Implementation of ICT-Based Learning Media to Enhance Digital Literacy in Elementary Schools

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ABSTRACT: This research explores the implementation of ICT-based (Information and Communication Technology) instructional media at the elementary school level and its impact on students' digital literacy. The study was conducted at MI Ma'arif NU Penaruban, with research subjects including the school principal, teachers, and students. Key findings include the proactive role of the school principal in developing a vision for ICT usage, the use of diverse instructional media by teachers, positive responses from students to technology in learning, and challenges in ICT implementation such as infrastructure issues and teacher training. The research recommendations encompass technology infrastructure development, teacher training, sustained school support, and ongoing evaluation of ICT implementation. The results of this study provide valuable insights into how technology can be effectively used to enhance digital literacy at the elementary school level.

KEYWORDS: Instructional Media, ICT, Digital Literacy, Elementary School.

INTRODUCTION

The importance of digital literacy as an essential skill is a strong foundation in the modern era. Digital literacy involves the ability to interact with digital technology, access, critically evaluate, and use information, as well as participate effectively in various aspects of life in the digital world (Ahmadi & Ibda, 2019).

In an environment where digital technology dominates almost every aspect of life, having good digital literacy is a necessity. This applies to all segments of society, from children in elementary schools to professionals in various industries. How digital literacy is implemented in elementary education is of great importance (Kurnia et al., 2019).

The implementation of ICT (Information and Communication Technology)-based learning media in elementary schools is an effective way to introduce digital literacy to students from an early age (Fadjeri & Nurchayati, 2022). This learning media includes the use of hardware and software technologies such as computers, tablets, educational software, and internet access.

When digital literacy is introduced in elementary education, several aspects need to be considered. First, adequate access. Schools must ensure that all students have equal access to technology. This means providing the necessary devices and internet connectivity for all students. Second, teacher training. Teachers need to receive adequate training to integrate technology into the learning process and teach students about safe and beneficial usage. Third, the development of critical skills. Students need to be taught not only how to operate devices but also how to critically access information (G et al., 2023). They must understand how to discern between accurate and inaccurate information and develop strong research skills. Fourth, digital security. Students should be taught the importance of digital security, including protecting their personal information and behaving ethically when interacting online. Fifth, collaborative skills. Collaborative skills in the digital world should also be emphasized. Students need to learn how to communicate and work effectively in an online environment. Sixth, time management. Digital literacy also includes good time management in using technology. Students need to understand when it's appropriate to use digital devices and when it's better not to. Lastly, lifelong learning. Digital literacy is not a one-time goal. It's a skill that continues to evolve throughout life because technology keeps changing and evolving (Handayani et al., 2022).

By integrating digital literacy into the elementary school curriculum and providing necessary support to students and teachers, we can help the younger generation succeed in an increasingly digitally connected world. This is an essential step in preparing them for the challenges and opportunities offered by the ever-changing digital era.

In today's digitally connected world, digital literacy has become an essential skill. However, despite extensive research on digital literacy and the use of technology in education, there is a lack of specific research focusing on the implementation of ICT-based learning media at the elementary school level. This signifies a theoretical gap that needs to be filled in understanding how

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ICT-based learning media can be developed and effectively integrated into the elementary school curriculum to enhance students' digital literacy. This research aims to fill that gap by conducting an in-depth exploration of the concepts, strategies, and impacts of implementing ICT-based learning media in elementary schools.

Several previous studies have provided initial insights into our understanding of technology implementation in elementary education. For example, Study A explored the use of tablets in teaching mathematics to fourth-grade students in multiple elementary schools (Hamdanah & Hasanuddin, 2019). The findings of this study indicated that the use of tablets can significantly improve students' understanding of mathematical concepts and problem-solving skills. These findings provided an initial glimpse into the positive potential of technology in helping students master subject matter more effectively.

However, there are more aspects to be uncovered in this research. For instance, we need to delve deeper into the various models and strategies used by teachers in integrating ICT-based learning media into the elementary school curriculum. Are there more effective approaches than others in helping students develop their digital literacy?

Moreover, it is also crucial to evaluate the long-term impact of using ICT-based learning media on students' digital literacy. For instance, how do elementary school students' digital literacy skills affect their development as they move on to higher levels of education? Can the use of technology in elementary schools better prepare them to face the demands of an increasingly complex digital world?

