

# Approach Teacher Strategy for Digital Literacy in Pancasila Education Learning at Muhammadiyah 1 Vocational School, Sukoharjo

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## Abstract

*Purpose:* This study investigates the strategies teachers employ, the obstacles they face, and the solutions they devise when integrating Pancasila Education with digital-literacy objectives at SMK Muhammadiyah 1 Sukoharjo. By examining how educators adapt civic and character education to leverage internet tools, the research aims to reveal effective practices and common challenges in fostering students' digital competencies alongside their understanding of Pancasila values.

*Methodology:* Adopting a descriptive qualitative approach, the study proceeded in three phases: problem identification, data collection, and analysis. Data were gathered at SMK Muhammadiyah 1 Sukoharjo through classroom observations of Pancasila lessons, semi-structured interviews with school leaders, Pancasila Education teachers, and students, and document review of lesson plans and digital assignments. Thematic analysis was used to code and interpret patterns in teacher strategies, encountered barriers, and implemented remedies.

*Results:* Findings show that teachers successfully integrate internet resources into Pancasila Education by assigning group projects that require students to research diverse online sources, encouraging collaborative inquiry and critical evaluation. Students generally respond positively to this digital approach. However, a major obstacle is students' low reading motivation: many prefer instantaneous, entertaining online activities (such as gaming or social media) over more demanding research tasks. To address this, teachers have introduced gamified quizzes, multimedia presentations, and scaffolded reading guides to make digital research more engaging and manageable.

*Applications/Originality/Value:* By documenting concrete strategies—such as collaborative web research and gamification of content—alongside practical solutions to boost reading engagement, this study offers a replicable framework for vocational schools aiming to strengthen both digital literacy and Pancasila values. Educational leaders and policymakers can leverage these insights to design teacher-training programs and curriculum resources that balance immediate student interests with deeper, values-based learning objectives in the digital age.

## Introduction

Indonesia is becoming a massive and dependent country in internet usage. Based on data published by Hootsuite, 73.7% of the Indonesian population uses social media to carry out activities and work. The numbers from year to year Keep go-ing increased. The data explains Internet users in Indonesia in early 2021 reached 202.6 million souls. This increased by 15.5% or 27 million souls versus a year previously (Kompas, 2023). According to data from the ministry public relations firm and provider service communication, for the Indonesian region there are around 65 million active Facebook users. As many as 33 million user active per day, 55 million user active wearer mobile devices in access per month and around 28 million user active who wears mobile devices per day. Based on (Kominfo, 2022) objectives of the Ministry of Communication and Information is to increase the level of digital literacy of society in a general way. In 2017, as many as 24,640,451 people had followed the National Digital Literacy Movement (GNLD) to increase literacy digitally. Twitter is one of the biggest social net-works in the world so capable scoop up profit reached USD 145 million.

Digital literacy becomes very important For to balance rapid progress tech-nology information and communication (Arrajiv et al., 2021). Development tech-nology and information moment This experience very rapid progress, things This marked with progress in the field information and technology. Internet and tech-nology information moment This has produced source Digital data power availa-ble in a wide way. Everyone has access No limited to information in cyberspace. What is meant by "Digital Native" is generation Today 's young people have grown up in the digital era and are used to using the internet for activities every-day. The value of digital literacy in the modern world. A lot of people access social media via the internet. The purpose of digital literacy is to regulate the use of digital media in a way that is law-abiding, prudent, intelligent, cautious, and exact (Ayupradani et al., 2021). Situation participants educate this, especially in education intermediate the top is very dependent on the machine seeker automat-ic like Google for

finding information (Kurnianingsih, 2017). This matter causes decline utilisation source Power quality high in the library school and change method participants educate handling and using information. The variety of forms and knowledge should inspire participants to be more capable, distinguish and be able to utilise technology information in a way maximum. Civics and Pan-casila education are eye studying mandatory for all level Indonesian education. Pancasila and Citizenship Education subjects centred on helping participants develop diversity in religion, background behind social culture, language, age and ethnicity to become educated and moral citizens (Novianti, 2021).

Diversity Indonesian society is visible from composition, ethnicity, language, culture and religion. Not only indigenous religious variations, there are more from three hundred ethnic groups, all of which own its culture alone, more of the 250 languages used, and almost every major religion in the world. One of the challenges facing world religions today is religious plurality. Pancasila Education teachers must also use method scientific and sincere evaluation For push development attitudes, skills and knowledge participants educate (Saylendra, N. P., & Danial, 2015). One of the most vital life skills is reading (Muhtar et al., 2021). Citizenship and Pancasila Education Apart from playing a role as facilitator in activity Study teaching, teachers can help participants develop his behaviour by educating participants about values, ethics, manners, politeness, and discipline. Pancasila Education teachers must be equipped For increased knowledge partici-pants educate about morality, values, and skills socially. The reality many teach-ers do not understand is the utilisation of digital media in increasing digital liter-acy to fibre education.

