



Journal of Education, Teaching, and Learning is licensed under
A [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

SOCIAL LITERACY IN SOCIAL STUDIES LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS IN LAHAT CITY

Nawalinsi¹⁾, Aim Abdulkarim²⁾, Mamat Ruhimat³⁾, Murdiyah Winarti⁴⁾

¹⁾Universitas Pendidikan Indonesia, Bandung, Indonesia

E-mail: nawalinsi@upi.edu

²⁾Universitas Pendidikan Indonesia, Bandung, Indonesia

E-mail: aimabdulkarim@upi.edu

3

³⁾ Universitas Pendidikan Indonesia, Bandung, Indonesia

E-mail: mamatruhimat@upi.edu

⁴⁾ Universitas Pendidikan Indonesia, Bandung, Indonesia

E-mail: murdiyahwinarti@upi.edu

Abstract. Social literacy is a competency that every person needs to master. Social literacy can be developed in social studies subjects in junior high schools so that it can equip students with knowledge, attitudes, and skills to interact with and contribute to their environment. This research aims to describe the level of social literacy achievement of students in social studies. The data collection method was carried out using a questionnaire instrument on Google Forms related to social literacy, totaling 21 items. Data analysis uses descriptive analysis. This research involved the research subjects of junior high school students in the city of Lahat. The number of samples taken was 206. The results of the research show that the social literacy level of junior high school students in Lahat City obtained different percentages: the intellectual skills indicator was 28.94, social skills were 16.33, cooperation skills were obtained on average 11.97, and attitudes and social values were obtained on average. became the indicator that obtained the highest percentage of 30.86. The conclusions of this research show that the social literacy abilities of junior high school students in Lahat City are the lowest on the cooperation skills indicator. The results of this research imply that teachers can find out the social literacy level of their students, so they can design appropriate learning models and increase students' curiosity so that students' social literacy levels become better.

Keywords: Social Literacy; Social Studies Learning

I. INTRODUCTION

Apart from being individual creatures, humans are called social creatures. The essence of humans as social creatures is human awareness regarding their status, which cannot survive without the help of other parties (Ruhimat, 2019). Even though someone is in an established position in various ways, they still need communication, interaction, and socialization with other humans. Humans' subsequent development is greatly influenced by developments in science and technology. This dependence places technology as a primary need and no longer secondary because the increase in knowledge is very significant with the acceleration of information obtained from developing technology. So technology is an inevitability whose presence

cannot be denied. Every individual lives a life bombarded with an overabundance of information through technology.

In an era that is rapidly changing as technology advances in the 21st century, humans are required to have new skills to face a complex and ever-evolving future. The ability to access, adapt to, and create new knowledge using new information and communication technologies is very important for social inclusion in the current era (Warschauer, 2003: 8). People live in technology-driven environments characterized by abundant access to information, rapid change through technology, and the ability to collaborate and make individual contributions on an unprecedented scale. To face the 21st century, everyone must have critical thinking skills, information literacy, media literacy, and master information and communication

technology (Frydenberg & Andone, 2011; Supriehhatin et al., 2022).

Technology was created to make it easier for people to communicate with each other, not to end up breaking relationships between people. Behavior hubbing, or what we call the perpetrator pubber is used to show the excessive attitude of the person you are talking to. Someone with manners phubbing indicated that he was hurting other people by pretending to pay attention when being asked to communicate, but his gaze was intermittently fixed on the smartphone in his hands (Youarti & Hidayah, 2018). This attitude shows a low level of attention, which can result in a decreased ability to maintain concentration on anything serious. The inability to resist the temptation to check email or social media instead of focusing on the person we are talking to leads to so-called "distant" signals that tell others that "I am not interested" in what is happening here and now (Goleman, 2016). Apart from that, usage Too much tends to result in lost opportunities for children to practice speaking with the person they are talking to. As a result, they tend to be less sensitive to their social environment, and nowadays it is even rare to find children playing outside or in the field with their friends, such as playing hide and seek, chasing, or playing marbles. Traditional games like *Seven Stars* from South Sumatra or *Fort It's* just nostalgia, even though the game is very relevant to 21st-century skills, namely teamwork, communication, and other social interactions. Finally, since childhood, children have lost their ability to socialize. Seeing such changes in communication patterns, researchers indicate that technology has control over individual lives. Even though individuals should control technology. This condition is a challenge for us to face and create alternatives as a solution to improve it from an early age through education.