As we explore the concepts and strategies in implementing ICT-based learning media in elementary schools, we also need to consider digital safety and ethics. How can schools integrate lessons on online security and ethical behavior in technology use? These are important questions in a digital world filled with challenges and risks (Khaira, 2021).

This research will not only provide deeper insights into the use of technology in elementary education but also offer practical guidance for elementary school teachers, schools, and policymakers in enhancing the effective use of technology to improve students' digital literacy. With these efforts, we can ensure that the younger generation has a solid foundation to thrive in an increasingly connected and digital world in the future (Ryantini et al., 2022).

In today's educational world, digital literacy is becoming increasingly important alongside technological advancements. However, at the elementary school level, there is still a gap in understanding how ICT-based learning media can be effectively integrated into the curriculum to enhance students' digital literacy. This research aims to fill this gap by delving deeper into the concepts, strategies, and impacts of implementing ICT-based learning media in elementary schools (Mansyur, 2023).

The main objectives of this research are, firstly, to evaluate the extent to which the implementation of ICT-based learning media can contribute to improving students' digital literacy in elementary schools. This includes various aspects, such as students' ability to use technology, their understanding of digital security, their ability to critically assess information, and their readiness to face the challenges of the digital world. Secondly, this research will identify factors that influence the success or failure of implementing ICT-based learning media in elementary schools. These factors include teacher training, the availability of technology infrastructure, support from the school, and the relevance of the curriculum used (Nailiah & Saputra, 2022).

This research will make a significant contribution to the literature on the development of digital literacy in elementary schools, which is currently limited. We hope that the results of this research will provide a deeper understanding of how technology can be effectively used in the education of elementary school children and how this can enhance their digital literacy.

Furthermore, this research will provide practical guidance for elementary school teachers to develop more innovative and relevant teaching methods in teaching digital literacy. In addition, the results of this research will also provide valuable insights for policymakers in designing more effective training programs and allocating resources wisely to support the implementation of ICT-based learning media in elementary schools (Silubun & Tembang, 2022).

Therefore, this research has the potential to make a significant contribution to improving the quality of elementary education in the current digital era. It helps elementary school students become better prepared to face an increasingly connected and digital world in the future.

METHODS

The research method employed in this study is a qualitative approach with a case study as the primary design. The choice of a case study is considered the most suitable method because it allows us to delve deeply into the implementation of ICT-based learning media at MI Ma'arif NU Penaruban. In this approach, the research subjects consist of three main groups that are interconnected: the school principal, teachers, and students.

The school principal serves as the first subject to be interviewed. Through interviews, we aim to understand the school's vision regarding ICT implementation, the planning that has been undertaken, and the allocation of resources provided for technology in education. This provides a macro-level perspective on the direction of technology implementation at the school.

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Next, we focus on the teachers at MI Ma'arif NU Penaruban. These teachers are the primary agents responsible for integrating ICT into the teaching process. Interviews with them help us understand how they use ICT in teaching, how they respond to changes in teaching methods, and the challenges they face in integrating technology into their daily teaching.

Following that, there is a focus group interview with students. Through this group discussion, we listen to their views on the learning experience using ICT-based learning media. How they feel about technology in learning and how the use of technology affects their understanding of digital literacy becomes the main focus of this group interview.

Furthermore, direct observations are conducted in the classrooms. This allows us to witness firsthand how teachers integrate ICT into the teaching process. We take notes on how technology is used, how students interact with ICT-based learning media, and how the overall classroom atmosphere changes with the use of technology.

Data collected from various sources, including interviews, focus group interviews, and observations, are analyzed using a thematic analysis approach. Key findings are identified, categorized into relevant themes, and used to formulate comprehensive research findings. It is important to note that research findings are validated with the respondents to ensure that the data we gather are accurate and valid (Setiawan, 2018).

The results of this research are compiled in an in-depth research report. This report includes a description of the implementation of ICT-based learning media, research findings, and recommendations for improvements in the use of technology in education at MI Ma'arif NU Penaruban. Thus, the entire research method forms the basis for better understanding how technology can be effectively used to enhance digital literacy at the elementary school level.

RESULT

The research conducted at MI Ma'arif NU Penaruban has revealed several significant findings regarding the implementation of ICT-based learning media to enhance digital literacy at the elementary school level. These findings provide a deeper understanding of the impact of technology use in education and the challenges faced by education stakeholders.

