ASSOCIATION OF DIGITAL LITERACY AND CRITICAL THINKING SKILLS IN JUNIOR HIGH SCHOOL STUDENTS

Umi Haniati[1]
Rahmat Iqbal[2]
Muhammad Amin Choso[3]

[1,3]Library and Information Science, Da'wah, UIN Saizu Purwokerto, Indonesia.
[2]Islamic Library and Information Science, Raden Intan State Islamic University, Lampung, Indonesia

umihaniati@uinsaizu.ac.id

Abstract

The rapid development of digital technology has significantly transformed various aspects of education, emphasizing the need for students to not only access but also critically evaluate and ethically use information. Digital literacy has thus become a key 21st-century competency. Simultaneously, critical thinking—encompassing interpretation, analysis, evaluation, inference, and explanation—is crucial for navigating the complexities of the digital age. This study investigates the relationship between digital literacy and critical thinking skills among junior high school students in Purbalingga, Indonesia. Using a quantitative correlational approach, data were collected from 92 students through Likert-scale questionnaires based on the frameworks of Hinrichsen & Coombs (2013) for digital literacy and Facione (1990) for critical thinking. The validity and reliability of the instruments were confirmed through Pearson's correlation and Cronbach's Alpha tests, respectively. The results revealed a strong and statistically significant correlation ($r = 0.623$; $p < 0.01$) between digital literacy and critical thinking. Each dimension of digital literacy—information access, evaluation, communication, collaboration, and creativity—was positively associated with various dimensions of critical thinking. These findings suggest that digital literacy practices inherently contribute to developing students' higher-order thinking skills. The study highlights the importance of integrating comprehensive digital literacy education into school curricula to enhance technical competencies and foster critical cognitive abilities necessary for informed digital citizenship. This research provides empirical support for curriculum development that aligns with the demands of digital transformation in education.

Keywords: Digital Literacy, Critical Thinking Skills, Junior High School students.

INTRODUCTION

The massive development of digital technology has brought significant changes in various fields, including education. The digital era demands that students not only be able to access information but also understand, evaluate, and use information ethically and wisely. In 21st-century education, digital literacy is one of the essential competencies that students must possess to face global challenges and changing technological developments (Oktaviani & Setiawati, 2025).

Paul Gilster (1997) defines digital literacy as understanding and using information in various digital formats. Furthermore, Hinrichsen and Coombs (2013) developed the digital literacy framework into five main elements: access to information, information evaluation, digital communication, digital collaboration, and digital creativity. On the other hand, critical thinking is a high-level cognitive process that includes the ability to analyze, evaluate, infer, and explain information logically. Facione (1990) states that critical thinking includes six main skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation (Pratiwi et al., 2016).

Several previous studies have shown that digital literacy improves critical thinking skills. (Warastuti et al., n.d.) the results of his research in elementary school stated that Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Inquiry have been proven to be effective in honing students' critical thinking skills and problem-solving skills. The PBL approach encourages students to actively seek information, analyze content, and verify the veracity of the data they find. (Listrianti et al., 2023) stated that using digital-based interactive learning media significantly positively impacts students' literacy and digital skills at Madrasah Ibtidaiyah Azzainiyah II.

However, the reality shows that not all junior high school students in Purbalingga City have formally obtained digital literacy materials in the school curriculum. Schools in this region, including those sampled in this study, showed that the application of digital literacy is still limited and uneven in all grades. This condition raises an important question: Do students who have not fully received digital literacy learning still show developed critical thinking skills?

To answer this question, this study uses a correlational quantitative approach to examine the relationship between digital literacy and critical thinking skills in junior high school students in Purbalingga City. This study is not intended to measure the direct cause-and-effect relationship, but rather to determine how strong the relationship between the two variables is. The results are expected to be the basis for developing a curriculum that is more adaptive to the challenges and demands of education in the digital era.