Research shows that the millennial generation's direct social interaction abilities are lower than those of previous generations. Ease of interaction using gadgets with an intensity causes internet addiction causing students to be lazy about socializing and conveying messages directly (Ayub & Sulaeman, 2022). Then research by Turnbull (2010) research proves that someone who spends a lot of time accessing the internet has little time to communicate with other people in real life. This asocial trend is in contrast to the cultural heritage of people who are friendly and like to smile when greeting and communicating with each other. This condition also contradicts the goals of education in the era of Industrial Revolution 4.0 and Society 5.0, which develop social interaction intelligence in a broad environment at a global or interaction level for *the future*. Therefore, a new educational paradigm is needed in Indonesia to overcome the challenges of this era of globalization and create a golden generation in 2045, namely a generation that is not only intellectually intelligent but has a strong character so that it can benefit the surrounding community. As quoted by Suardipa (2020) in his article, education that provides high knowledge without being accompanied by good character will make the knowledge gained less useful. Likewise, vice versa, if someone has

character but no knowledge, then their usefulness is less than optimal, so there needs to be a balance between the two. This is by the national ideals, which are also the national commitment of the Indonesian government, which has been confirmed in the preamble to the 1945 Constitution, namely: "to protect the entire Indonesian nation and all of Indonesia's blood and to promote general welfare, educate the life of the nation, and participate in implementing a world order based on independence, eternal peace, and social justice...". Making the nation's life intelligent, as stated in the quote, is a cultural conception, not just a biological conception. Smartening the nation's life goes further than just smartening the nation's brain. It is this nation's life that must be made intelligent, meaning not only fighting against social ignorance (*social foolishness*), but also against social backwardness (*social backwardness*), feudalism, and exploitative patronage. Thus, making the nation's life intelligent is a demand for modernization and advanced civilization as Khalifatullah.

The literacy in question today leaves behind the old definition of just reading and writing, but more than that, it includes mastery of one's skills in a literacy context that is obtained and placed through interactions with other people both within and outside the formal and informal curriculum (Blair et al., 2018). A literate person not only carries out cognitive functions but also affective and psychomotor functions. Mastery of literacy shows each individual's language skills; therefore, literacy is seen as a means that can be used to obtain and communicate information. As people become more literate, their worldviews broaden; they are able to compare opposing viewpoints critically and to think logically and scientifically (Street, 1997). Minister of Education and Culture (Mendikbud) Anies Baswedan launched the school literacy movement "Language for Growing Character." The school literacy movement was developed based on Minister of Education and Culture Regulation Number 21 of 2015 concerning the development of character. The Minister of Education and Culture said that the Minister of Education and Culture Regulation was an effort to foster children's character. Based on the objectives of the literacy movement, the process standards referred to in the regulations above contain the intention of empowering literacy through the learning process. Thus, in education that is oriented towards increasing literacy, children are not only taught to know about something; more than that, they are taught to apply their knowledge and behave in accordance with their values so that they can harmonise themselves and create a harmonious life. The importance of literacy skills for individuals, therefore, began to be studied from the perspective of various scientific disciplines, so studies were born on media literacy, scientific literacy, mathematical literacy, critical literacy, and one of which was social literacy.

Social literacy that starts from an early age will result in the ability to understand texts that will continue to improve, so that they are able to understand their meaning and communicate effectively through text in order to communicate well (Campbell et al., 2014; Pickford, 2020).

