



## Transformation of Character Education Based on THK for Elementary School Students in the Digital Era

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### Abstract

*This study aims to determine the meaning of Character Education, Tri Hita Karana, Digitalization, and the transformation of character education based on Tri Hita Karana in elementary schools in the digital era. The meaning of Education. Education "is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state" (Law No. 20 of 2003) ". This study uses a descriptive qualitative method. This study applies secondary data, where this data is obtained from various sources in the form of books and journals that are still related to the title of the study, because this type of research is a literature study. The researcher will describe and explain in detail the meaning of Character Education, Tri Hita Karana, Digitalization, and the transformation of character education based on Tri Hita Karana in elementary schools in the digital era. Character education based on Tri Hita Karana is a relevant approach and is very much needed in forming good student personalities in the digital era. By utilizing technology wisely and integrating spiritual, social, and environmental values, students can be taught to live in harmony with God, others, and the environment. Therefore, it is important for educators to create a learning environment that prioritizes a balance between character values and the use of technology in order to form a generation that is intelligent, well-mannered, and cares about others and the environment..*

## INTRODUCTION

Education is something that every individual must get. Education can be obtained through both formal and non-formal channels, (Syaadah et al., 2023). One of the formal ways that individuals commonly use to get an education is through school education. School education is education that is taken by individuals in the process of school activities that are managed

systematically, regularly and in stages through strict and clear provisions that start from kindergarten to education at college. Including at the elementary school level. Elementary school is the first formal school that must be attended by students in Indonesia, (Hayati, 2021). Elementary school takes six years, starting from the first grade to the sixth grade, through activities that are neatly arranged and planned, (Irawan et al., 2022). As a school, elementary schools must be able to develop in society in order to provide services in educating students in achieving national education goals. Education in elementary schools has a big goal that is useful for the country and the students themselves. Education in elementary schools aims to be the main foundation in building knowledge, intelligence and personality so that students can live independently and can continue their education at a higher level so that it is hoped that students will be formed who have good character, (Acesta, 2023). Elementary school education also aims to develop basic knowledge, skills and attitudes that will be used by students in the process of everyday life. In the knowledge process, elementary school students will be equipped with knowledge related to information that can be used by students in solving everyday knowledge. In skills, students will be equipped with all forms of skills to support students to be able to actively solve problems through the process of thinking and the process of carrying out actions. In the aspect of attitude, elementary school students will be equipped with the instillation of values and morals as citizens. Therefore, education in elementary schools must be implemented optimally so that these goals can be achieved by students. Education in elementary schools will not be separated from the learning process. Learning in elementary schools must be adjusted to the characteristics of elementary school students, (Amaliyah & Rahmat, 2021).

Elementary school students are individuals who are in a very important stage of character formation. In the digital era, character education must be able to utilize technology wisely to support the development of positive values, such as honesty, responsibility, cooperation, and empathy. Although technology offers many benefits, it is also important to maintain a balance between digital learning and direct social interaction. With the right approach, character education in the digital era can help shape a generation that is not only academically intelligent but also has good character, ready to face the challenges of the future (Fike et al., 2024).

## **METHODS**

This study uses a descriptive qualitative method, where researchers will describe and explain in detail the meaning of Character Education, Tri Hita Karana, Digitalization, and the transformation of character education based on Tri Hita Karana in elementary schools in the digital era. This study applies secondary data, where this data is obtained from various sources in the form of books and journals that are still related to the title of the study, because this type of research is a literature study. The study began by conducting a preliminary study by analyzing the material. Material analysis is based on statistical data, literature studies and relevant theories. The data that has been collected is processed and analyzed in the right way. The results of the study were obtained and concluded.

## **RESULTS AND DISCUSSION**

### **Understanding Character Education**

Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu (2020), suggests that the word character comes from the Greek *charassein* which means to draw. (Oktavimadiana & Nugrahanta, 2022) defines character as a unique trait

possessed by an individual that differentiates him from other individuals, whether in terms of nature, traits, disposition and talent. (Siregar & Nugrahanta, 2022) explains that character is the nature, disposition, morals or personality of a person which is formed from the internalization of various virtues which are believed in and underlie the person's perspective, thinking, attitude and way of acting.

Character education can be interpreted as an education system by instilling values in accordance with the nation's culture with components of knowledge aspects (cognitive), attitudes, feelings (affection feeling) and actions, both towards God Almighty, both for oneself, society and one's nation (Ade Cita putri Harahap, 2019). It can be concluded that character is closely related to morals, behavior, perspectives, thought patterns, and attitudes shown by a person. Character education is a system of instilling character values that include components of knowledge, awareness, willingness and action to implement values, both towards God Almighty, oneself, others and the environment so as to become a perfect human being (Rasyid et al., 2024).