1. Proactive School Principal's Vision. The school principal at MI Ma'arif NU Penaruban plays a crucial role in developing a proactive vision related to the use of ICT in education. They have a strong understanding of the potential of technology to improve students' digital literacy. This vision drives the school to engage in thorough planning and allocate sufficient resources to support ICT implementation.

2. Diverse Use of Learning Media. Teachers at MI Ma'arif NU Penaruban have actively integrated various ICT-based learning media into their teaching. They use educational software, instructional videos, educational websites, and other online resources to support the learning process. The use of diverse media allows them to explain concepts more dynamically and personalize learning according to students' needs.

3. Positive Student Responses. Students at MI Ma'arif NU Penaruban have shown a highly positive response to the use of technology in learning. They feel more engaged in lessons and have high motivation to learn. The use of technology also helps them develop essential digital literacy skills in this digital era. They become more proficient in searching for information online, evaluating the accuracy of information, and interacting with technology.

4. Challenges in ICT Implementation. Despite the many benefits of using ICT, the research also identified several challenges that need to be addressed. One of the main challenges is the availability of adequate infrastructure. Some teachers and students still face inconsistent access to hardware and stable internet connections. Another challenge is the need for ongoing teacher training to enhance their understanding of effective technology use in education. Additionally, continuous support in integrating technology into the curriculum is crucial for long-term success.

The recommendations generated from this research include:

1. Infrastructure Development. Schools should continually improve their technology infrastructure to ensure the availability of adequate hardware and stable internet connections.

2. Teacher Training. Teachers need to receive ongoing training in the effective use of technology in education.

3. School Support. Schools should provide continuous support in integrating technology into the curriculum and allocate the necessary resources.

4. Ongoing Evaluation and Improvement. Schools should continuously evaluate ICT implementation and make improvements based on evaluation findings.

The results of this research provide a strong foundation for the development of better educational approaches in the current digital era. The increased digital literacy of students at MI Ma'arif NU Penaruban serves as a real-world example that the wise integration of technology can bring significant benefits to learning and prepare the younger generation to face the challenges of an increasingly complex digital world.

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DISCUSS

This research provides valuable insights into the implementation of ICT-based learning media at the elementary school level, specifically at MI Ma'arif NU Penaruban. There are several significant findings that deserve further discussion, as well as relevant recommendations for improving the use of technology in education.

First and foremost, it is important to emphasize the key role of school principals in the success of ICT implementation in education. As the primary leaders in schools, principals are not only administrators but also change agents (Taufiqurrahman, 2022). Their proactive vision regarding the potential of technology to enhance students' digital literacy creates a strong foundation for positive change. There is a consensus among education experts that strong educational leadership is key to transforming schools into environments focused on effective and sustainable learning. Principals with a proactive vision related to ICT in education set a very positive example and can help schools remain relevant in the face of rapid educational changes (Linggasari & Rochaendi, 2022).

Furthermore, the diverse use of ICT-based learning media by teachers is a crucial step toward inclusive and dynamic learning. This allows educators to adapt their teaching methods according to the needs and learning styles of individual students. Vygotsky's constructivist learning theory emphasizes the importance of interaction and learning experiences in the educational process. By using a variety of learning media, teachers can create deeper learning experiences for students, enabling them to develop a better understanding of concepts and stimulating their interest (Novarina et al., 2019).

Moreover, the positive response of students to the use of technology in learning is a strong indicator that technology has the potential to motivate and support the learning process. The use of technology in education can provide surprise and interactivity, helping students stay engaged and enthusiastic about learning. The research by Damodharan and Rengarajan (2011) shows that technology use can enhance student motivation, and this is a highly relevant step in an increasingly digitally connected world.

Although there are challenges in ICT implementation, such as infrastructure issues and teacher training, it is important to remember that these are challenges that can be overcome with careful planning. The role of schools and governments in providing the necessary support and resources is crucial in overcoming these obstacles (Dewi et al., 2021). Technical and pedagogical challenges are a natural part of technology implementation in education, but with strong commitment and appropriate investment, these challenges can be overcome and even turned into opportunities to improve education.

The recommendations resulting from this research are highly practical and include technology infrastructure development, ongoing teacher training, sustained school support, and continuous evaluation of ICT implementation (Ilmi et al., 2021). These measures can help schools and other educational institutions face challenges and leverage the full potential of technology in learning.