In this way, you will build good habits not only for yourself but also for other people around you. In accordance with the objectives of the School Literacy Movement, which is part of the National Literacy Movement and was developed based on Minister of Education and Culture Regulation Number 21 of 2015, namely efforts to foster the character of students through cultivating the school literacy ecosystem, which is realised in the School Literacy Movement, so that they become lifelong learners, The social literacy of students at school can be built in many ways, one of which is by getting used to sharpening ourselves to empathise with conditions outside ourselves that we do not experience. In other words, a learning model is needed that is designed to actively involve students in solving social problems. In general, education that is oriented towards life skills aims to function as education by its nature, namely developing the human potential of students to face their role in the future both as independent individuals, citizens of society, and as citizens. One of the eyes The lesson that can be used as an instrument for a solution to develop students with social literacy is social studies. IPS is designed attractively so that not only cognitive intelligence but also attitudes and skills will increase.

II. METHODS

The research methodology for this study is confined to a preliminary investigation, utilising a quantitative descriptive analysis. The study took place from April to May 2023, and data collection involved a questionnaire comprising 21 items based on social literacy indicators. The questionnaire underwent rigorous evaluation and validation by a team of promoters and experts in the field to ensure its appropriateness for collecting data and information about social literacy in social studies learning among students.

The author conducted data collection on students in Lahat City, South Sumatra Province, with a total of 206 students serving as subjects in the research. The research results were analysed using a descriptive analysis approach that focused on the numerical data processed through statistical methods related to students' social literacy in social studies learning. The outcomes were then presented in the form of a table illustrating average research subject indicators. The data technique employed measures students' social literacy, specifically intellectual skills, social skills, collaboration skills, and social attitudes and values.

III. RESULT AND DISCUSSION

Education is the main key needed to prepare a generation that has competencies that are a global need. The low level of social literacy skills in children shows that character education and internalisation of values are still not optimal. This could be because the value orientation in learning only focuses on cognitive values, so many children do not have social skills, one of which is shown by a person's low language skills in communicating. Individuals can be categorised as having good communication skills if they are able to understand information received from various

sources and can infer this so that the recipient of the message understands it.

Social literacy is an important competency that needs to be mastered by every individual (Alsubaie, 2022). Social literacy is the process of learning about social skills and developing social knowledge to understand and interpret various social problems that must be faced in life (Arthur & Davison, 2000). Weak communication skills, which are an indicator of social literacy skills, are seen when individuals find it difficult to adapt to their environment, for example, by not greeting their friends, not reprimanding the teacher first, having difficulty expressing opinions during discussions, having difficulty starting and ending conversations with older people, and so on. Research by Suryaningsih and Nursalim (2014) shows that many students are less able to communicate with other people, both teachers, school staff, and fellow friends, which causes disruption to the students' self-development because they lack information related to their development and it is difficult to express opinions during the teaching and learning process. From the interpersonal communication questionnaire he distributed in one of the classes, almost 30% of students were found to have low interpersonal communication skills. So there is a need for alternatives in learning to increase interaction and communication by instilling social literacy skills.

Research Results and Data Related to Students' Social Literacy

As discussed in the research method, this research uses a descriptive analysis method for preliminary study results. This method was used for initial research to collect data regarding the social literacy abilities of students in junior high school. The existence of social literacy skills in students will also reveal how students view themselves as an integral part of society and must contribute to society (Azzahra et al., 2018).

Understanding social literacy includes four aspects, namely intellectual skills, social skills, cooperation skills, and social attitudes and values (Jarolimek, 1986). Social literacy involves active and confident social partitioning skills, including the skills, knowledge, and attitudes needed to provide reasoned judgements in a community (Arthur, Davison, & Stow 2014). The scope of social literacy is not just knowledge of solving social problems and issues but also the social skills needed to live and solve all problems in life. So it can be concluded that social literacy is an ability that a person can use to live in society and contribute to society, which includes intellectual abilities, attitudes, and values as well as social skills.