Character education aims to improve the quality of the educational process and results that lead to character education and noble morals of learners in a complete, integrated and balanced manner in accordance with the graduate competency standards in each educational unit (Rasyid et al., 2024).

It can be concluded that character education is the instilling of moral values in a person or group of people and encouraging them to adopt good habits in everyday life such as good manners, speaking ethics, honesty, responsibility, fairness, religion, and so on (Harahap, 2019).

#### **Understanding Tri Hita Karana**

In Indonesia in general and in Bali in particular, there is a philosophy called Tri Hita Karana teachings which comes from Sanskrit, namely from the word tri which means three, and hita which means happiness in life/prosperity, and karana which means cause. However, this concept does not only refer to the realm of the cause of happiness but also the effect and process of achieving happiness through the harmonization of the three elements. The harmonization in question is a balanced relationship between humans and prajapati (God), praja (humans), and kamadhuk (nature) (Syahriyah & Zahid, 2022). The three elements in Tri Hita Karana are described into three aspects, namely parhyangan (human relationship with God/Sang Hyang Widhi), pawongan (human relationship with humans), and palemahan (human relationship with nature). These elements must be carried out simultaneously to create comfort and prosperity in both physical and spiritual life. The goal is for humans to not only be biological and sociological creatures but also theological and ecological. The Parhyangan element contains the ethics of theocentrism, leading humans to become religious individuals and devoted to God Almighty. As devout religious people, they certainly try to build harmony with the Creator through various noble deeds. The representation of this obedience is shown by working hard according to the level of ability they have (Syahriyah & Zahid, 2022). The Pawongan element molds humans into socially pious creatures who care about others. The relationships between humans that are built do not deny differences considering how diverse the Indonesian nation is in order to achieve Sundaram. Meanwhile, the palemahan element contains ethics towards nature, not just ecocentrism, ethics that focus on living things (animals, humans, and plants) but biocentrism includes ethics towards biotic (living things) and abiotic (non-living things, such as mountains, rocks, soil, etc.). Humans must be open and care about nature and preserve its existence which is starting to be threatened (Adhitama, 2020). According to the concept of Tri Hita Karana, humans and nature have the same and balanced position. Humans who damage nature will be

rewarded according to their actions (Syahriyah & Zahid, 2022).

### **Definition of Elementary School Students**

Elementary school students are children who often experience drastic changes both physically and mentally. In general, elementary school children have an age range of 6-12 years. then there are various forms of development that occur. However, there are three main developments discussed in this article, namely physical development, cognitive development and psychosocial development. The physical development of elementary school students can include biological growth processes such as bone, muscle and brain growth, (Hayati, 2021). At the age of 10 years, the height and weight of the child will experience an increase of approximately 3.5 kilograms for both girls and boys. However, after the child experiences adolescence with an estimated age of 12-13 years, girls will develop faster than boys.

The cognitive development of elementary school students can include changes that occur in the thought patterns of elementary school students, (Hayati, 2021). Cognitive expert, piaget (1964), states that there are four cognitive phases experienced by humans, namely: the sensorimotor phase, the preoperational phase, the concrete operational phase and the formal operational phase.

States that there are four cognitive phases experienced by humans, namely: the sensorimotor phase, the preoperational phase, the concrete operational phase and the formal operational phase, (Hayati, 2021). J. Havighurst (1953) states that there must be a line with the development of student aspects that include psychological, social and moral aspects. Students when approaching school have been able to develop the ability to think in action and social influence as a whole. In the early school period, students are still in a period of egocentrism towards themselves and their environment. This means that students at this time are still centered on themselves and things related to their environment such as family, home, and kindergarten (Dzikrulloh et al., 2024).

After students enter the lower grades of elementary school, students begin to show self-confidence and some have been able to show feelings of inferiority. At this stage, students will show that they are adults. Students will feel that they will be able to do the task on their own. So this stage is also known as the stage “ I can do it my self”.

Students who have entered the upper class will have a high concentration. Students will be able to set aside more time for tasks they like and do them seriously. At this stage, students will be more independent, able to work together in groups and try to behave in order to be accepted in their environment. At this stage, students are also able to play games honestly.

In this phase, students are also able to assess themselves and compare them with others. Lower grade students will tend to make social comparisons to existing norms, while higher grade students have been able to make social comparisons by assessing their own abilities.

