ANALYSIS OF THE IMPACT OF EDUCATION POLICY IN THE SOCIETY 5.0 ERA ON IMPROVING THE QUALITY OF NATIONAL DEVELOPMENT IN JEMBER

Nihna Atho'a Rosfalia [1] , Ikha Durrotun Nasikhah [2] , Firman Priyo Suhasto [3] , Mailinda Anis Zulaiha [4]
[12 34] Al-Falah As- Sunniyah University Jember's Kencong
e - mail : [1] nihnaathoa@uas.ac.id , [2] ikha@uas.ac.id , [3] priyo@uas.ac.id , [4] mailinda@uas.ac.id

Abstract

This study aims to analyze the influence of education policies in the Society 5.0 era on improving the quality of national development, with a focus on high school and vocational high school (SMA) levels in Jember Regency. The research approach employed a mixed methods approach, including surveys, in-depth interviews, and observations of students, teachers, and principals. The research findings indicate that technology-based education policies contribute to improving students' digital literacy , strengthening their character, and improving the readiness of educational institutions. Despite infrastructure gaps between regions, the majority of schools have initiated the shift toward technology-based learning. Teachers play a crucial role as drivers of change, although ongoing training and a relevant curriculum are still needed. In addition to strengthening soft skills , In addition to digital skills and ethics, Society 5.0 education also encourages students to engage in local development through social projects, digital entrepreneurship, and cultural preservation. The study concluded that the successful implementation of Society 5.0 in education depends heavily on policy synergy, school readiness, and active student participation. Recommendations focus on strengthening teacher capacity, equitable distribution of facilities, and collaboration between educational institutions, the government, and the industrial sector to enhance education's role in national development.

Keywords : *era society 5.0, character students , policies education , development national .*

A. Introduction

The Society 5.0 era has brought about major transformations in education, particularly at the senior high school (SMA) and vocational high school (SMK) levels, with a focus on integrating technology and sustainable human development. In Jember, a regency in East Java, research specifically investigating the impact of education policies at that time on the quality of national development remains limited. SMA/SMK are at the forefront of preparing adaptive and competent human resources (HR) for the digital era. International and national literature demonstrates the successful implementation of

technology at the elementary and secondary levels in improving digital literacy and 21st-century skills, but Jember's unique regional and local characteristics remain underexplored. Therefore, this study is crucial in addressing gaps in the literature and providing context-specific policy recommendations. The emphasis on SM(S) in Jember also allows for an in-depth analysis of infrastructure challenges, teacher capabilities, and curriculum readiness.

The significance of this research is reflected in the importance of mapping the impact of education policies in the Society 5.0 era on improving the quality of national development through the secondary education sector. Amid the challenges of globalization and technological advancement, the quality of national development is not only assessed by macroeconomic outcomes, but also by the ability of human resources to innovate and collaborate. Through research on high schools (SMA/SMK) in Jember, this study will answer the core question: how effective are policies in supporting real changes in digital literacy competencies , critical thinking, creativity, and collaboration? These results are expected to serve as a reflection on policy implementation and a basis for evaluation for stakeholders in the regional education sector.

This study's position lies between the literature discussing the readiness and implementation of Society 5.0 at the secondary level and the national development literature focusing on education. For example, the study by Sofian et (2023) revealed that the level of digital literacy in junior high schools in Jember is quite good, especially in functional skills, but is still limited in creativity and collaboration. On the other hand, a study by Wibawanto et al. et al. (2023) showed that the average perceived readiness of vocational high school teachers remains low, despite their high motivation levels. Therefore, this study adopts the perspective of integrating both aspects: student digital literacy and institutional readiness, and directly links them to national development quality indicators.

Existing literature reviews indicate that school digitalization policies, or “digital school systems,” enhance ICT capabilities, which in turn positively impact access to and quality of learning. However, the development of these policies in the context of high schools (SMA/SMK) in Jember has not been fully documented. Therefore, this study will address this gap by selecting a sample of high schools based on geographic representation and status (public/private) as case studies. Furthermore, research on AI integration at the elementary school level in Jember demonstrates potential for personalized learning, but has not been widely discussed at the secondary level. Previous research also suggests that elements of local character and culture can fade in Society 5.0 if not supported by specific strategies from educators. This study will evaluate the extent to which education policies in Jember integrate local values in the implementation of Society 5.0. A significant contribution lies in determining whether digitalization and

modernization of learning also strengthen local identity and cultural values, thereby supporting national development from a non-economic perspective.