Social literacy can be developed in social studies learning by providing students with knowledge, attitudes, and skills that are in accordance with social studies learning objectives. As stated by Sapriya (2019), the aim of IPS is to develop the characteristics of Indonesian citizens who are good at social attitudes and behaviour in social life. The same understanding is also conveyed: social studies aims to develop students' thinking skills, attitudes, and values as

individuals as well as as social and cultural beings (Winarti, 2017). Based on these goals, students are expected to be not only intellectually intelligent but also socially intelligent. The broad goal also expects students to become individuals who have social literacy skills. Social studies is a subject that has a broad scope and global thinking that is relevant to social literacy skills related to social interaction and communication, which are competencies that students must have.

This research was conducted on students in junior high school. Based on the data collection carried out, information was obtained based on social literacy indicators, as shown in the picture below.

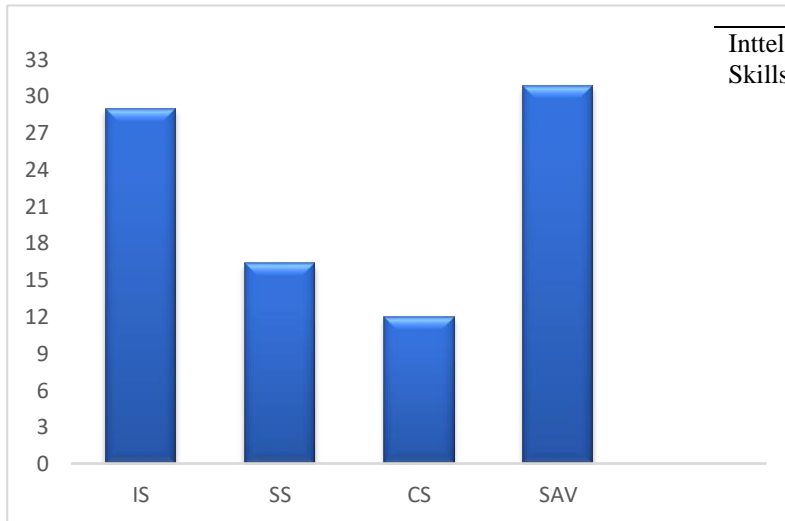


Figure 1. Student social literacy

- IS : Inttellectual skills
- SS : Social Skills
- CS : Cooperation Skills
- SAV : Social Attitude and Values

From the analysis of the data and diagram above, it is known that each indicator shows that the level of social literacy of junior high school students in Lahat City obtained different percentages: the intellectual skills indicator was 28.94, social skills were 16.33, and cooperation skills were obtained on average. 11.97, and social attitudes and values were the indicators that obtained the highest percentage of 30.86. So it can be concluded that the social literacy skills of junior high school students in the city of Lahat are the lowest on the cooperation skills indicator. Based on these findings, it becomes an illustration that will be used in social studies learning to develop learning models and build a classroom environment that allows students to share ideas and experiences by working together or in groups so that students understand the importance of working with friends, collaborating, being creative, and establishing good communication between students, teachers and students, and teachers with teachers. This allows students to engage in cooperative learning that encourages social and relationship skills that will build a community of partnerships in the

classroom and are necessary for academic progress (Teo & Divakar, 2021; Karakas & Kartal, 2020). Apart from that, teachers can also provide social literacy at school by providing an understanding of social life to students, especially about how to empathise with fellow friends, respect each other, love, and live in harmony.

Next, to find out the items with the values for each indicator, see the following table:

Table 1
 Students' Social Literacy Abilities are Based on Indicators for Each Aspect

Aspect	Indicator	No	Total score	Mean
Inttellectual Skills	The ability to identify and define issues	1	869	4,21
	The ability to make hypotheses and write conclusions based on information	2	860	4,17
	Analyze and synthesize data	3	844	4,09
	Distinguish between facts and opinions.	4	842	4,08
	Formulate causal factors	5	829	4,02
	Proposing opinions from different perspectives	6	854	4,14
	Make value judgments in making decisions.	7	864	4,19
Social Skillss	Social sensitivity	15	922	4,47
	Ability to control yourself	16	860	4,17
	Ability to exchange thoughts and experiences with others	17	798	3,87
Collaboration skillss	The ability to take a role in a group	18	786	3,81
	Participate in groups in group discussions	19	786	3,81
	Participate in making group decisions	20	840	4,07
Social	Knowing the	21	840	4,07
		8	899	4,36