Literary review

Several previous studies have discussed the relationship between digital literacy and critical thinking skills. Research by Panjaitan et al. (2024) conducted on grade VIII students of SMP Muhammadiyah 22 Kisaran shows that digital literacy does not have a significant influence on critical thinking skills in social studies learning. The statistical test results showed a significance value of 0.134 (> 0.05), so the hypothesis was rejected. These findings indicate that although digital literacy has been applied in the learning process, it has not had a real impact on strengthening students' critical thinking. In contrast, research by Rochmatika & Yana (2022) in SMA Negeri 1 Tukdana students found that digital literacy partially influences critical thinking skills. In the study, the variables of digital literacy and learning style were tested simultaneously and showed a positive influence, although insignificant. This means that the better the students' digital literacy level, the greater their tendency to show critical thinking skills, especially if supported by appropriate learning styles.

In addition, qualitative research by Dhewi & Ningrum (2022) shows that the study conducted on journalism students shows that digital literacy strategies, such as writing news through digital platforms, can encourage critical thinking skills. Students are trained to analyze information and present arguments logically through digital discussions. Compared to these studies, this study focuses on quantitatively testing the relationship between digital literacy and critical thinking skills directly in junior high school students in general, without being limited to subjects or other additional variables. Thus, this study is expected to strengthen or fill in the gaps of previous findings and make a more specific empirical contribution to the context of junior secondary education

Underlying theories

Digital Literacy

Hinrichsen & Coombs (2014) Found a framework with five elements of digital literacy that are highly relevant for students and the world of education. This framework helps students develop essential skills in dealing with the challenges of the digital age. Here is a brief explanation of each element:

1. Information

   a. Ability to Find, access, and critically evaluate information

   b. Students are taught to distinguis valid and trustworthy information from what is not.

   c. It is important to avoid misinformationan hoaxes

2. Communication

   a. Train students to communicate, politely, and ethically in a digital environment.

   b. This includes understanding digital ethics, privacy, and data security when interacting online.

3. Collaboration

   a. Encourage teamwork using digital platforms.

   b. Technology teaches Students to collaborate, share ideas, and effectively complete tasks.

4. Creativity

   a. Develop the ability to create and express ideas innovatively using digital media.

   b. Students are encouraged to experiment with various digital tools to produce creative work.

5. Critical Thinking & Evaluation

   a. Hone the ability to think critically, analyze, and evaluate the information and technology used.

   b. Students are invited to not only receive information, but also to question and assess its impact.

The elements of digital literacy are summarizied in the following table:

Table 1. Summary of the Five Elements of Digitali Literacy

Elemen	Brief Description
Information	Access, discover, and evaluate critical information.
Communication	Communicate ethically and responsibly
Collaboration	Effective cooperation using technology
Creativity	Innovative expression and creation through digital
Critical Thinking & Evaluation	Critical analysis and evaluation of information/technology

This framework is very suitable for application in education because it prepares students to become digitally savvy individuals who can think critically and responsibly in cyberspace.

Critical Thinking

This study uses the theoretical framework of critical thinking skills based on the model developed by Facione (1990). Facione identifies five key critical thinking skills: interpretation, analysis, evaluation, inference, and explanation. These skills are fundamental to measuring how individuals understand, assess, and use information critically and logically (Pratiwi et al., 2016).

Facione (1990) identifies six main aspects of critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation. These six aspects are a general framework that can be used to assess a person's critical thinking ability. However, in research practice, not all of these aspects have to be used thoroughly. Many previous studies have chosen to focus the analysis on specific aspects only, according to the purpose and context of the research conducted. Each aspect of critical thinking has

indicators that can be used to measure it specifically. Therefore, a person can still be said to have the ability to think critically even though it does not meet all the aspects stated by Facione, because critical thinking skills are complex and contextual. In this study, the researcher chose not to use the self-regulation aspect because this aspect will be used as the focus of the study in further research.

RESEARCH METHOD

This study uses a quantitative approach with associative research to identify and analyze the relationship between two or more variables (Jaya, 2021). This study's primary focus is to determine the strength and direction of the relationship between digital literacy as an independent variable (X) and critical thinking ability as a dependent variable (Y).