The result of this cognitive and physical development in high school students will show that students become more mature. In high school students they want to be treated as if they were adults. Social and emotional changes that occur in high school students, when students are involved in a group will give rise to a sense that they are valuable figures. When rejection occurs in a group it will have an impact on more serious emotional problems. At this stage, students will greatly appreciate the existence of friends than in the previous phase. At this stage students will prefer uniformity in making friends, for example in the clothes they wear. Students at this stage will really like the same clothes as their friends as a form of solidarity. At this phase the relationship between teachers and students will always change. For low school students, they have a dependency on their teachers so they easily accept what their teachers say. At the

beginning of high school the relationship between teachers and students becomes more complex. Students will tell their teachers more often than their parents. Even some students will tend to make their teachers as models. However, on the other hand, at this stage, students can argue with the teacher in a different way than in the previous stage, and there are even some students who openly disagree with the teacher.

In high school students have started to enter adolescence. One sign that students are entering adolescence is the beginning of students to do reflection. Reflection in question is to think about what is happening in their minds and conduct their own assessments. Students will think about the possibilities that occur. Students in this adolescent phase will be able to realize that there is a difference between what they think, feel and what they do. This is what makes students start to consider several possibilities that occur. Therefore, students who are in this phase will easily feel dissatisfied with their own achievements. Students will criticize themselves and make comparisons with other students and try to improve their behavior.

### **Understanding Digitalization**

Digital literacy in elementary school is the ability to use digital media properly, correctly, and responsibly to obtain learning information, find solutions to problems, complete learning assignments, and communicate various learning activities with other learning people. Mastery of digital literacy will enable training participants to adapt to the increasingly rapid progress of information technology. Mastery of digital literacy will enable training participants to save energy, time, costs, and expand networks, expand information, strengthen knowledge achievement, and improve digital literacy skills (Restianty, 2018).

The current digital era is expected to be able to spur school residents to utilize digital literacy in academics. One of the benefits that can be taken from this digital era is that school residents can access the latest educational information. This activity can be done by utilizing digital media. These digital media include computers, laptops, or smartphones connected to the internet network that can be easily accessed by school residents. Digital literacy in schools has shifted from conventional reading and writing literacy using print media to electronic media which is commonly called digital literacy. For example, many teachers teaching in schools have accustomed their students to bringing smartphones by giving assignments that can be searched for digital sources, namely by accessing Google (Veronika et al., 2022).

Implementation of Digital Literacy in Schools Digital literacy is not limited to discussing technology itself, but also more on how to be literate correctly. Digital citizenship is a basic thing that needs to be instilled in students to enter the increasingly developing digital world. Understanding and practicing digital citizenship includes time management, managing cyberbullying, cybersecurity management, privacy, critical thinking, and digital empathy. Today's digital phenomenon is created and managed by humans, so that all human activities have been included in the digital world, so that humans must hold fast to responsibility for the digital, because with digital humans will teach other humans to be better, not towards destruction. Ultimately, in digital literacy, it needs to be based on qualified digital ethics. So that it is not easily influenced by negative things that are available in digital technology. The ethics of using digital literacy are something important and are the basis for digital users to act and do in the digital world. The challenge for teachers and students in learning during the Covid-19 Pandemic with the existence of technology to realize quality education is no longer constrained by facilities in schools that are still based on printed books, low student learning outcomes, parents cannot teach, and teachers are not ready, all have been facilitated by the existence of technology that has made it easier to obtain knowledge but with the principle of



ethical norms. Including all elements of education need to increase supervision and control of digital literacy programs in the educational environment, especially in learning to facilitate the current generation to be ready to face today's digital era. Digital literacy skills for students certainly play a role in finding information that supports the success of the learning that is being followed. Students who have good and responsible digital literacy skills certainly have the ability to choose important information in learning, and are able to communicate it and convey ideas in the digital space. Students who have digital literacy skills certainly require students to think, as well as communicate and work, the goal of which is that digital literacy skills play an important role in supporting the success of learning. students with good digital literacy skills will try to help achieve their learning goals (Rini et al., 2022). This is where teachers are required to play an active role in guiding each student to understand the importance of ethics in the digital space.

### **Transformation of THK-Based Character Education for Elementary School Students in the Digital Era**

Character education is one of the important aspects in the formation of superior and quality individuals, especially at the elementary education level. To achieve this, many approaches can be applied, one of which is Tri Hita Karana. The concept of Tri Hita Karana comes from Balinese culture, Indonesia, which emphasizes the harmonious relationship between humans and God (Parhyangan), humans and fellow humans (Palemahan), and humans and the environment (Pawongan). In the context of character education, Tri Hita Karana can be a very relevant foundation for developing students' characters, especially in the challenging digital era.