attitude and values	values that prevail in society	Makes a fair decision based on the values it knows	9	888	4,31
		Able to be responsible for the tasks given	10	871	4,22
	Instill honesty as citizens.	Showing a sense of brotherhood and caring for fellow human beings	11	934	4,53
		Instill discipline outside and inside the classroom.	13 14	930 939	4,51 4,55

Based on the table above, it can be seen that of the four aspects of social literacy, the one with the lowest average was the cooperation aspect. In the cooperation aspect, the average of the three indicators, the first being the ability to take a role in a group, is 3.8; the second is participating in a group, which is 4.07; and the third is participating in making group decisions, which is 4.07. Then, in the social skills aspect, a low average value was also found for the indicator of the ability to control oneself at 3.81 and for the indicator of the ability to exchange ideas and experiences with other people at 3.81.

Aspects of cooperation and social skills are closely related. For example, in group learning activities that form discussions to exchange ideas and experiences, students need self-control and good role-taking or participation in the group. We can conclude that social literacy has a significant influence on cooperation abilities and social skills because it allows students to know their strengths and contribute to group assignments or discussion forums (Alsubaie, 2022). Understanding roles and contributions is an important understanding of students' collaborative abilities. Social literacy helps team members understand each individual's role and contribution. This prevents misunderstandings about the duties and responsibilities of each member and also helps in appreciating the diversity of contributions each individual brings.

Cooperative capabilities involve interaction and communication between individuals working together to achieve common goals. Social literacy provides a strong basis for carrying out effective cooperation and having a positive impact. Social literacy influences the ability to collaborate, namely effective communication, involving an understanding of communication norms and the ability to communicate well. This includes the ability to listen

carefully, convey ideas clearly, and understand the hidden meaning behind the message conveyed. Good communication skills are very important in collaboration because they allow team members to understand each other better and avoid unnecessary confusion or conflict (Xie & Jiang, 2022; Valente & Lourenco, 2020). Social literacy enables individuals to appreciate and respect differences in background, culture, views, and experiences. This creates an inclusive environment within the team where each member feels valued and recognised, resulting in harmonious collaboration. Social literacy also involves the ability to think critically about information and ideas. This can stimulate deeper discussion and collaboration in a cooperative context. The ability to analyse situations wisely and design solutions based on the views of various team members is the result of good social literacy. Social literacy acts as an important basis for building and maintaining effective collaborative capabilities.

Considering the importance of social literacy for each individual in improving social relationships, individual problems related to their low interpersonal communication skills and interaction with their environment need to receive attention to provide alternatives or breakthroughs in learning. Thus, in facing developments in the era such as the 21st century, which cannot be avoided, we must respond and adapt how education provides a good space to be able to utilise advances in technology and information on the attitudes, personalities, and behaviour of students regarding morals, character, and diversity of students (Abdulkarim, 2021). Several strategies can be used to increase students' social literacy, including presentations in class, carrying out newsreader or interview simulations, holding small discussions or panel discussions, or implementing models. *problem-based learning* (Widjajanti et al., 2018).

Apart from that, teachers also need to teach students how to appreciate friends who have demonstrated their abilities with applause, simple praise, or positive comments, which can build students' motivation to continue improving their communication skills. As stated by Brina & Delahunty (2021), teachers must train students to develop partnerships in the learning environment, and students must learn to talk and listen to each other in learning. Apart from that, they must praise each other for their various achievements. Constructive appreciation is needed by students because they feel that what is conveyed is appreciated by the recipient of the message, which will inspire self-confidence in them. Apart from that, in teaching social literacy, teachers also need to discuss the relevance of social cues, such as facial expressions, tone of voice, eye gaze, and body language, in everyday interactions. This will increase the quality of engagement and allow students to interpret other nonverbal elements in the discussion (Heljaka and Ihamaki, 2018). The importance of social literacy for students will facilitate cognitive and soft skills for holistic academic development.