This study used the Slovin formula to determine the sample size, with a margin of error of ±10%. The population in this study is all junior high school students in Purbalingga City, which totals 5,171 students (*Badan Pusat Statistik Kabupaten Purbalingga*, 2025). Based on Slovin's formula, the number of samples is calculated as follows:

$$\text{n} = \frac{N}{1 + N\,(e)^2} + \frac{5171}{1 + 5171\,(0.1)^2} = \frac{5171}{1 + 51.71} = \frac{5171}{52.71} = 98$$

However, due to various practical considerations and the availability of respondents, the researcher set a sample size of 92 students, which is still in the range of error rate ±10%–11% and is considered representative for statistical analysis. The sampling technique used is the random sampling technique, which is the random selection of samples from the population without paying attention to specific strata or categories. This technique is used so that every student in the population has an equal chance of being selected as a respondent, so that it can minimize bias and produce more objective data.

The researcher collected information using the survey method by compiling a list of statements. The research instrument was in the form of a questionnaire with a Likert scale of 1–5.

1. Variable X (Digital Literacy): 10 question items based on indicators from Hinirichsen & Comms (2013), the items are stated in the following table:

Table 1. Variable instrument X

Variabel	Indicator	Statement
Digital Literacy	Access to Information	X . 1 I can easily find the information I need on line. X . 2 I can use various applications to find information.
	Information Evaluation	X . 3 I can distinguish between accurate information and hoaxes when using social media. X . 4 I always check the source of information before trusting it.
	Digital Communication	X . 5 I often discuss with friends using digital applications such as WhatsApp or Google Meet. X 6 I can express my opinion clearly through digital media.
	Digital Collaboration	X . 7 I am used to working with friends through digital media to complete tasks. X . 8 I actively contribute to group projects online.
	Digital Creativity	X . 9 I can use digital applications to create presentations or videos. X 10 I often try new things using digital technology.

2. Variable Y (Critical Thinking): 10 question items based on indicators from Facione (1990), the items are stated in the following table:

Table 2: Instrument Variable Y

Variabel	Indicator	Statement

Critical Thinking	Interpretation	Y.1 I can understand the information I read well
		Y.2 I understand the meaning of the various information I receive
	Analysis	Y.3 Analysis: I can identify important parts of information
		Y.4 I can distinguish facts and opinions in a text.
	Evaluation	Y.5 I always question the correctness of information before accepting
		Y.6 I can judge the quality of the sources of information I read
	Inference	Y.7 Inference: I can conclude from the information I receive
		Y.8 I can predict what will happen based on information
	Explanation	Y.9 Explanation: I can explain the reason behind my opinion
		Y.10 I can present the argument clearly and logically

The data in this study were amalyzed using:

a. Pearson Correlation test to find out the strength and direction of the relationship between variables.

b. Significance Test to ensure the statistical validity of the relationship

RESULTS AND DISCUSSION

The validity test in this study was carried out on 92 respondents; the validity test used a significant level (α) of 5% or 0.05. To obtain the r-value of the table, first look for Df = N-2 = 92 – 2 = 90, so that the r-value of the table = 0.205. The data is considered valid if the r value is calculated > r table and the significance value is < 0.05. The validity test results can be seen in the following table:

Table 3. Validity Test

Variabel	No. Item	R Count	R Table	Information
	X.1	0.733	0.205	Valid
	X.2	0.709	0.205	Valid
	X.3	0.566	0.205	Valid
	X.4	0.553	0.205	Valid
Digital Literacy (X)	X.5	0.552	0.205	Valid
	X.6	0.651	0.205	Valid
	X.7	0.664	0.205	Valid
	X.8	0.741	0.205	Valid
	X.9	0.731	0.205	Valid
	X.10	0.736	0.205	Valid
	Y.1	0.752	0.205	Valid
	Y.2	0.746	0.205	Valid
	Y.3	0.805	0.205	Valid
	Y.4	0.753	0.205	Valid
Critical Thinking (Y)	Y.5	0.694	0.205	Valid
	Y.6	0.667	0.205	Valid
	Y.7	0.721	0.205	Valid
	Y.8	0.665	0.205	Valid
	Y.9	0.691	0.205	Valid
	Y.10	0.739	0.205	Valid

Source: Data processing results

Table 3 above shows that all items are declared valid because the resulting coefficient is greater than 0.205. So that all statements can be used in this study.