The main contribution of this study focuses on combining two crucial strands: developing human resource quality through digital literacy and institutional preparation and strengthening national values. By combining quantitative methods (surveys and measuring students' digital literacy levels) and qualitative methods (interviews with principals, teachers, and education officials), this research is expected to produce an innovative and practical policy model for senior high schools (SMA/SMK). This model will offer suggestions for improving teacher skills, strengthening digital infrastructure, and integrating character-based curricula in the Society 5.0 era.

Within the context of existing research, the literature indicates that the successful implementation of digital policies depends on collaboration between infrastructure, human resources, and regulations. However, many studies focus solely on one aspect without considering its relationship to national development. This study seeks to broaden this focus by including indicators of development quality such as alumni employment rates, contributions to local innovation, and the relevance of graduates to regional demands. This approach is expected to enable a more comprehensive evaluation of policy impact.

This research will also add to the practical literature through a case study in Jember. The lack of empirical data at the high school/vocational school level is a major obstacle in regional policymaking. By addressing this gap, the research can serve as a reference for other regions with similar characteristics, particularly regencies on the island of Java. This makes this research important not only in an academic context but also in practical applications. In theory, this study will contribute to the development of a Society 5.0 model focused on secondary education within the context of national development. In other words, the research findings not only test existing theories but also update the model for implementing digital policy in secondary schools. This contribution is significant because many previous models are too general and do not address aspects of human development at the local level.

In the introduction This to describe urgency answer question (1) significance study This in connect digital literacy , readiness institutions and development national ; and (2) position study in connection with studies previously , and How his contribution to development policy education in the era of Society 5.0. Source main from 5 years final has covering studies regarding Senior High Schools/Vocational High Schools in Jember and the region surrounding area . Therefore that , study This expected capable give donation means in determination policy regions and literature international regarding Society 5.0.

B. Research methods

This study applies a mixed approach . methods) that emphasize quantitative aspects and are accompanied by qualitative elements. Quantitative methods were used to assess the digital literacy level of high school (SMA/SMK) students and their relationship to national development indicators through a structured questionnaire. Meanwhile, a qualitative approach was applied for deeper exploration, through semi-structured interviews with teachers, principals, and policymakers at the Jember Education Office. This combination allows for a comprehensive understanding. The same method was applied in research on Jember student creativity in the Society 5.0 era using an e-questionnaire and multiple linear regression analysis. The research was conducted in Jember Regency, with a sample of both public and private high schools and vocational schools, selected through purposive sampling based on digital readiness criteria (internet access, LMS utilization) and location variations (urban and rural). The research subjects included 12th-grade high school (SMA/SMK) students, with a total of approximately 200 respondents for the quantitative survey, and approximately 20–30 informants for the qualitative interviews. This purposive sampling refers to the sampling method applied in research on educational transformation and curriculum digitalization.

The research process began with an online survey and questionnaire distribution in partner schools, followed by an initial analysis of the survey results to identify digital literacy patterns and relevance to development. The second stage involved conducting semi-structured interviews with teachers and principals regarding the implementation of Society 5.0 policies. The third stage included direct observation in several classes to witness digital learning practices and the integration of local values. Similar to the case study and field observation techniques applied in the study of learning reconstruction in the Society 5.0 era, the instruments used consisted of: (a) questionnaires for digital literacy and student perceptions, tested for validity and reliability using the Cronbach's test. Alpha ; (b) a semi-structured interview guide that emphasizes teacher readiness, implementation barriers, and the relevance of policy to development; and (c) a classroom observation sheet that includes indicators of technology utilization, student interaction, and the integration of local values. This tool is comprehensive yet simple, making it easy to understand, similar to the instrumental approach in studies of digitalization and transformative education.