Lastly, it is important to remember that digital literacy is not just about using technology but also about understanding digital ethics, digital security, and the ability to critically assess information. Therefore, the integration of ICT in education is an important part of preparing students for an increasingly digitally connected world.

Overall, this research provides valuable insights into how to effectively use technology to enhance digital literacy at the elementary school level. Wise and sustainable implementation of ICT in education is the key to creating relevant learning and preparing students to be digitally literate citizens in a continually evolving digital era (Khomsiyatun, 2018). With strong school leadership, diverse use of ICT-based learning media, and positive student support, we can take education toward a brighter and digitally connected future.

In relation to the key points discussed in this research, there are several things that need to be continued to support the successful implementation of ICT-based learning media at the elementary school level:

1. Technology Infrastructure Development.

    The development of a strong and reliable technology infrastructure in schools is the primary foundation for integrating technology into the learning process. The success of ICT implementation in education heavily relies on the availability of adequate hardware such as computers, tablets, and fast internet connections. This allows easy and seamless access to digital resources needed by teachers and students. The development of widespread Wi-Fi networks within schools is also a key element. Stable Wi-Fi enables the use of technology in learning without interruptions and efficient access to digital content throughout classrooms. In facing these challenges, it is important to collaborate with local authorities and educational institutions (Lipton & Hubble, 2023). This involves allocating adequate budget for technology infrastructure, regular maintenance, and long-term planning for hardware upgrades. This collaboration can also include partnerships with technology companies or non-governmental organizations that can assist in infrastructure development. With a strong technology infrastructure and sustained support from all stakeholders, schools can create a learning environment that suits the demands of our increasingly complex digital age. Reliable infrastructure is a critical foundation for the success of ICT implementation in education.

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2.   Teacher Training.

Teachers are the backbone of ICT implementation in education. Therefore, continuous training focusing on understanding technology and its use in teaching is a necessity. This can include training in the use of educational technology tools and applications, as well as effective teaching strategies utilizing technology. Teacher training plays a central role in the success of Information and Communication Technology (ICT) implementation in the world of education. Teachers are instrumental in making ICT an effective tool in the learning process.

Hence, an approach centered on continuous training and understanding technology and its application in teaching is crucial. Ongoing teacher training allows them to regularly update their knowledge and skills to remain relevant in our rapidly evolving technological world. Teachers need to have an in-depth understanding of the technology they use, including hardware, software, applications, and digital learning platforms. They should also be able to integrate these technology tools into their lesson plans (Zed et al., 2023).

Furthermore, teacher training should encompass the use of educational technology tools and applications that align with the curriculum and learning objectives. Teachers need to know how to design engaging learning activities with the help of technology to motivate students, facilitate active engagement, and achieve learning goals.

It is also essential for teachers to develop effective teaching strategies using technology. They should be capable of designing learning activities that capture students' interests and provide value. Well-trained teachers can also identify the impact of technology use on learning and make necessary adjustments to their lesson plans based on evaluation results.

With comprehensive and continuous teacher training, schools can ensure that their teachers are prepared to face the challenges and opportunities that arise from using technology in education. Well-trained teachers are the key to success in helping students develop strong digital literacy skills and preparing them for a future that is increasingly digitally interconnected.

3.   Sustainable School Support.

In an increasingly digitally connected education world, schools play a crucial role in supporting teachers in the use of technology in teaching. This includes providing ongoing support in various forms. Firstly, schools must offer the necessary technical support to teachers. This involves maintaining and repairing the hardware and software used in the learning process. Teachers should feel confident that when they encounter technical issues, there are resources available to help them overcome them. Schools should also provide relevant support resources. These can include access to digital resources, such as digital libraries, online learning content, or learning platforms that can be used by both teachers and students. These resources should align with the curriculum and learning objectives. Additionally, the school environment should encourage experimentation and innovation. Teachers should feel free to try various technology-based teaching approaches without fear of repercussions if something doesn't work. Innovation is the key to continuous educational development (Ansori, 2022). To help coordinate these efforts, some schools form education technology teams or have a technology coordinator. These teams can assist in selecting the right technology, training teachers, and monitoring the progress of technology use in schools. Overall, sustained support from schools to teachers in using technology is essential to creating a learning environment that aligns with the demands of the digital age. With this support, teachers can feel confident and prepared to integrate technology into their teaching, which, in turn, will greatly benefit students' development in an increasingly digitally connected world.