Next, the researcher conducts a reliability test to determine the consistency of the measuring instrument if the same object is used more than once. If the reliability is less than 0.6, it is not good, while 0.7 is acceptable, and above 0.8 is good. Based on the

ASOSIASI DOSEN ILMU-ILMU ADAB (ADIA) SE-INDONESIA
FORUM DEKAN FAKULTAS ADAB/HUMANIORA/BUDAYA
ANNUAL INTERNATIONAL CONFERENCE 2025
"Cultural Resilience and Digital Literacy for a Diverse Society"

ANNUAL INTERNATIONAL
CONFERENCE

results of calculating the Cronbach's alpha formula using SPSS version 26, the decision of the reliability coefficient from the study was obtained as follows:

Table 4: Reability Test

Variabel	Cronbach's Alpha	N of Items
Digital Literacy (X)	.858	10
Critical Thinking (Y)	.897	10

Source: Data processing results

Table 4 above shows that all statement variables have values that can be categorized, and reliability is acceptable because it is greater than the Cronbach's alpha value of 0.6.

In this study, a statistical correlation analysis was carried out to determine the relationship between digital literacy and students' critical thinking skills, which can be seen from the following table:

Table 4. Correlations

		X	Y
X	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	92	92
Y	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

A strong (r = 0.623) and statistically significant (p = 0.000) correlation between digital literacy and critical thinking skills confirms a positive relationship. It aligns consistently with recent research trends that emphasize the crucial role of digital technology exposure in enhancing higher-order thinking abilities.

The following is a more detailed discussion based on questionnaire indicators

and their connection to previous findings:

1. The Relationship Between Digital Literacy (Variable X) and Critical Thinking Skills (Variable Y)Information Access (Indicators x.1 & x.2) shows a positive correlation with Interpretation (Indicators y.1 & y.2) and Analysis (Indicators y.3 & y.4). Students who can easily find information on the internet and use various applications to search for information (strong information access) tend to have a better understanding of the meaning of the information they receive (interpretation), and can identify key elements and distinguish facts from opinions (analysis). This foundational skill in accessing information is also emphasized by Yusra & Sesmiarni (2025), who found that efficient access to digital platforms enhances students' capacity to process and organize data, key elements in the early stages of interpretation and analysis.

2. Information Evaluation (Indicators x.3 & x.4) has a strong correlation with Evaluation (Indicators y.5 & y.6) and Inference (Indicators y.7 & y.8). Students' ability to distinguish accurate information from hoaxes and to verify sources before trusting them (information evaluation) is closely related to critical thinking in terms of questioning truth claims, assessing the quality of sources (evaluation), and drawing conclusions or making predictions based on valid information (inference). This aspect is crucial in the digital age, where misinformation is rampant. These findings strongly support Hinrichsen & Coombs' theory on information evaluation. They are consistent with research by Lee & Kim (2023), which demonstrated that media literacy training (including information evaluation) significantly improves students' ability to filter fake news and make logical inferences. Similarly, Liu et al. (2025) highlighted that digital source verification skills are strong predictors of critical evaluation ability among university students.

3. Digital Communication (Indicators x.5 & x.6) correlates with Explanation (Indicators y.9 & y.10). Students who frequently engage in discussions through digital apps and clearly express their opinions via digital media (effective digital communication) tend to be better at explaining the reasons behind their views and delivering arguments clearly and logically (explanation). According to

Shovmayanti (2024) digital communication facilitates constructive dialogue and argumentative debate, which trains students to formulate and articulate their critical thinking coherently

4. Digital Collaboration (Indicators x.7 & x.8) correlates with Analysis (Indicators y.3 & y.4) and Explanation (Indicators y.9 & y.10). Students who are accustomed to working collaboratively and actively contributing to group projects online (digital collaboration) indirectly train their ability to collectively analyze information, distinguish facts from opinions in group discussions, and explain and defend their arguments (explanation) among peers. This collaborative digital environment creates a dynamic that encourages students to think critically. Salsabila et al., (2025) Specifically, online collaborative projects involving data analysis and problem-solving significantly enhance students' analytical thinking and argumentation skills.

5. Digital Creativity (Indicators x.9 & x.10) correlates with Inference (Indicators y.7 & y.8) and Explanation (Indicators y.9 & y.10). Students who can use digital tools to create content and frequently explore new ideas using technology (digital creativity) tend to demonstrate stronger ability to draw conclusions and create something new (inference) and logically explain the process or outcome of their creations (explanation). As emphasized by Hinrichsen & Coombs, this aspect of creativity is closely linked to inferential thinking. Facione's model supports the idea that the creative process involves the synthesis and elaboration of ideas. Fauziyah (2024) found that assignments encouraging digital creative expression (e.g., creating educational videos) significantly improve students' ability to synthesize information and explain complex concepts—core elements of inference and explanation.