Online surveys (Google Forms), distribution of interview documents via Zoom or in person, and field notes and documentation in the form of class photos and videos. Quantitative data were recorded automatically, while qualitative data were coded manually through thematic notes categorized into domains: infrastructure, teacher skills, student literacy , and local values. This method aligns with descriptive qualitative research procedures and case studies in the Society 5.0 era. Quantitative data were analyzed using descriptive and inferential statistical analysis (linear regression tests and Pearson correlation) to observe

the relationship between digital literacy and development quality indicators (such as job readiness and local innovation contributions from graduates). Meanwhile, qualitative data were analyzed using data triangulation, data reduction, and organizing main themes, in accordance with the condensation-display conclusion stages according to Miles and Huberman . This method is similar to the steps in library research and character analysis in the Society 5.0 era.

Overall, this approach is designed to be practical, easy to understand, and appropriate to the local context of Jember. This design aligns with the research objective of creating implementable policy recommendations without the need for complex tools. The participation of local stakeholders and the application of simple yet valid tools ensure representative, relevant data that provides comprehensive insights into the impact of Society 5.0 education policies on the quality of development in Jember.

C. Results and Discussion

1. Digital Literacy Level of High School/Vocational High School Students in Jember

Literacy is a crucial element in the implementation of education policies in the era of Society 5.0. A survey of 200 high school/vocational high school students in Jember found that 72% of students possess basic digital skills, such as using online learning platforms and searching for information on the internet. However, only around 50% can recognize credible information and apply digital ethics in their learning activities. This finding indicates a mismatch between technical literacy and evaluative and ethical literacy , which are crucial aspects in the context of digital competence in the era of Society 5.0 (Mulyo & Kusuma, 2024). Students' ability to evaluate information and utilize it for useful activities is a sign that digital literacy extends beyond technical aspects. Research by Fitriyani et et al. (2023) demonstrated that students with a critical understanding of digital information are better prepared to face global challenges. This study shows that the majority of high school and vocational school students in Jember still use the internet solely for entertainment purposes, with few using it for learning or social innovation. This demonstrates the need for a curriculum approach that focuses more on problem-solving and media literacy skills .

This study identified a significant positive correlation between students' evaluative digital literacy and their views on national development ($r = 0.48$; $p < 0.01$). Students who understand the benefits of technology and information in a local context are generally more sensitive to development issues, such as poverty, the environment, and unemployment. This finding supports Ghozali's (2022) argument that digital literacy can increase civic engagement among youth. The digital divide is also evident between schools in urban and rural

areas. Schools in urban areas, such as South Jember and Kaliwates , have better facilities, including fast internet access, adequate ICT equipment, and regular teacher training. Conversely, in areas like Silo and Tempurejo , digital infrastructure remains very minimal. This is one of the factors contributing to the low level of digital literacy among students in these areas (Sudrajat & Harsono, 2021).

Students from schools with robust digital support demonstrate better literacy outcomes , not only in technical aspects but also in understanding the social context of the information they receive. Furthermore, they are more likely to be willing to innovate through digital platforms, such as producing educational videos or engaging in online learning communities. Findings from a study of vocational high schools in Yogyakarta by Sari et al. et al. (2023) reinforce this, showing that students' participation in creative content can improve their understanding of local development issues. However, ethical digital literacy remains a challenge. In interviews, many students admitted to not fully understanding digital plagiarism, personal data protection, and the spread of fake news. This confirms that strengthening digital character education is a crucial aspect of implementing Society 5.0 in the education curriculum. This statement aligns with Susanto's (2023) view, which emphasizes the crucial role of digital ethical literacy in creating a technology-based civil society.

Teachers play a crucial role in developing students' digital literacy . This study shows that in schools with teachers who have solid digital training, students are better prepared to face the challenges of Society 5.0. This suggests a link between teacher skills and students' digital literacy levels (Ismail & Nurhayati, 2022). Teachers act not only as facilitators but also as role models in the application of digital literacy . Digital literacy also influences student character. Students with high digital literacy tend to demonstrate a responsible attitude towards schoolwork, interact politely in online forums , and demonstrate initiative in independent learning. Research by Prasetyo et al. et al. (2021) showed that students with high digital skills tend to be more effective in applying 21st-century soft skills, such as communication and collaboration.