IV. CONCLUSION

The results of the research show that the social literacy level of junior high school students in Lahat City is lower in cooperation skills compared to other indicators, namely social skills and intellectual skills, and the highest in indicators of attitudes and social values. Social literacy skills refer to a person's ability to understand, analyse, and participate in social and cultural interactions well. Thus, social literacy skills become one of the competencies that must be mastered in individual and societal life. Low indicators of cooperation can be caused by a lack of experience that trains students to work together (teamwork) and collaborate in a learning environment. Based on these findings, considering the importance of social literacy for each individual in improving social relationships, attention needs to be paid to providing alternatives or new breakthroughs in social studies learning so that students not only have cognitive abilities but also other skills such as communication, collaboration, and cooperation (teamwork). and creativity so that they are able to connect theories in the classroom with real-world conditions, improve social relationships, and overcome problems related to interpersonal communication and interaction with their environment.

REFERENCES

- Abdulkarim, Aim et al. (2021). *The Model of Mobile Application-Based Learning in Social Sciences Learning to Enhance Students` Digital Literacy*. Advances in Social Science, Education and Humanities Research, volume 636. Annual Civic Education Conference (ACEC 2021)
- Alsubaie, M.A. (2022). Distance education and the social literacy of elementary school students during the Covid-19 pandemic. *Heliyon* Celpress. Volume 8, Issue 7, Juli 2022. <https://doi.org/10.1016/j.heliyon.2022.e09811>
- Arthur, J., Davison, J., & Stow, W. (2014). *Social Literacy, Citizenship Education And The National Curriculum*. Routledge. <https://doi.org/10.4324/9781315011196>
- Arthur, J & Davidson, Jon. (2010). *Social literacy and citizenship education in the school curriculum*. *The Curriculum Journal*, 11:1, 9-23. <http://dx.doi.org/10.1080/09585170036136>.
- Ayub, M & Sulaeman, S.,(2022). *Dampak Sosial Media Terhadap Interaksi Sosial Pada Remaja: Kajian Sistematis*. *Jurnal Penelitian Bimbingan dan Konseling*. Vol 7, (1).
- Az-Zahra, H. R., Sarkadi, & Bachtiar, I.G. (2018). *Student Social Literacy in Their Daily Journal*. *Mimbar Sekolah Dasar*. Vol 5, No. 3
- Blair, C., McKinnon, R.D. & Daneri, M.P. (2018). *Effect of the tools of the mind kindergarten program on children's social and emotional development*. *Early Childhood Research*. Quarterly, Volume 43, 2nd Quarter (2018), pp.52-61
- Chadziqah, N., Abdulkarim, A. & Winarti, E. (2017). *The implementation of problem based learning Model in developing students' higher order thinking in social studies learning (A Descriptive Study on Teacher in SMP Negeri 40 Bandung)*. *International Journal of Social Studies*. Vol 2, No 2.
- Frydenberg, M., & Andone, D. (2011). *Learning for 21 st Century Skills*, 314–318.
- Goleman, D. (2016). *Social intelligence: Ilmu baru tentang hubungan antar manusia*.
- Jarolimek, J. (1982). *Social Studies in Elementary Education*. New York: Macmillan Publishing Company.
- Joyce, C., Rossignoli, S., & Amonoo-Kuofi, E.F. (2019). *21st Century Skill : Evidence of issues in definition, demand and delivery for development contexts*. Emerging Issues Report. Knowledge, evidence and learning for development (K4D).
- Karakas, A. & Kartal, G. (2020). *Pre-Service Language Teachers' Autonomous Language Learning with Web 2.0 Tools and Mobile Applications*. [International Journal of Curriculum and Instruction](https://doi.org/10.1080/00131317.2020.1811196). Vol.12 No.1.
- Manullang, R.A. (2015). *Pengaruh Kecerdasan Sosial Terhadap Prestasi Belajar Siswa Di Smk Negeri 2 Kota Jambi*. *Jurnal Ilmiah Universitas Batanghari Jambi* Vol.15 No.3 Tahun 2015
- Martati, B & Haryanti, T. (2021). *Teachers and Parents Collaboration in Literacy and The Student Character Learning*. *Journal of Nonformal Education* p-ISSN 2442-532X | e-ISSN 2528-4541 Vol 9, No 1 (2023) 97-105
- Ruhimat, Mamat. (2019). *Manusia, Tempat dan Lingkungan*. Yogyakarta: Ombak.
- Sapriya. (2019). *Pendidikan IPS: Konsep dan pembelajaran*. Bandung: Remaja Rosdakarya
- Suardipa, I, Putu. (2020). *Urgensi Kompetensi Pedagogi Guru sebagai influencer Pendidikan*. *Purwadita: Jurnal Agama dan Budaya*. Vol. 4, No. 1, Maret 2020, pp. 75-82
- Supriehatin, M. Y., Sarwanto, S., & Sudrajat, A. (2022). *The Influence of School Environment Conditions, Teacher Professional Competency, and Learning Facilities on IPS Learning Interests in State SD Students in Kecamatan Sambungmacan*. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 14(1), 71–80. <https://doi.org/10.30595/dinamika.v14i1.10856>
- Suryaningsih, Illa & Nursalim, Mohamad. (2014). *Penerapan Teknik Jigsaw Dalam Layanan Informasi untuk Meningkatkan Kemampuan Komunikasi Interpersonal Siswa Kelas XI TEI 3 SMKN 1 Driyorejo, Gresik*. *Jurnal BK UNESA*. [Vol 4, No 3](https://doi.org/10.24127/bk.v4i1.10856)
- Swasono, S.R. (2012). *Menemukan Kembali Republik Indonesia kita: Revitalisasi Pendidikan IPS dalam Pembangunan Karakter Bangsa*. Seminar Pembangunan Karakter Bangsa HISPISI bekerjasama dengan FISE UNY Yogyakarta.