These findings consistently support and reinforce the conclusions of recent studies, which indicate that exposure to and active participation in digital environments play a fundamental role in enhancing higher-order thinking skills, including critical thinking. This study not only confirms the general trend but also specifically demonstrates how each dimension of digital literacy measured through the questionnaire—namely, access, evaluation, communication, collaboration, and creativity—directly contributes to

various dimensions of critical thinking ability, including interpretation, analysis, evaluation, inference, and explanation.

This underscores the notion that digital literacy is not merely a set of technical skills but a collection of competencies that, when practiced, inherently train and develop students' cognitive capacity to think critically in an increasingly digitalized world. The implication is that to improve students' critical thinking skills, educational interventions must go beyond delivering formal digital literacy knowledge and actively foster environments that encourage informal, reflective, and engaged digital practices.

CONCLUSIONS

This study confirms a significant positive relationship between digital literacy and students' critical thinking abilities. The findings reveal that students with higher digital literacy—encompassing the skills of access, evaluation, communication, collaboration, and digital creativity—also demonstrate greater abilities in interpreting, analyzing, evaluating, inferring, and explaining information.

This emphasizes that digital literacy is essential for developing higher-order thinking skills. It is not merely a matter of technical proficiency, but aligns with previous research highlighting the importance of technological exposure

Therefore, the results of this study provide a solid basis for developing educational curricula that are more responsive to the demands of digitalization. It is highly recommended that future curricula integrate and strengthen various aspects of digital literacy, not only as technical skills but as critical components in cultivating and enhancing students' critical thinking abilities in today's information-driven era.

REFERENCES

Badan Pusat Statistik Kabupaten Purbalingga. (2025). https://purbalinggakab.bps.go.id/id

Dhewi, A. S., & Ningrum, W. W. (2022). *STRATEGI LITERASI DIGITAL SEBAGAI SARANA PENGUATAN BERPIKIR KRITIS MAHASISWA PEMINATAN JURNALISTIK*.

Fauziyah, M. A. (2024). *PERAN GURU DI ABAD 21 MENGEMBANGKAN KEMAMPUAN LITERASI DIGITAL DALAM MENINGKATKAN KREATIVITAS SISWA DI ERA TEKNOLOGI.*

Hinrichsen, J., & Coombs, A. (2014). The five resources of critical digital literacy: A framework for curriculum integration. *Research in Learning Technology*, *21*. https://doi.org/10.3402/rlt.v21.21334

Jaya, I. M. L. M. (2021). *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata*. Quadrant.

Lee, J., & Kim, S. O. (2023). The influence of e-learning digital literacy on cognitive flexibility and learning flow in nursing students. *Journal of Korean Biological Nursing Science*, *25*(2), 87–94. https://doi.org/10.7586/jkbns.23.0001

Listrianti, F., Meylan Paputungan, & Rifqotul Amanatil Qowiyah. (2023). Pengaruh Media Pembelajaran Interaktif Berbasis Digital Terhadap Kemampuan Literasi Dan Numerasi Siswa Madrasah Ibtidaiyah Azzainiyah II. *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa dan Matematika*, *1*(5), 188–197. https://doi.org/10.61132/arjuna.v1i5.273

Liu, L., Wang, S., Chen, J., Li, H., Gui, J., & Zhang, R. (2025). Information literacy of higher vocational college students in digital age. *Journal of Librarianship and Information Science*, *57*(2), 539–550. https://doi.org/10.1177/09610006231224445

Oktaviani, F. D., & Setiawati, L. (2025). *Strengthening students' digital literacy for 21st-century learning in Islamic boarding schools*. *25*(1).

Panjaitan, N., Ananda, R., & Perkasa, R. D. (2024). *Pengaruh Literasi Digital Pada Pembelajaran IPS Terhadap Kemampuan Berpikir Kritis Siswa Kelas VIII Di SMP Muhammadiyah 22 Kisaran*. *23*(1).