Over time, learning experiences a number of transformations that emphasise that teaching must be in line with development. This is one of areas affected by progress technology, information and communication (Handiyani, 2023). How-ever sophisticated technology, responsibility and the teacher in educating every participant with method observe and instil character positive expected become teak self positive in self they No will Once replaced. Digital literacy is very necessary in field education, in particular for teachers and participants educated Because they must utilise the progress of the technology revolution industry. Growth in digital literacy is influenced by age, gender, gender, level education, place of residence, internet users , and the influence of hoaxes become more in-tense from time to time .

Construction techniques resilience like adaptation situations, mitigation risk environment, mapping skills, analysis need training and development profession-al sustainable for educators and participants educate, school can increase digital literacy (Dwiningrum et al., 2023). Provision of participant education tool For utilising technology in a safe, critical and creative way, encouraging social par-ticipation, and preparing them For future endeavours school play a role important in promoting digital literacy. Muhammadiyah 1 Vocational High School Suko-harjo is one of the intermediate vocational schools in Sukoharjo, Central Java which is under the shade of Muhammadiyah organisation.

Based on this problem, it is very important to do research so that teachers' strategies in Pancasila Education learning are very important for strengthening digital literacy. In research This teacher plays role key in help participant educate develop skills digital literacy in order to be able to functioning with good in the digital era today This. Implementing the right strategy, teachers can help increase understanding participants' education about Pancasila Education issues and im-prove their ability to use digital technology wisely.

## Literature Review

In their capacity as educators, teachers must be able to educate in addition to educating. Teachers must educate (transfer value) in addition to teaching (trans-fer information). Students are not always objects of knowledge throughout the classroom learning process, which aims to develop cognitive intelligence so that they can compete in this globalized world (Patmisari & Pd, n.d.). Creating a learn-ing model Education Pancasila and citizenship, teachers create learning based on wisdom, successful local grow values culture and citizenship on participant edu-cation (Gawise et al., 2022). Deep teacher approach develops learning models Education Pancasila and Citizenship Based wisdom locally proven effective in growing values, culture and citizenship on participant education. With integrated values local to material lessons, participants can more easily understand and appreciate values said. Besides that, learning based on wisdom local Also can increase the feeling of love to culture nation and strengthen identity national. For increased ability citizenship participants educate, learn cooperative, project group, dynamic positive class, and culture shake hands and everything used as tool teaching in education citizenship (Pratama et al., 2023). To reach objective dynamics activity Study teach very depends on function strategy Study teaching. A challenging goal For achieved without means To do it. Digital citizenship en-compases values and principles like ethics, character, and moral order that were thought to be essential to society, it was thought to be more comprehensive than practical technology use (Prasetiyo et al., 2022).

Skills use plans with methods and procedures to reach objective learning, in-cluding various components and factors required For success learning called as strategy learning (Ramdani et al., 2023). Strategy learning is a set of techniques used For serving material taught in an environment Study certain with objective maximise involvement students and results Study (Sukatin et al., 2022). Strategy learning is a method to organise and implement tasks For increasing efficacy and efficiency, important learning For reaching objective academic and guarantee success for students (Deak et al., 2021). Planned and methodical procedures used by teachers are in a way effective to form personality students and encourage learning actively in the realm of cognitive , emotional , and psychomotor (Idhar, 2022).

Ability to understand and utilise information displayed on the computer called digital literacy. Use electronic resources with Correct increase skill participants educate in digital literacy (Putri & Ambarwati, 2019). Digital literacy is

related to ability and understanding basic necessities For use of instrument technology contemporary in a way efficient, encouraging utilisation of network information based on technology in a way wise and knowledgeable wide For progress Public (Rosmia & Suziani, 2019). Skills in digital literacy are very important For opti-mising digital technology, driving growth of humans, and improving welfare so-cial economy (Nipo et al., 2020). High digital literacy allows individuals to utilise technology in a way effective and efficient. Not only increase productivity per-sonally, but Also open opportunities in education, work and social life. Digital literacy is very important in internet usage by children, growing creativity, digital citizenship and resilience to risk influence online networking (O'Neill & Dinh, 2012).