4.   Continuous Evaluation.

Evaluation helps schools measure the extent to which technology has influenced learning. This includes analyzing how technology has enhanced students' digital literacy, whether they are more capable of using technology wisely, and to what extent technology has facilitated the achievement of learning objectives. Student Progress Monitoring: Evaluation also aids in monitoring student progress. Using technology, learning data can be collected in more detail and accuracy (Prijowuntato, 2020). This allows teachers to identify areas where students may be struggling or need improvement.

Evaluation results provide valuable insights that can be used to improve teaching strategies. Teachers can adjust their teaching methods based on evaluation data to more effectively meet students' needs. This also means that curricula can be updated and improved in line with technological and educational developments. Continuous Improvement. Evaluation is a tool for continuous improvement. Strong evaluation data allows schools to identify policies or practices that have been successful and those that have not. This enables them to make necessary changes to enhance overall learning quality. When done correctly, evaluation provides deep insights into how technology affects learning and helps schools become more responsive to students' needs (Raibowo & Nopiyanto, 2020). This is a crucial step in ensuring that the implementation of ICT in education is maximally beneficial and has a positive impact on students' digital literacy and learning outcomes.

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5. Integrated ICT Curriculum.

School curricula should be revised and updated to integrate technology more effectively. In an increasingly digitally connected era, technology has become an integral part of everyday life. Therefore, incorporating technology into the curriculum is a vital step in preparing students for the future. It is important to prioritize digital literacy in the curriculum. Students need to understand how to use technology wisely, comprehend digital ethics issues, and be able to discern reliable information from unreliable sources. Subjects focusing on digital literacy should be an integral part of the curriculum, ensuring that every student has a strong foundational knowledge in this area (Alimuddin, 2023). Moreover, the curriculum should enable students to develop skills relevant to the current digital world. These skills include technical skills such as programming, app development, and data analysis, as well as critical skills like creative thinking, problem-solving, and digital communication. Furthermore, technology should also be integrated into other subjects. For example, in natural sciences, technology can be used to support experiments and research. In language subjects, technology can enhance students' speaking and writing skills. The curriculum should be a flexible and periodically updatable document. The world of technology keeps evolving, and education must adapt to these changes. This requires close collaboration with industry experts and other stakeholders to ensure that the curriculum remains relevant to the demands of the time. Thus, by revising and updating the curriculum to integrate technology more effectively, schools can ensure that students receive an education that aligns with an increasingly digitally connected world. This helps students better prepare for the challenges and opportunities offered by a technology-dependent future.

6. Inclusive Approach.

The importance of inclusivity in the use of ICT (Information and Communication Technology) in education cannot be overstated. The concept of inclusivity asserts that every student should have equal opportunities to access and use technology in an educational context. This includes students facing various accessibility challenges, such as physical, sensory, or cognitive disabilities. One crucial step in achieving inclusivity is the development of digital content that is disability-friendly. Content like text, images, and videos should be designed to be easily accessible by all students, including those with disabilities. This includes providing alternatives for visual content, so students with accessibility challenges can access information easily. Moreover, the use of assistive technology tools is also crucial in achieving inclusivity. Students with accessibility challenges may require specialized hardware or software that enables them to interact with technology. This includes specialized keyboards, screen readers, or other devices that facilitate accessibility (Masbur, 2016). Teacher training is also a crucial aspect of an inclusive approach to ICT use. Teachers need to receive adequate training to understand the diverse needs of students and how to effectively use technology to support their learning. This will help teachers create an inclusive learning environment. It is also important to ensure that the assessments used in learning are fair and inclusive. Students should have equal opportunities to demonstrate their understanding without unnecessary barriers. Inclusive assessments consider various communication methods and evaluate students' understanding. Overall, inclusivity in the use of ICT in learning is an effort to create an environment where every student feels valued, supported, and has an equal opportunity to grow and learn. This is a crucial step in ensuring that technology is used to enhance education for all students, regardless of their backgrounds or individual challenges.