Pratiwi, J. A., Mirza, A., & Nursangaji, A. (2016). *KEMAMPUAN BERPIKIR KRITIS ASPEK ANALYSIS SISWA DI SEKOLAH MENENGAH ATAS.*

Badan Pusat Statistik Kabupaten Purbalingga. (2025). https://purbalinggakab.bps.go.id/id

Dhewi, A. S., & Ningrum, W. W. (2022). *STRATEGI LITERASI DIGITAL SEBAGAI SARANA PENGUATAN BERPIKIR KRITIS MAHASISWA PEMINATAN JURNALISTIK.*

Fauziyah, M. A. (2024). *PERAN GURU DI ABAD 21 MENGEMBANGKAN KEMAMPUAN LITERASI DIGITAL DALAM MENINGKATKAN KREATIVITAS SISWA DI ERA TEKNOLOGI.*

Hinrichsen, J., & Coombs, A. (2014). The five resources of critical digital literacy: A framework for curriculum integration. *Research in Learning Technology*, *21*. https://doi.org/10.3402/rlt.v21.21334

Jaya, I. M. L. M. (2021). *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata*. Quadrant.

Lee, J., & Kim, S. O. (2023). The influence of e-learning digital literacy on cognitive flexibility and learning flow in nursing students. *Journal of Korean Biological Nursing Science*, *25*(2), 87–94. https://doi.org/10.7586/jkbns.23.0001

Listrianti, F., Meylan Paputungan, & Rifqotul Amanatil Qowiyah. (2023). Pengaruh Media Pembelajaran Interaktif Berbasis Digital Terhadap Kemampuan Literasi Dan Numerasi Siswa Madrasah Ibtidaiyah Azzainiyah II. *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa dan Matematika*, *1*(5), 188–197. https://doi.org/10.61132/arjuna.v1i5.273

Liu, L., Wang, S., Chen, J., Li, H., Gui, J., & Zhang, R. (2025). Information literacy of higher vocational college students in digital age. *Journal of Librarianship and Information Science*, *57*(2), 539–550. https://doi.org/10.1177/09610006231224445

Oktaviani, F. D., & Setiawati, L. (2025). *Strengthening students' digital literacy for 21st-century learning in Islamic boarding schools*. *25*(1).

Panjaitan, N., Ananda, R., & Perkasa, R. D. (2024). *Pengaruh Literasi Digital Pada Pembelajaran IPS Terhadap Kemampuan Berpikir Kritis Siswa Kelas VIII Di SMP Muhammadiyah 22 Kisaran*. *23*(1).

Pratiwi, J. A., Mirza, A., & Nursangaji, A. (2016). *KEMAMPUAN BERPIKIR KRITIS ASPEK ANALYSIS SISWA DI SEKOLAH MENENGAH ATAS*.

Rochmatika, I., & Yana, E. (2022). Pengaruh Literasi Digital Dan Gaya Belajar Terhadap Kemampuan Berpikir Kritis Siswa SMAN 1 Tukdana. *Perspektif Pendidikan dan Keguruan*, *13*(1), 64–71. https://doi.org/10.25299/perspektif.2022.vol13(1).9491

Salsabila, N. A., Salamah, W. I., Daulay, A. H., Nurul, B., & Salsabila, U. H. (2025). Pemanfaatan Teknologi untuk Meningkatkan Higher Order Thinking Skills (HOTS) di Era Digital. *Jurnal Ilmu Pendidikan Dan Psikologi*, *2*(2). https://journal.pipuswina.com/index.php/jippsi/article/view/137

Shovmayanti, N. A. (2024). *Generasi Digital: Mengasah Keterampilan Komunikasi di Era Teknologi*. CV. Mega Press Nusantara.

Warastuti, W., Prayitno, H. J., & Rahmawati, L. E. (n.d.). *Penerapan Literasi Digital dalam Membangun Kemampuan Berpikir Kritis Siswa di Sekolah Dasar*.

Yusra, & Sesmiarni, Z. (2025). Pemanfaatan Platform Digital dalam Meningkatkan Mutu Pendidikan. *Dirasah: Jurnal Study Ilmu Dan Manajemen Pendidikan Islam*, *8*(1). https://doi.org/10.58401/dirasah.v8i1.1624