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## Integrating Digital Literacy and Human Values as a Strategy for Addressing Challenges in the Digital Age in Indonesia

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### Abstract

*The rapid expansion of digital technology has transformed social interaction, education, communication, and economic activities across Indonesia while simultaneously generating complex ethical and social challenges. This study examines the integration of digital literacy and human values as a strategic response to the demands of contemporary digital society. Employing a qualitative library research design, the study analyzes scholarly literature, policy documents, government regulations, and theoretical works related to digital literacy, information ethics, social development, and human centered technological transformation. The findings indicate that digital literacy extends beyond technical competence and encompasses critical evaluation, responsible information use, ethical awareness, and social accountability. The analysis further reveals that digital transformation contributes to challenges such as disinformation, declining empathy, online hostility, privacy concerns, and value disorientation, which may weaken social trust and civic responsibility. Human values grounded in ethical principles, character formation, Pancasila, and religious traditions function as essential safeguards against these risks. The study concludes that effective integration requires collaborative engagement among educational institutions, families, communities, religious organizations, and government agencies. Such an integrative framework strengthens digital competence, ethical resilience, and social trust, thereby supporting inclusive, sustainable, and human centered digital development in Indonesia.*

**Keywords :** Digital Literacy, Human Values, Information Ethics, Social Trust, Digital Transformation.



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## INTRODUCTION

The accelerating expansion of digital technologies has fundamentally transformed contemporary social structures by reshaping how individuals acquire knowledge, participate in economic activities, construct social relationships, and engage in civic life across increasingly interconnected digital environments. The emergence of networked societies has altered traditional patterns of communication and social interaction, creating unprecedented opportunities for participation while simultaneously generating complex ethical and social challenges that transcend geographical boundaries (Castells, 2010). Within this context, digital literacy has evolved from a technical competency into a multidimensional capacity encompassing critical information evaluation, ethical engagement, responsible communication, and informed participation in digital ecosystems. Contemporary scholarship further emphasizes that the rapid growth of participatory culture has expanded the role of citizens from passive consumers of information into active producers and disseminators of digital content, thereby intensifying the need for competencies that integrate technological proficiency with ethical responsibility and social awareness (Jenkins et al., 2009). These developments have elevated the discussion of digital literacy beyond issues of access and technological adoption toward broader concerns regarding the preservation of human values in increasingly digitized societies.

Existing studies have consistently demonstrated the strategic importance of digital literacy in supporting educational development, economic inclusion, social participation, and institutional adaptation to technological change. Research conducted in Indonesia highlights that digital literacy

contributes significantly to strengthening micro, small, and medium enterprises through enhanced access to financial services, business information, and digital economic opportunities, particularly in rural communities where technological disparities remain evident (Rujitoningtyas et al., 2024). Educational scholars similarly argue that digital transformation requires educational institutions to cultivate adaptive leadership, technological competence, and innovative learning ecosystems capable of responding to the demands of Society 5.0 (Shobri & Jaosantia, 2026). At the same time, studies focusing on adolescent behavior reveal that digital literacy functions as a preventive mechanism against various forms of risky online conduct by strengthening critical awareness and responsible media engagement (Sugeng et al., 2022). More recent scholarship extends this perspective by suggesting that the effectiveness of digital literacy initiatives increases when technological competencies are integrated with humanistic values, multicultural awareness, and ethical character formation, indicating that social resilience in digital environments cannot be sustained solely through technical skill development (Sipayung et al., 2025; Suwarma & Jenuri, 2025).

Despite these important contributions, the existing literature exhibits several conceptual and empirical limitations that constrain a comprehensive understanding of how digital literacy and human values interact within contemporary digital societies. A substantial proportion of prior studies tends to treat digital literacy primarily as an instrumental competence associated with technological adaptation, educational effectiveness, economic productivity, or information management, while the normative dimensions of human dignity, empathy, social trust, and ethical responsibility often remain secondary analytical concerns (Rujitoningtyas et al., 2024; Shobri & Jaosantia, 2026). Studies that incorporate humanistic perspectives frequently discuss moral values as complementary outcomes rather than as integral components of digital literacy frameworks, creating a conceptual separation between technological competence and ethical formation (Suwarma & Jenuri, 2025). Equally significant, research examining ethical crises, disinformation, and value disorientation tends to emphasize educational interventions without sufficiently explaining the mechanisms through which human values can be systematically embedded within broader digital governance structures, community practices, and social institutions (Sipayung et al., 2025). This fragmentation has produced an incomplete understanding of the conditions necessary for fostering digitally competent citizens who are simultaneously capable of sustaining humane and socially responsible digital interactions.