- Teo, T.C., & Divakar, A. (2021). *Understanding the concepts of digital learning approaches: An empirical analysis of schools in developing countries*. *Journal of Applied Learning and Teaching*. Volume 4, Issue 1, 20 January 2021, Pages 120-128
- Turnbull, C.F. (2010). *Mom Just Facebooked Me and Dad Knows How to Text: The Influences of Computer-Mediated Communication on Interpersonal Communication and Differences Through Generations*. *The Elon Journal of Undergraduate Research in Communications* • Vol. 1, No. 1. doi: 10.3389/educ.2020.00005
- Valente, S. & Lourence, A.A. (2020). *Conflict in the Classroom: How Teachers' Emotional Intelligence Influences Conflict Management*. *Frontiers in Education*. Volume 5. Article 5
- Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. Cambridge, MA: MIT Press. Whitworth, S. A.,
- Widjajanti, C dkk (2018). *Peningkatan Proses Pembelajaran Dan Penilaian Pembelajaran Abad 21 Dalam Meningkatkan Kualitas Pembelajaran SMK*. Ditjen Dikdasmen.
- Winarti, M., & Kusmarni, Y. (2017). *The Reinforcement of History Material with Multicultural Base on Social Studies Lessons*. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 147. 1st International Conference on Social Sciences Education, Multicultural Transformation in Education, Social Sciences and Wetland Environment" (ICSSE 2017).
- Xie, Rouying & Jiang, Jinzang. (2022). *Creativity: The Effectiveness of Teacher-Student Conflict*. *International Journal of Environmental Research and Public Health*. Volume 19. Issue 3. <https://doi.org/10.3390/ijerph19031628>
- Yourarti, I. E. & Hidayah, N. (2018) *Perilaku Phubbing Sebagai Karakter Remaja Generasi Z*. *Jurnal Fokus Konseling* , Volume 4, No. 1 (2018), 143-152