

ABSTRAK

**ANALISIS KEMAMPUAN LITERASI DIGITAL SISWA SEKOLAH DASAR KELAS V**

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Penelitian ini bertujuan untuk menganalisis secara mendalam kemampuan literasi digital siswa kelas V sekolah dasar, mengidentifikasi faktor-faktor yang mempengaruhinya, serta mengkaji strategi guru dalam mengembangkan literasi digital dalam konteks pembelajaran reguler. Penelitian ini dilatarbelakangi oleh meningkatnya akses teknologi di sekolah dasar yang belum sepenuhnya diimbangi dengan kemampuan siswa dalam mengevaluasi informasi, memahami etika digital, serta menggunakan teknologi secara bertanggung jawab. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilaksanakan di SD Negeri Kentungan dan SD Kanisius Demangan Baru 1 Yogyakarta. Data dikumpulkan melalui observasi, wawancara semi-terstruktur dengan kepala sekolah, guru, dan siswa, serta penyebaran kuesioner kepada siswa kelas V. Hasil penelitian menunjukkan bahwa kemampuan literasi digital siswa berada pada tahap perkembangan awal. Siswa telah memiliki keterampilan teknis dasar dalam mengoperasikan perangkat dan mencari informasi menggunakan kata kunci, namun kemampuan mengevaluasi kredibilitas sumber, memahami keamanan data, serta menerapkan etika digital masih perlu penguatan. Aktivitas digital siswa cenderung didominasi oleh konsumsi konten visual dibandingkan produksi konten edukatif. Faktor yang mempengaruhi kemampuan tersebut meliputi ketersediaan fasilitas sekolah, kompetensi guru dalam integrasi teknologi, dukungan orang tua, serta kemampuan berpikir kritis siswa. Sinergi antara sekolah dan keluarga menjadi kunci dalam penguatan literasi digital secara komprehensif.

Kata kunci: Literasi Digital, Siswa Sekolah Dasar, Pembelajaran Digital, Studi Kasus

***ANALYSIS OF DIGITAL LITERACY ABILITIES OF GRADE V ELEMENTARY SCHOOL STUDENTS***

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*This study aims to analyze in depth the digital literacy skills of fifth-grade elementary school students, identify the factors that influence them, and examine teachers' strategies in developing digital literacy in the context of regular learning. This study is motivated by the increasing access to technology in elementary schools, which has not been fully matched by students' ability to evaluate information, understand digital ethics, and use technology responsibly. This study uses a qualitative approach with a case study method conducted at Kentungan Public Elementary School and Kanisius Demangan Baru 1 Elementary School in Yogyakarta. Data were collected through observation, semi-structured interviews with the principal, teachers, and students, as well as the distribution of questionnaires to fifth-grade students. The results show that students' digital literacy skills are in the early stages of development. Students already have basic technical skills in operating devices and searching for information using keywords, but their ability to evaluate the credibility of sources, understand data security, and apply digital ethics still needs to be strengthened. Students' digital activities tend to be dominated by the consumption of visual content rather than the production of educational content. Factors that influence these abilities include the availability of school facilities, teachers' competence in technology integration, parental support, and students' critical thinking skills. Synergy between schools and families is key to comprehensively strengthening digital literacy.*

*Keywords: Digital Literacy, Elementary School Students, Digital Learning, Case Study*