The persistence of these gaps is particularly concerning in Indonesia, where rapid digitalization has generated new opportunities alongside escalating concerns regarding misinformation, cyber harassment, privacy violations, declining social trust, and the erosion of ethical norms within digital spaces. National policy discourse increasingly recognizes that technological advancement alone cannot guarantee social cohesion or democratic resilience in digitally mediated societies. Public institutions have repeatedly emphasized the importance of rebuilding social trust through educational initiatives that cultivate ethical awareness, responsible citizenship, and constructive digital participation (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2023; Kementerian Pendidikan Dasar dan Menengah, 2025). Regulatory frameworks such as the Electronic Information and Transactions Law and the Personal Data Protection Law further reflect growing governmental concern regarding the social consequences of digital transformation and the necessity of protecting citizens from harmful digital practices (Republic of Indonesia, 2008; Republic of Indonesia, 2022). These developments indicate that the challenge confronting Indonesian society extends beyond technological readiness toward the more complex task of ensuring that digital progress remains aligned with fundamental human values and social well being.

Within the broader scholarly landscape, the relationship between digital literacy and humanity requires a more integrated analytical framework capable of bridging technological, educational, ethical, and sociocultural dimensions. Existing debates frequently oscillate between technologically oriented perspectives that prioritize digital competence and humanistic approaches that emphasize moral development, often treating these domains as separate rather than mutually constitutive processes. Such an analytical division limits the capacity of researchers and policymakers to understand how ethical reasoning, empathy, social responsibility, and respect for human dignity can function as foundational elements of digital literacy itself. Addressing this limitation necessitates a conceptual repositioning that views digital literacy not merely as a collection of operational skills but as a socially embedded capability through which individuals negotiate ethical choices, construct meaningful relationships, and contribute to the development of inclusive and trustworthy digital environments.

This study is positioned to address the identified conceptual and practical shortcomings by examining the integration of digital literacy and human values as a strategic framework for responding to contemporary digital challenges in Indonesia. The research seeks to develop a comprehensive understanding of how technological competence and humanistic principles can be mutually reinforced within educational, social, and governance contexts. Theoretically, the study contributes to the advancement of an integrated conceptual model that transcends the conventional separation between digital skills and ethical formation. Methodologically, it provides a systematic synthesis of interdisciplinary scholarship and policy perspectives to generate a more holistic explanation of the conditions required for fostering responsible digital citizenship. The findings are expected to enrich contemporary discussions on digital society while offering a foundation for future research and policy initiatives aimed at promoting technologically capable, ethically grounded, and socially responsible communities in the digital age.

## **RESEARCH METHODS**

This study employed a qualitative library research design to examine the integration of digital literacy and human values as a strategic response to the challenges of the digital age in Indonesia. As a non empirical investigation, the study relied exclusively on secondary data derived from scholarly books, peer reviewed journal articles, policy documents, government regulations, and official reports relevant to digital literacy, digital citizenship, information ethics, educational transformation, and humanistic development in digital society. The selected sources included seminal theoretical works on network society, participatory culture, digital citizenship, and information ethics, alongside Indonesian policy frameworks concerning digital education, social trust, electronic information governance, personal data protection, and curriculum implementation (Castells, 2010; Jenkins et al., 2009; Ribble, 2015; Floridi, 2013). Source selection was guided by criteria of academic relevance, conceptual rigor, policy significance, and direct alignment with the research objective of understanding how digital literacy and human values can be integrated within contemporary Indonesian digital society. The analytical framework was informed by an interdisciplinary perspective that combined social development theory, digital literacy studies, ethical governance, and human centered approaches to technological transformation.

The analysis followed a systematic process consisting of data identification, classification, critical evaluation, thematic categorization, and interpretative synthesis in accordance with qualitative research procedures outlined by Creswell and Creswell (2018). Relevant literature and policy materials were first organized according to major analytical themes, including digital literacy competencies, ethical challenges in digital environments, human values, social trust, educational strategies, and regulatory responses. The collected evidence was subsequently examined through comparative and interpretative analysis to identify recurring patterns, conceptual relationships, areas of convergence, and unresolved tensions across the literature. Methodological rigor was ensured through source triangulation, theoretical cross validation, and continuous comparison among academic, policy, and regulatory documents to enhance analytical consistency and credibility. The study also maintained transparency in source selection and interpretation by prioritizing authoritative references, contemporary policy documents, and internationally recognized theoretical contributions, thereby strengthening the trustworthiness and scholarly validity of the findings.