Despite the achievements digital literacy has show good progress , still There is challenge related with equality access and quality digital learning in a number of high schools/vocational schools in Jember. Several school even Not yet own stable internet connection , so that student must use quota personal For access material learning . Situation This No only hinder the learning process , but also give rise to it difference between capable and incapable students capable in a way economy . In addition , the curriculum education at school Still Not yet fully customized with needs of the digital era. There are still Lots material lessons taught with method traditional without utilise

technology optimally . Learning based project with use digital technology is still Not yet Lots applied . This is contradictory with the principles of Society 5.0 which emphasize Work The same between humans and technology For produce solution on problem social (Sofyan & Hidayah, 2022).

Research result This in a way general show that High school/vocational school students in Jember have level digital literacy which is classified as currently until high , especially in the aspect of technical . However , for make they perpetrator future development , necessary done strengthening of dimensions evaluative and ethical . Digital literacy is more from just use tools , but rather ability think critical , responsible responsible and creative in use technology For progress society . From the results invention said , can concluded that digital literacy is base main For success implementation education in the era of Society 5.0. However , literacy This must improved in a way comprehensive and evenly distributed throughout schools , both those in the city and in the village . Policy areas that focus on teacher training , improving digital infrastructure , and development curriculum based technology will become very important in push student as agent development smart and competitive national at the global level.

2. ***Readiness of Institutions and Teachers in Implementation of Society 5.0 Education***

Educational institutions are a crucial factor in determining how effectively education policies in the Society 5.0 era can be implemented. Interviews with principals and teachers at 10 high schools (SMA) and vocational schools (SMK) in Jember indicate that the majority of institutions (around 65%) feel “quite prepared” regarding digital infrastructure, although regional disparities persist. Schools in urban areas are generally better prepared than those in rural areas, particularly in terms of internet access and device availability. Teacher readiness remains a major challenge. According to a survey of 60 teachers, only 43% felt fully proficient in the technology for online learning. Most of these teachers were under 40 and had participated in educational digitalization training in the past two years. Conversely, educators over 50 felt less confident in utilizing LMS and interactive presentation tools. This underscores the urgency of regular teacher capacity development programs, consistent with research by Susanto (2023), which revealed that the intergenerational digital divide among teachers significantly impacts the effectiveness of online learning .

Training conducted by the Jember Education Office, such as " Bimtek" Society- Based Digital Learning 5.0”, has covers several leading vocational schools in the city However , the effect Not yet evenly . Teachers at schools who don't accept formal training claims only Study in a way independent via videos on YouTube or exchange experience with colleagues . Sari et al. (2023) stated that effective digital training need designed based on need local teachers, and

not only as technology transfer . Support from head school in a way institutional plays a very important role . Schools that have visionary and proactive leader in push innovation proven more fast adapt self with needs of Society 5.0. They encourage educator For participate in online training , providing incentive small for teacher who creates content digital alone , and create room collaboration inter-educator . Leadership model transformational This in line with Bass's theory (1985) which emphasizes role important leader in push change organization , and when this is also being researched return in context digital transformation (Ismail & Nurhayati, 2022). However , some head school complain existence regulations and burdens administrative that consumes teachers' time . Teachers are asked For compile various document administrative (RPP, reports activities) that have not been connected with digital systems . As a result , the opportunity For exploring method learning new become very little . This is become stored constraints in realize system education based on Society 5.0 which should be more innovative and efficient .

Implementing Society 5.0 also requires change more curriculum contextual and oriented technology . In interviews , the majority of teachers expressed that existing curriculum Still too focused on theory and not yet give chance For adequate digital exploration . Subjects such as History and Indonesian, for example , often No apply approach project digital- based . This is obstruct ability student For connect lesson with problems development local . Observation in class indicates existence difference significant in use technology . At SMAN 1 Jember, the teachers utilize Padlet, Canva, and Kahoot as tool interactive that includes student in online discussion . At school other than that , the teachers still using PowerPoint and YouTube videos without involving student in a way active . This is signify that preparation institutions No only related with devices , but also with ability digital pedagogy (Sugiarto & Farid, 2023).

A number of school private , although own budget limited , fixed show high innovation in overcome limitations that . Teachers and students collaborate For make tool learning they Alone with use cell phone normal . This shows that readiness institutions can also developed through culture collaboration and innovation within school (Fitriyani et al., 2023). Meanwhile that , support policy from agency education Still need reinforced . The teacher reveals lack in system monitoring and evaluation implementation of Society 5.0 in institutions education . They want existence regular meetings connecting teachers and creators policy For discuss challenges in the field as well as solutions that can implemented . Ghozali (2022) stated that cooperation between stakeholders interest is factor main success transformation digital education .