The administration of educational institutions must judiciously handle infor-mation regarding students' poor literacy levels. For students whose reading levels are still low, institutional managers have the authority to create special regula-tions (Priowuntato & Widharyanto, 2022)Digital literacy is very crucial for chil-dren to utilise the internet positively. This not only grows creativity in interacting with technology, but Also equips them with good digital citizenship. In addition, digital literacy has become a strong defence for children from various risks that lurk in cyberspace. Digital literacy can be measured using a number of aspects. Digital literacy in Education Pancasila covering taking information, data pro-cessing, social media ethics, and personal data protection. With use of a website For objective education, participants are pushed to play a role active in Public (Pradana et al., 2024). With the existence of digital literacy in learning PPKn which utilises learning based on projects in the subject, citizenship increases the ability to filter information about important participant education and positive views towards issues social with growing digital literacy. For prepare children face digital era, digital literacy in the classroom very important For develop thinking critical, security electronics, work team, creativity, search information, skills communication, and ability functional (Fakhrudin & ., 2023).

## Method

Study This use design study qualitative descriptive namely data in the form of pictures, words, and not numbers. Research quality emphasises understanding the experience of humans and phenomena publicly through various methodology and orientation (Coyle & Tickoo, 2007). Selection type research selected by re-searchers with reason use type study This Because objective from study This For reach more results refers to the understanding in a way deep about case under study with describe concepts and reality in the objects being studied as well as study focus on understanding deep about phenomenon humans, behaviour, and context social. According to Umut Zan et al (2020) object study that is the mark or characteristic of someone who has variable certain to be investigated and formed conclusion. Object research taken by researchers is to describe teacher strategies in learning PPKn For reinforcement digital literacy at Muhammadiyah 1 Vocational School, Sukoharjo (SMK Muhammadiyah 1 Sukoharjo).

Subject in study is a Pancasila Education teacher, head schools, and partici-pants students at SMK Muhammadiyah 1 Sukoharjo. The data collection tech-nique is method or the method used researcher For obtain and collect the neces-sary data For study besides that, technique data collection becomes the important part in the research process, in study This technique data collection used by re-searchers For get information or the required data includes 3, namely observa-tion, interviews and documentation (Ardiansyah et al., 2023). Technique qualita-tive data analysis is very important in connection close with data collection, meaning the data analysis process is taking place during the data collection pro-cess not after collection, for technique researcher data analysis uses activity data analysis namely data reduction, data presentation, and extraction conclusion.

## Results and Discussion

### **Strategy in Pancasila Education learning can Strengthen Digital Literacy of Students at Muhammadiyah 1 Vocational School, Sukoharjo**

Pancasila education and digital literacy are very important steps For preparing generations to face challenges in the digital era. Based on results of research conducted researcher in Pancasila Education learning at Muhammadiyah 1 Vocational School, Sukoharjo, Pancasila Education teachers integrate and mark the values contained in Pancasila with participants' digital capabilities. Digital literacy in Pancasila Education is methods that can be used to increase digital literacy and provide a motivating class. Participants are educated to understand Pancasila concepts and their application in life everyday as well as in the digital environment. Increasing the ability of digital literacy of participants to educate is not quite enough, the teacher answered. Like results the interview that has been expressed by the Pancasila Education teacher at Muhammadiyah Vocational School, Sukoharjo:

*“Yaaa, dengan memberikan suatu tugas atau penguatan materi dengan memberikan suatu tugas kelompok, yaa tugas kelompok. masing-masing kelompok diberikan materi berbeda terus mereka saya suruh untuk mencari refrensi di internet” (Yes, with a task or strengthening material with a task group, each group given material different Keep going I order For look for references on the internet). (Interview 24 September 2024).*

Reinforced with expression from head school that mentions that “kalo....dilihat secara umum anak itu sebenarnya sudah tau cara menggunakan media digital Adapun secara teknis dikelas guru akan menyampaikan sesuai dengan

kemampuan kompetensi diri guru mapel masing-masing dengan pemberian tugas untuk mencari di internet yang simbernya bisa di pertanggungjawabkan jadi peserta didik itu harus membaca dan menyaring informasi yang tersebar di internet” (if seen in a way general child That actually already know how using digital media as well in a way technical in class the teacher will convey in accordance with ability competence self eye teacher respective lessons, with giving task For search the internet for the source can be accounted for participant educate so from That participant educate must read and filter information spread on the internet). (Interview, October 13, 2024).

Participants are also more likely to learn if they Can utilize the internet. As expressed by (M) as participant educated at Muhammadiyah 1 Vocational School, Sukoharjo

*“Kalo aku itu lebih suka pembelajaran yang aktivitasnya banyak kak seperti diskusi kelompok jadi nggak cepet bosan, terus aku juga suka kalo pake media sosial untuk mecari tugas karan sekarang kan ada hp kak jadi lebih enak aja kalo nyari di internet”* (If I That more Like learning activities Lots Bro like discussion group So No fast bored, continue I also like If using social media For look for task Because Now right do you have a cellphone, sis? So more nice If searching the internet). (Interview, October 15, 2024).