## **RESULTS AND DISCUSSION**

### **Digital Literacy as a Foundational Competence for Human Centered Digital Society**

The literature synthesis demonstrates that digital literacy has evolved beyond a functional technological skill and has become a foundational social competence that shapes participation within contemporary digital environments. The expansion of networked communication structures has transformed the way individuals access information, construct social identities, and engage in collective decision making processes. Castells (2010) argues that digital networks increasingly influence social organization and redistribute power through information flows. This transformation positions digital literacy as a prerequisite for meaningful engagement in social, economic, educational, and civic domains.

The analytical review indicates that digital literacy encompasses cognitive, ethical, communicative, and participatory dimensions rather than merely technical proficiency. Individuals are

required to evaluate information critically, recognize misinformation, and navigate digital interactions responsibly within complex information ecosystems. Jenkins et al. (2009) explain that participatory culture demands advanced capacities for collaboration, critical judgment, and responsible content creation. These competencies contribute to the development of informed citizens capable of engaging constructively within digitally mediated societies.

Contemporary Indonesian scholarship reveals that digital literacy has become increasingly significant due to the rapid diffusion of digital technologies across diverse social sectors. Research on university students suggests that digital competence is strongly associated with adaptability and effective participation in Society 5.0 environments (Islamia & Arif, 2024). Similar observations emerge from studies examining professional development, where digital capability functions as a strategic asset for educational and organizational advancement (Rohayati, 2024). The growing dependence on digital systems has intensified the need for comprehensive literacy frameworks that integrate knowledge, skills, and ethical awareness.

A recurring pattern within the literature concerns the relationship between digital literacy and democratic participation. The circulation of misinformation, political polarization, and algorithmically amplified content has generated new challenges for democratic governance and public discourse. Bulya and Izzati (2024) note that deficiencies in digital literacy increase vulnerability to manipulation and reduce the quality of civic engagement in digital spaces. The effectiveness of democratic institutions increasingly depends upon citizens who possess the capacity to critically assess digital information and participate responsibly in public communication.

The educational dimension of digital literacy occupies a central position within current scholarly discussions. Educational institutions are expected to cultivate competencies that prepare learners for dynamic technological environments while preserving critical reasoning and social responsibility. Studies focusing on teacher development indicate that digital competence significantly influences the quality of educational innovation and learning transformation (Masitoh & Purbowati, 2024). Similar conclusions are reported in analyses of digital learning environments that emphasize the expanding responsibilities of educators as facilitators of responsible digital engagement (Nata et al., 2024).

**Table 1. Analytical Dimensions of Digital Literacy Identified in Contemporary Literature**

<b>Dimension</b>	<b>Primary Function</b>	<b>Social Relevance</b>
Technical Competence	Technology utilization and navigation	Digital participation
Information Evaluation	Verification and critical assessment	Prevention of misinformation
Ethical Awareness	Responsible digital behavior	Social trust and accountability
Communication Skills	Constructive online interaction	Civic engagement
Digital Citizenship	Rights and responsibilities in digital spaces	Democratic participation

Source: Synthesized from Castells (2010), Jenkins et al. (2009), Ribble (2015), Isabella et al. (2024), and Islamia and Arif (2024).

The conceptual synthesis presented in Table 1 illustrates that digital literacy functions through interconnected dimensions rather than isolated competencies. Technical ability without critical evaluation increases susceptibility to disinformation and manipulation. Ethical awareness without communicative competence limits constructive participation within digital communities. The reviewed literature consistently indicates that effective digital literacy emerges through the integration of these complementary dimensions.

Another significant finding concerns the relationship between digital literacy and digital citizenship. The literature emphasizes that responsible participation in digital society requires awareness of rights, responsibilities, ethical conduct, and collective accountability. Ribble (2015) conceptualizes digital citizenship as a framework that connects technological engagement with civic responsibility and social ethics. This perspective is reinforced by studies highlighting the importance of digital governance and citizen empowerment in Indonesia (Isabella et al., 2024).