Teacher readiness is also related with success students' digital literacy . This study show that in schools that have teachers who are active develop digital learning , scores literacy student is above average (76% compared to 62%). This is confirm that improvement teacher capacity must be become focus main in the education agenda in the Society 5.0 era. In general general , readiness institutions and educators in Jember in welcoming the era of Society 5.0 still intermittent . Even though there are schools that have proceed more Far in digitalization learning , many still is at in phase transition . Required more support structured from government area , good in form stimulating regulations innovation and funds for training and infrastructure . With strengthen preparation institutions and educators , implementation policy Society 5.0 education in Jember has potential give impact significant to improvement quality source Power man as well as development national . This is only can realized If digital transformation is carried out with approach comprehensive which includes all over component education , starting from teacher until taker decision.

3. ***Impact on Character Students and Contributions Towards National Development***

Implementation policy Education based on Society 5.0 in Jember Senior High Schools/Vocational High Schools shows great influence to formation character students . Based on results research and interviews , 67% of students disclose that utilization technology in learning make they more responsible answer to task academic and more independent in the learning process . They also show progress in aspect collaboration and communication digitally . This is in line with study Sugiarto & Farid (2023) which shows that digital learning supports development skills soft student simultaneously with aspect cognitive . Education based on Society 5.0 is not only increase ability cognitive , but also building awareness social students . Around 52% of students mention that learning based the projects they live it push they For more sensitive to problem social around , such as cleanliness environment , business local micro , small and medium enterprises (MSMEs) , as well as unemployment among youth . This confirms that student No only play a role as users technology , but also as driving force changes in the community they (Ghozali , 2022).

Character not quite enough responsibility , tolerance , and honesty in the digital world to become the most striking values during the learning process digital- based . A number of student confess that they now more realize For No copy work from the internet without list sources , and more accept other people's views at the moment discuss online . Fitriyani et al. (2023) argues that education characters in the digital age need arranged so that students No only understand ethics , but also implementing it in life real and virtual world. However , the challenge still There is in enter values local Jember to in digital

content . Around 38% of students feel existence element culture local during their online learning process . Most of them application or content education generally use example case from cities big or level international , not from context local Jember like culture Osing or potential agriculture tobacco . This becomes focus main , because Society 5.0 should be No only is global, but also contextual .

Some teachers take initiative For integrate wisdom local in project students , for example with make a vlog about business small around school or documenting history village local through digital media. This strategy has proven succeed increase interest students and encourage they For feel more connected with identity local findings This in line with research conducted by Sofyan & Hidayah (2022), which revealed that merger culture local in technology learning increase sense of belonging student to identity area them . Furthermore , 41% of students in vocational schools expressed that Society 5.0 oriented learning motivates they For entrepreneurship . They are driven For promote product local like banana chips , coffee, and Jember batik through digital marketing . This becomes sign significant that digital education plays a role in development economy local and youth empowerment . Discovery This reinforced by Susanto (2023) who identified connection between digital capabilities with readiness businessman vocational school students .

Beside that , the students show interest tall For follow as well as in a program based on community , such as training digital content by the Jember Communications and Information Service or a digital creativity festival for students . Activities This expand view student about possibility role they in progress social and cultural . Even a number of students has make content learning on social media that discusses problem environment , mental health , and history Jember local . Aspects donation to development national is also visible in thinking critical student about issues development . In conversation group , students often connect material lesson with issues like digital divide , injustice economy and change climate . This is signify that policy Society 5.0 education has create room consistent global thinking rooted in context local . Ghozali (2022) calls it " glocal " character , which means think globally and act in a way local .

However , the challenge still There is in align students' digital skills with demand in the world of work . Some vocational school alumni expressed that although they understand digital basics , they still face difficulty For entering the industrial world consequence lack of experience apprenticeship or skills more technical high . This is indicates importance more collaboration strong between institutions education and sector business in compile relevant curriculum with need growth economy local . A number of teacher recommend implementation a digital tracer study system that tracks alumni and connects them they with sector industry or incubator entrepreneurship local . System

This will direct education and provide impact significant for development area . Ismail & Nurhayati's (2022) study also highlights significance alumni data mapping in evaluate contribution education to development sustainable national .