7. Holistic Digital Literacy Development.

Holistic digital literacy is a critically important concept in modern education. It encompasses more than just understanding technology; it includes a deep understanding of how to behave wisely, ethically, and safely in an increasingly interconnected digital world. Comprehensive digital literacy includes an understanding of technology—how it works and how to use it effectively. But it also involves digital ethics, with an understanding of privacy rights, copyright, and responsibilities when interacting online. Students need to know how to protect themselves and others when online, as well as understand potential risks such as phishing attacks or personal data breaches. Critical ability to evaluate information wisely is also an integral part of digital literacy (Saomah, 2017). This helps students identify reliable sources, recognize invalid information, and understand how information bias can influence their views. Digital literacy also means being able to participate wisely in the online world, collaborate positively, share content thoughtfully, and understand the impact of their online actions. It is also important to incorporate education about digital ethics into the curriculum. This helps students understand ethical principles in the digital world and encourages positive and responsible behavior. With holistic digital literacy, students will be better prepared to face the challenges and opportunities in an increasingly interconnected digital world while keeping themselves and others wise and ethical.

8. Parental Engagement.

Parental engagement is a crucial factor in the success of ICT implementation in education. Parents play a significant role in supporting their children's learning, and this also applies to digital learning. They need to have a deep understanding of

the benefits and risks of using technology in their children's education. This involves explaining how technology can enhance learning, facilitate access to information and educational resources, and prepare children for an increasingly interconnected digital world. On the other hand, they also need to understand the risks associated with technology use, such as potential exposure to inappropriate content or digital security issues (Nabila et al., 2021). In addition to understanding, parents also need guidance on how they can support digital learning at home. This includes positively monitoring their children's technology use, talking to them about wise usage, and maintaining open communication to discuss experiences or issues that may arise when children use technology. Parental engagement can also strengthen collaboration between school and home in supporting children's education (Ulfah, 2022). This creates a consistent and supportive environment for the holistic development of students' digital literacy. Thus, parental engagement is one of the essential pillars in bridging the digital divide and ensuring that technology is used beneficially and safely in children's education.

9. Ongoing Research.

To continually advance the best approaches to the use of ICT (Information and Communication Technology) in education, there must be a commitment to ongoing research and monitoring of educational technology trends. This is crucial to ensure that schools and educational institutions remain relevant and at the forefront of leveraging the latest technology. Ongoing research plays a role in gaining a deeper understanding of the impact of technology on learning (Hidayat & Basuki, 2018). This includes research on the effectiveness of technology-based teaching methods, the influence of technology on student outcomes, and the identification of best practices in technology use across various educational contexts. The results of this research provide valuable insights that can help schools make evidence-based decisions. Furthermore, monitoring educational technology trends is a critical step in understanding the latest developments in the technology world. Technology continues to evolve rapidly, and to stay ahead, schools need to be aware of emerging trends, such as the use of artificial intelligence, gamified learning, or the latest online learning platforms. With an understanding of these trends, schools can plan the right strategies for integrating the latest technology into education. In this increasingly digitally connected era, research and trend monitoring become essential tools to help schools and educational institutions innovate continually and maximize the potential of technology in supporting learning. It also ensures that education remains relevant to the ever-changing technological landscape.

By continuing these efforts, schools can help students become more prepared for a digitally connected world, develop strong digital literacy skills, and prepare them for a future heavily influenced by technology.

CONCLUTION

This research has revealed several significant findings regarding the implementation of ICT-based learning media at the primary school level, particularly at MI Ma'arif NU Penaruban. Based on these findings, we can draw several key points. First, the role of school principals with a proactive vision for the use of ICT in education is crucial to the success of technology implementation. Their leadership provides a strong foundation for the development of technology-based learning practices. Second, the use of various ICT-based learning media by teachers has enabled personalized learning and adaptation to students' learning styles. This creates a more engaging and inclusive learning environment. Third, the positive response of students to the use of technology in learning indicates that technology has significant potential to motivate students and enhance their engagement in the learning process. However, this research also identifies challenges that need to be addressed, such as infrastructure issues, teacher training, and sustainable support. The recommendations arising from this research include the development of technology infrastructure, intensive teacher training, ongoing school support, and continuous evaluation of ICT implementation.

Overall, this research provides valuable insights into how technology can be effectively used to enhance digital literacy at the primary school level. Wise and sustainable ICT implementation in education is the key to creating relevant learning experiences and preparing students to become digitally literate citizens in an increasingly complex digital era. With the right commitment and investment, schools can ensure that students acquire strong digital literacy skills that will help them succeed in the future.

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