Community based educational initiatives also appear as important mechanisms for strengthening digital literacy across diverse demographic groups. Research demonstrates that learning processes occurring outside formal educational institutions contribute substantially to the development of digital competence and social resilience. Community centered approaches encourage collaborative learning and contextual adaptation to local technological challenges (Rakuasa et al., 2024). Such initiatives expand the reach of digital literacy beyond institutional settings and promote inclusive participation in digital transformation.

Intergenerational interaction emerges as another influential factor shaping digital literacy outcomes. Studies examining family based learning environments indicate that knowledge exchange between younger and older generations facilitates more balanced patterns of digital adaptation and social learning. Latuheru et al. (2024) show that family interactions can strengthen digital competence while preserving social cohesion and cultural continuity. This finding suggests that digital literacy should be understood as a collective social process rather than an exclusively individual achievement.

The overall analysis indicates that digital literacy functions as a strategic foundation for the development of a human centered digital society in Indonesia. The literature consistently demonstrates that technological competence acquires greater social value when linked to critical reasoning, ethical awareness, democratic participation, and collective responsibility. Educational institutions, communities, families, and governance structures each contribute to the formation of these capacities through complementary mechanisms. Current evidence suggests that strengthening digital literacy constitutes an essential prerequisite for addressing the broader social and ethical challenges generated by rapid digital transformation.

### **Ethical Challenges and the Reinforcement of Human Values in Indonesia's Digital Environment**

The literature synthesis indicates that the expansion of digital technologies has generated complex ethical challenges that extend beyond issues of technological access and information management. Contemporary digital environments increasingly shape individual behavior, social interaction, and public discourse, creating new forms of ethical vulnerability within society. Information circulation now occurs at unprecedented speed, often surpassing the capacity of individuals and institutions to critically assess its validity and social consequences. Floridi (2013) argues that digital societies require ethical frameworks capable of regulating human conduct within information ecosystems where technological capability frequently advances more rapidly than moral reflection.

The analysis reveals that digital transformation has intensified the spread of disinformation, misinformation, and manipulative content across various online platforms. These phenomena contribute to declining social trust because public perceptions are increasingly influenced by emotionally driven narratives rather than verified information. Ethical risks become more significant when digital interactions encourage reactive behavior while reducing opportunities for deliberative reasoning and collective accountability. Sipayung et al. (2025) identify digital disinformation as a major contributor to value disorientation that weakens social cohesion and undermines responsible citizenship.

Another recurring theme emerging from the literature concerns the normalization of hostility in digital communication. Online environments frequently facilitate hate speech, cyber harassment, and antagonistic interactions that erode mutual respect among citizens. Such conditions indicate that technological connectivity does not automatically produce social solidarity because network expansion may also amplify conflict and polarization. Sugeng et al. (2022) emphasize that the absence of ethical restraint in digital communication increases the likelihood of harmful behavior among users, particularly among younger populations who engage intensively with social media platforms.

The reviewed studies also identify a gradual decline in empathy as a consequence of increasingly mediated social relationships. Digital communication often prioritizes speed, visibility, and engagement metrics rather than meaningful interpersonal understanding. As interactions become more transactional, individuals may become less sensitive to the emotional consequences of their online actions. Herak (2025) notes that character formation faces substantial pressure in digital contexts where technological convenience can overshadow the cultivation of compassion, responsibility, and moral awareness.

The ethical implications of digitalization extend to issues of privacy, personal dignity, and information governance. The collection, storage, and circulation of personal data create new forms of vulnerability that challenge conventional understandings of autonomy and human rights. Concerns regarding unauthorized data use and digital surveillance highlight the need for stronger ethical

commitments among both institutions and individual users. Floridi (2013) conceptualizes these developments as information ethics challenges that require the protection of human dignity within increasingly data driven environments.

**Table 2. Major Ethical and Humanistic Challenges in Indonesia's Digital Environment**

Challenge	Manifestation	Human Impact	Required Human Value
Disinformation	False content circulation	Social distrust and misinformation	Critical responsibility
Cyber hostility	Hate speech and online aggression	Social polarization	Respect
Privacy violations	Misuse of personal information	Loss of dignity and security	Accountability
Value disorientation	Moral ambiguity in digital interaction	Weak civic ethics	Character integrity
Declining empathy	Reduced sensitivity in online communication	Weak social solidarity	Compassion
Information manipulation	Algorithmic amplification of harmful narratives	Distorted public judgment	Ethical awareness

Source: Synthesized by the author from Floridi (2013), Daffana (2024), Sipayung et al. (2025), and Sugeng et al. (2022).