#### ***Tri Hita Karana in Character Education***

Tri Hita Karana has three interrelated aspects, namely: a. Parhyangan (human relationship with God): Teaches the values of spirituality and religiosity, forming closeness to God through moral and ethical understanding, b. Palemahan (human relationship with fellow humans): Emphasizes the importance of healthy social interaction, tolerance, cooperation, and mutual respect between individuals, c. Pawongan (human relationship with the environment): Teaches the importance of preserving the environment and having a sense of responsibility towards the earth. In the digital era, these three aspects remain relevant and need to be aligned with rapid technological developments (Lestari et al., 2024).

#### ***Transformation of Character Education Based on Tri Hita Karana in the Digital Era***

In the digital era, technology can be used to strengthen students' spirituality through various digital media that teach religious values and life ethics. Some approaches that can be applied are: a. Religious Learning Applications and Platforms: Use of applications that provide teaching materials on religious values, prayers, or interactive learning of holy books. For example, applications that teach prayer readings or moral teachings related to certain religious teachings, b. Positive and Educational Digital Content: Using digital media such as videos, podcasts, and articles that teach about the importance of closeness to God, cleanliness of the heart, and morality in accordance with religion. This content can be accessed by students anytime and anywhere, c. Online Learning that Focuses on Life Values: Integrating spiritual values into online learning. For example, inviting students to reflect through self-reflection or online group discussions on moral and religious themes (Zain & Mustain, 2024).

Healthy social relationships are essential in shaping students' character. In this context, technology can support character development in various ways: a. Digital Ethics Education: With the advancement of technology, children are often exposed to cyberspace which is full of

information that is not always good. Therefore, it is important to teach digital ethics, such as how to interact politely on social media, avoid cyberbullying, and the importance of maintaining privacy and security in the digital world, b. Collaborative Learning through Technology: Using technology-based learning platforms that allow students to work together on group assignments or projects. An example is using applications such as Google Classroom or Edmodo which allow students to communicate and collaborate even though they are in different places, c. Utilizing Social Media to Promote Positive Values: Schools can use social media to invite students to participate in social campaigns that encourage character values such as tolerance, cooperation, and empathy. For example, creating a campaign to share inspiring stories that promote positive values (Afif et al., 2024).

In the digital era, it is important to educate students to be more concerned about the environment, both the physical environment and the digital environment. Technology can be used to encourage environmentally friendly attitudes in students: a. Environmental Education through Digital Platforms: Using digital media such as educational videos and environmental-based applications to teach students about the importance of protecting nature and the surrounding environment. Students can learn about global and local environmental issues through online courses or webinars involving environmental experts, b. Digital-Based Environmental Projects: Creating technology-based projects that teach students how to protect the environment, such as campaigns to reduce plastic waste or energy management. For example, students can use technology to create applications or websites that educate others about the importance of maintaining a clean environment, c. Educational Simulations and Games: Using technology-based games or simulations that teach about the importance of preserving nature. For example, games that teach students to solve environmental problems, such as creating solutions to reduce pollution or maintain biodiversity (Efendi., 2020).

#### ***Challenges in Implementing Tri Hita Karana-Based Character Education in the Digital Era***

Although technology has great potential to support character education, there are several challenges that need to be faced, including: a. Exposure to Negative Content: Students in the digital era are often exposed to content that is not educational or even damaging to their character. Therefore, it is important to monitor the use of technology and provide media literacy education so that students can choose good and useful information, b. Dependence on Technology: Excessive use of technology can reduce direct social interaction, which is important for students' social and emotional development. Therefore, there needs to be a balance between digital learning and face-to-face learning that prioritizes social interaction, c. Lack of Digital Ethics Education: Many students have not received adequate digital ethics education, such as how to behave well in cyberspace or how to maintain their personal identity on the internet. Therefore, it is important to include digital ethics education in the school curriculum (Metode et al., 2024).

To overcome these challenges, some solutions that can be implemented include: a. Digital Literacy and Ethics Provision: Teaching digital literacy comprehensively so that students are able to use technology wisely, and understand the impact of technology use on their lives and others, Collaboration between Schools, Parents, and the Community: To create an environment that supports character education, collaboration between schools, parents, and the community is very important. Schools can hold training or workshops for parents on how to accompany children in using technology positively, c. Integration of Character Values in Daily Learning: Integrating Tri Hita Karana values in every subject and activity at school, both directly and indirectly. This can be done by providing examples, activities, or assignments that reflect these

values.

## CONCLUSION

Character education based on Tri Hita Karana is a relevant and much-needed approach in shaping good students' personalities in the digital era. By utilizing technology wisely and integrating spiritual, social, and environmental values, students can be taught to live in harmony with God, others, and the environment. Therefore, it is important for educators to create a learning environment that prioritizes a balance between character values and the use of technology in order to form a generation that is intelligent, well-mannered, and cares about others and the environment.

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