing intensity of digital media use among primary school students underscores the need for structured digital literacy education. Students routinely use devices to access learning materials, watch videos, play online games, and communicate through messaging apps, integrating technology into daily life. However, excessive or uncontrolled use may negatively affect social and moral development, while educators' readiness to implement technology effectively remains a key determinant of success. Digital literacy, therefore, is not only a technical competence but also a foundation for shaping character, promoting critical thinking, and fostering ethical habits in a rapidly evolving digital environment. Technology-based learning expands access to information and improves learning interactions, but without digital literacy, students risk difficulty in filtering information and distraction from productive tasks. Education in the digital era must integrate character development with technology use, ensuring students engage responsibly, critically, and meaningfully with the digital world (Fadlin Fajri et al., 2023).

c. Educational Transformation in the Digital Era

The digital era has driven a paradigm shift in education from knowledge-transfer-focused teaching to learner-centered approaches. This transformation emphasizes collaborative, contextual, and problem-based learning that leverages digital technology as a primary medium. Learning is no longer solely about delivering content but aims to develop critical thinking, creativity, communication, and collaboration skills. Research indicates that integrating digital literacy into learning facilitates a shift from teacher-centered to student-centered approaches, making education more adaptive to technological advancements and contemporary needs (Sari & Nugraha, 2021). Such transformation enhances the relevance of education in preparing students to navigate complex global dynamics.

Beyond changing learning paradigms, schools play a strategic role as agents of digital transformation. They function not only as centers for knowledge transfer but also as institutions that cultivate a healthy, ethical, and productive digital culture. Effective implementation of digital literacy policies, teacher capacity building in technology use, and the provision of digital learning ecosystems indicate school readiness in supporting educational transformation. Recent studies highlight that successful digital transformation in schools depends on educational leadership, infrastructure readiness, and the integration of character values in technology use (Rahmawati et al., 2023). Consequently, schools serve as hubs of change, promoting digital literacy awareness while shaping student character within the digital ecosystem. Education grounded in digital literacy and global perspectives contributes significantly to developing 21st-century learner profiles, encompassing not only technological proficiency but also critical thinking, problem-solving, cross-cultural collaboration, and social responsibility. Integrating digital literacy into the curriculum simultaneously strengthens students' cognitive, social, and moral dimensions, producing graduates who are academically competent, empathetic, adaptable, and morally grounded in a digitally connected world (Hidayat & Kurniawan, 2022).

d. Integration of Global Perspectives in Strengthening Digital Literacy and Character Education

The integration of global perspectives into digital literacy and character education can be implemented through various innovative learning models, such as project-based learning that leverages digital technology. In this model, students engage in projects related to global issues, such as digital campaigns on environmental conservation, creating educational content on cultural diversity, or virtual collaboration with students from different regions or countries. These activities not only develop digital literacy skills but also foster social responsibility, collaboration, and awareness as members of a global society. Project-based learning has been shown to enhance students' critical thinking, creativity, and collaborative skills in addressing 21st-century challenges (Lukman, 2025).

Moreover, integrating global issues into digital literacy learning can effectively increase the relevance of education to students' real-life experiences. Topics such as climate change, cultural diversity, social equity, and technological developments provide a contextual basis for students to search, process, and present information through various digital media. Through this approach, digital literacy extends beyond technical skills to include the ability to critically and ethically evaluate information. Learning that incorporates a global perspective also enables students to understand the broader social and cultural impacts of technology use. Additionally, global perspective integration has important implications for character education. In an open, borderless digital environment, students need strong character values to use technology responsibly. Values such as tolerance, empathy, responsibility, and integrity are essential for developing attitudes as global digital citizens. Through globally oriented learning, students gain awareness of interactions with individuals from diverse cultural and social backgrounds, fostering respect, empathy, and tolerance in digital communication and collaboration (Mahmuddah & Junaidi, 2024).

Thus, integrating global perspectives in the enhancement of digital literacy and character education represents a highly relevant approach in addressing the dynamics of education in the digital era. This approach emphasizes not only technological proficiency but also critical thinking, global awareness, and responsible character development in using digital technology. Through this integration, primary education can serve as a foundational platform for preparing students who are adaptive, critical, and character-driven in navigating the increasingly complex challenges of a globalized society (Maola, Dewi, & Hayat, 2023).

CONCLUSION

Based on the results of the literature review, the integration of a global perspective in elementary education is a strategic approach to respond to the dynamics of digital transformation affecting the education system. A global perspective encourages students to understand cultural diversity, be aware of global issues, and develop an open and critical mindset from an early age. In this context, digital literacy becomes a fundamental competency that not only involves the ability to use technology but also encompasses the

skills to access, understand, evaluate, and utilize information critically, ethically, and responsibly.

The integration of a global perspective with digital literacy also contributes to strengthening character education through instilling values such as responsibility, integrity, critical thinking, and ethical behavior in digital interactions. Thus, elementary education plays a crucial role in shaping a generation that is not only digitally proficient but also morally aware, reflective, and prepared to face global challenges in the era of digital transformation.

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