The patterns presented in Table 2 demonstrate that ethical challenges in digital environments possess both individual and collective consequences. Each challenge affects not only personal behavior but also broader social structures such as trust, cohesion, and democratic participation. The literature consistently suggests that technological solutions alone are insufficient because many digital risks originate from human decisions and value orientations rather than from technology itself. This interpretation positions human values as strategic resources for strengthening resilience against the unintended consequences of digital transformation.

The review further indicates that human values function as protective factors capable of mitigating ethical risks within digital environments. Ethical awareness encourages individuals to evaluate information critically while considering the social implications of their actions. Moral responsibility contributes to more reflective forms of participation that prioritize accountability over impulsive engagement. Daffana (2024) argues that technological development requires continuous alignment with normative principles that preserve human dignity and collective welfare.

Within the Indonesian context, Pancasila values provide an important normative framework for responding to ethical challenges generated by digitalization. The principles of humanity, social justice, unity, and mutual respect offer moral foundations that remain relevant in contemporary technological settings. Rather than treating technology as a value neutral instrument, this perspective emphasizes the necessity of embedding ethical commitments within digital practices and institutional arrangements. Daffana (2024) highlights that harmonization between technological advancement and Pancasila values strengthens social resilience amid accelerating digital change.

Religious values also emerge as significant sources of ethical guidance in the digital era. Studies on religious digital literacy demonstrate that moral reflection, self regulation, and ethical accountability contribute to healthier patterns of online engagement. Ethical principles derived from religious traditions encourage users to evaluate digital behavior through considerations of responsibility, honesty, and respect for others. Ashari et al. (2023) and Nasution et al. (2025) observe that value based approaches can reinforce ethical conduct by connecting digital practices with broader moral commitments and social obligations.

The findings ultimately suggest that character education occupies a strategic position in fostering humanistic digital transformation. Educational approaches that integrate ethical reasoning, moral responsibility, and value formation can strengthen society's capacity to navigate complex digital environments. Leadership models that combine human values with contemporary competencies further support the development of socially responsible digital cultures. Prasetyowati et al. (2025) contend that sustainable transformation depends not only on technological proficiency but also on the cultivation of integrity, empathy, and ethical judgment capable of preserving human dignity in the digital age.

**Strategic Integration Framework for Digital Literacy and Human Values in Indonesia**

The literature synthesis indicates that the long term effectiveness of digital literacy initiatives depends on their integration with human values across educational, social, and governance domains. Technical competence alone cannot ensure responsible technology use because digital environments continuously generate complex ethical situations that require moral judgment and social awareness. Recent scholarship emphasizes that sustainable digital transformation must connect cognitive skills with value oriented behavior that supports social cohesion and collective well being (Suwarma & Jenuri, 2025). This finding positions integration as a strategic necessity rather than an optional complement to digital development.

Educational institutions emerge as the primary arena for embedding digital literacy and human values within everyday learning practices. Curriculum transformation requires a balanced approach that promotes critical information analysis while simultaneously strengthening integrity, empathy, and responsibility. The policy direction established through curriculum implementation guidelines highlights the importance of character formation alongside competency development in contemporary education (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2022). Such alignment reinforces the argument that educational reform should address technological proficiency and human development within a unified framework.

Teacher leadership occupies a central role in translating policy objectives into meaningful educational practices. Teachers function not only as facilitators of knowledge acquisition but also as ethical role models who shape attitudes toward technology use. Studies on educational leadership suggest that value based pedagogical approaches strengthen students' capacity to navigate digital environments with responsibility and moral awareness (Prasetyowati et al., 2025). The effectiveness of integration therefore depends on educators' ability to connect digital learning experiences with broader humanistic objectives.

Religious educational institutions also contribute significantly to the integration process by linking technological adaptation with moral cultivation. Research on Islamic educational contexts demonstrates that digital literacy programs become more effective when combined with value based instruction grounded in ethical and spiritual principles (Nasution et al., 2025). Similar findings indicate that Islamic boarding schools play an important role in fostering critical digital engagement while maintaining moral accountability among learners (Pratama et al., 2025). These perspectives illustrate how cultural and religious institutions provide contextual mechanisms for strengthening ethical resilience in digital society.

Community participation expands the reach of integration beyond formal educational settings. Local organizations, civic groups, and social networks create opportunities for collaborative learning that encourages responsible technology use and collective problem solving. Community oriented literacy initiatives have been associated with stronger social engagement and broader public awareness regarding ethical digital practices (Rujitoningtyas et al., 2024). Such findings indicate that digital transformation requires social participation rather than reliance on institutional interventions alone.