Of all findings , visible that influence Society 5.0 education does not only limited to skills technology , but also expanding perspective student about role they in community . Education plays a role as means change social enabling generation young For No only become employees , but also leaders innovation in the environment they . This shows that with proper design and implementation of policies education in the Society 5.0 era can become driving force progress for regions and countries. In general general , can concluded that policy Society 5.0 education in Jember Senior High Schools/Vocational High Schools has give influence positive to character students and awareness they For contribute to development national . However , for strengthen contribution that , is necessary improvement synergy between school , government regions , and industry so that education truly become center main in development national based technology , ethics , and wisdom local.

D. Conclusion

This study indicates that education policies in the Society 5.0 era have significantly impacted the quality of learning, student character development, and the readiness of educational institutions at the high school/vocational high school level in Jember. In terms of digital literacy , most students already possess basic technology skills, but strengthening elements of evaluative literacy and digital ethics is still needed. Regional disparities in digital infrastructure are also a crucial issue that must be addressed immediately to ensure equitable education quality. In terms of institutional and teacher readiness, significant differences are evident between schools located in urban centers and those in rural areas. Young teachers and educational institutions with creative leadership tend to adapt more quickly to the needs of Society 5.0. However, in general, more systematic, sustainable, and contextualized development for teachers is still needed, especially regarding digital pedagogy and the incorporation of local values into technology-based content.

The implementation of education focused on Society 5.0 has also been proven to shape students' character to be more adaptive, collaborative, and possess a strong sense of social awareness. Many students are beginning to show interest in digital entrepreneurship, local cultural preservation, and active involvement in community-based development projects. This is a positive sign that the younger generation is not merely an object of education but also a potential agent of national development. However, this research also reveals challenges in aligning students' digital skills with real-world needs. Therefore, strengthening collaboration between educational institutions, industry, and local

governments is needed to design curricula tailored to local needs, as well as internship and tracer study programs integrated into digital systems. This stage is crucial for education to make a tangible contribution to economic and social progress in the region.

This research suggests the need for a comprehensive policy approach to implementing education in the Society 5.0 era, particularly in regions like Jember. Strengthening digital infrastructure, providing ongoing training for teachers, integrating local wisdom into the learning process, and increasing access to technology for students in remote areas should be a key focus. Furthermore, further research is strongly recommended to investigate the long-term effects of digital education on improving community living standards and local economic resilience. For future research, a longitudinal approach is recommended to monitor changes in digital education over time, as well as expanding the research focus to primary and tertiary levels. Further studies could also explore the relationship between Society 5.0 education and strengthening digital democracy, environmental sustainability, and preserving local culture in the context of deepening globalization.

It's important to understand that the Society 5.0 era is not just about digital transformation in education, but also about changing societal values and perspectives. Therefore, the implementation of education based on Society 5.0 must highlight the balance between technology and human values, between innovation and local wisdom, and between efficiency and empathy. Successful education not only produces graduates skilled in technology, but also individuals who are intelligent, virtuous, and care about their country.

This study's recommendations highlight the importance of a comprehensive policy approach to implementing education in the Society 5.0 era, particularly in regions like Jember. Strengthening digital infrastructure, providing ongoing training for teachers, integrating local wisdom into the learning process, and increasing access to technology for students in remote areas should be top priorities. Furthermore, further research is strongly recommended to explore the long-term impact of digital education on improving the quality of life and local economic resilience. For future research, a longitudinal approach is recommended to monitor changes in digital education over time, and an expansion of the research focus to primary and secondary education levels. Further research could explore the link between Society 5.0 education and strengthening digital democracy, environmental sustainability, and preserving local culture in an era of increasingly intense globalization. It is important to understand that the Society 5.0 era is not simply a digital transformation in education, but also a shift in societal values and perspectives. Therefore, the implementation of education based on Society 5.0 must emphasize a balance between technology and human values, between innovation and local wisdom, and between efficiency and empathy. Effective education does not just

produce graduates who are proficient in technology, but also those who are able to produce individuals who are intelligent, ethical and care about the nation.

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