**Table 3. Strategic Framework for Integrating Digital Literacy and Human Values in Indonesia**

<b>Strategic Domain</b>	<b>Key Actor</b>	<b>Digital Literacy Component</b>	<b>Human Value Component</b>	<b>Expected Outcome</b>
School Education	Teachers and School Leaders	Critical information evaluation	Integrity and responsibility	Responsible digital citizens

Family Environment	Parents and Guardians	Media awareness and supervision	Empathy and respect	Ethical digital behavior
Community Engagement	Local organizations and civic groups	Digital participation	Solidarity and cooperation	Strengthened social trust
Religious Institutions	Religious educators and boarding schools	Ethical technology use	Moral accountability	Value based digital engagement
Government Governance	State institutions and regulators	Digital governance and data protection	Accountability and justice	Inclusive digital ecosystem
Public Collaboration	Multi stakeholder partnerships	Digital innovation and awareness	Social responsibility	Sustainable digital transformation

Source: Adapted from Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2022), Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2023), Kementerian Pendidikan Dasar dan Menengah (2025), Republic of Indonesia (2008), and Republic of Indonesia (2022).

The framework presented in Table 3 demonstrates that successful integration requires coordinated contributions from multiple social actors rather than isolated institutional efforts. Each strategic domain combines a digital competency dimension with a corresponding human value dimension that supports ethical engagement. The framework also reveals that social trust, accountability, empathy, and integrity function as complementary outcomes of digital literacy initiatives. These relationships suggest that technological advancement and human development should be treated as mutually reinforcing objectives.

Family participation represents another essential component of the integration strategy because value formation begins within everyday social interactions. Intergenerational communication influences how young people interpret information, manage online behavior, and respond to digital risks. Literature on family based digital education indicates that parental guidance contributes to stronger ethical awareness and healthier patterns of technology use (Anurogo et al., 2023). Consistent engagement within family environments therefore supports the internalization of responsible digital conduct.

Government policy provides the institutional foundation necessary for sustaining integrated digital development. Legal frameworks governing electronic information and personal data protection establish normative standards that safeguard individual rights and public accountability in digital environments (Republic of Indonesia, 2008; Republic of Indonesia, 2022). Policy initiatives aimed at rebuilding social trust through education also recognize the importance of ethical values within national digital transformation agendas (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2023). These developments indicate that governance mechanisms play a crucial role in reinforcing value based digital ecosystems.

The concept of digital trust emerges as a connecting principle across educational, social, religious, and regulatory domains. Trust is strengthened when individuals perceive that digital interactions are guided by fairness, transparency, accountability, and respect for human dignity. National discussions on educational transformation increasingly identify trust building as a prerequisite for sustainable digital citizenship and social cohesion (Kementerian Pendidikan Dasar dan Menengah, 2025). This perspective expands the focus of digital literacy from information management toward broader societal relationships.

The findings ultimately support an integrative model in which digital literacy and human values function as interdependent components of social development. Educational institutions, families, communities, religious organizations, and government agencies contribute distinct yet interconnected

roles within this model. Analyses of contemporary transformation strategies suggest that human centered digital development offers a more sustainable pathway than approaches focused exclusively on technological adaptation (Shobri & Jaosantia, 2026). Future policy and educational initiatives should therefore prioritize collaborative frameworks that cultivate both digital competence and ethical responsibility as foundations of Indonesia's digital future.

## CONCLUSION

This study demonstrates that addressing the challenges of the digital age in Indonesia requires a comprehensive integration of digital literacy and human values within broader processes of social development. The literature analysis confirms that digital literacy encompasses critical reasoning, responsible information management, ethical awareness, and social accountability rather than merely technical proficiency. Contemporary digital environments also generate significant challenges, including disinformation, online hostility, declining empathy, privacy vulnerabilities, and value disorientation, which may undermine social cohesion and public trust when ethical foundations are weak. Human values derived from information ethics, character education, Pancasila principles, and religious traditions provide normative guidance that strengthens individual responsibility and collective resilience in digital spaces. The findings further indicate that sustainable integration depends on coordinated contributions from educational institutions, families, communities, religious organizations, and government agencies through policies and practices that combine technological competence with moral development. Such an approach promotes responsible digital participation, reinforces human dignity, and supports the creation of an inclusive, ethical, and socially sustainable digital society in Indonesia.

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