The teacher has made an effort to integrate learning with internet usage, such as giving task groups that require participant education to look for information from various sources. Use innovation that drives the use of digital media. Deployment of misleading information or hoax can be stopped, and the ability of students to evaluate material in a way critical can be improved (Wulandari et al., 2020). Students can be taught to become candidate media consumers with technology in the educational process. Teachers can give accurate and up-to- date information using various digital media, including blogs, social media, and educational websites. To teach digital literacy, take advantage of environment learning interactive and real world applications. This allows students to use his ability in practical situations (Parveen et al., 2024). Students can involved with various digital platforms, evaluating material in a way critical, and producing their digital content alone in environment learning the. Participants educate in a way generally welcome good learning that utilises digital technology. Participants feel more interested and not easily bored with interactive and relevant learning with life everyday. Understanding digital literacy is one of many required skills for learning.

This is due to participant education will always meet the texts presented online when they utilise the internet (Mumpuni, 2023). Communication interactive, access to experts and libraries, support to research and development scientific, data sharing, and work teams are a number of advantages of the internet. The internet is a source of learning that teachers use to advance his career. This allows them to expand knowledge, share information with colleagues, collaborate with foreign teachers, publish information in a way directly, and plan communication routinely. In addition, it can be used as a source alternative replacement book to make it easier to look for information as much as possible for students conditioned For Study independently when they use the internet as source study. Students have access to sources to learn the internet, including the ability to look for information education on Google and Yahoo, find related data lessons, and access online libraries (Munadi, 2019). In terms of looking for information about learning, the internet is very helpful for both teachers and students. This is because source Study is all materials that can be used by teachers, both Alone and also together, to help student learning and teaching with more effectiveness and efficiency. The Internet has diverse utility in field education, including the ability to change methods of old teachings to more methods contemporary and, if taught with truth by educators (Sasmita, 2020).



**Figure 1.** Students search for material on the internet.

Source: Observation Results, 2024

Teachers can use Work groups as tools to help children develop tolerance and character. Students can collaborate with method This without limit background behind One each other and they also each other support in group (Mustafa, 2023). Teachers must use interesting, innovative, productive and enjoyable learning For change paradigm This. Learning outcomes are influenced by various internal and external influences. Working methods group is one of them. As a result , the technique Work group applied in study This For increase results Study (Kayatun & Kresnadi, 2014).

### **Constraint in Strengthen Digital Literacy in Learning Education Pancasila at Muhammadiyah 1 Vocational School, Sukoharjo**

One of the constraint main laziness participants educate even at school has provided adequate resources and tools For increasing digital literacy. As expressed by head school:

*“Iya mba mungkin yang menjadi kendala itu kemalasan mereka itu mba, jadi membuat kurangnya literasi digital itu mba, karna sekarang anak anak ebih suka main game atau membuka somed yang lain ketimbang membaca dalam hp karena merasa mungkin ngantuk yaa jadi mereka lebih suka buka tiktok atau bermain game” (Yes maybe that 's what constraint That laziness they that, so make lack of digital literacy, because Now child child prefer to play games or open another social media rather than read in mobile phone Because feel sleepy yeah So they prefer to open tik tok or play game). (Interview, October 13, 2024).*

So also expressed by Education teacher Pancasila

*“Nggihh banyak, terutama dari segi semangatnya itu, semangat mereka itu ya itu kalo tidak dikasi tugaas misalkan untuk cari artikel mereka yaa apa untuk membaca sudah males sudah itu memang anak sekarang kan lebih suka main game daripada belajar apalagi membaca, disuruh membaca itu yaa mau tapi gatau mereka terpaksa atau kemauan sendiri karena tuntutan itu.” (Yes, many times. Especially from the aspect of getting spirit they tend to decrease If No given tasks, for example look for articles or reading. Indeed, children now like online games more than learning, especially reading. When told to read, they want to, but find it difficult to ensure whether they do it Because forced or Because awareness of self consequence demands). ( Interview September 24, 2024).*

Participant Educate also convey that they are lazy to reading on the internet because they are sleepy and bored If read Keep going canal. Students (M) expressed

*“Kadang itu ngantuk kak, jadi males kalo baca terus lebih seru main game kalo ga nonton youtube” (Sometimes I feel sleepy when reading, so that makes me not enthusiastic enough to continue. Playing games or watching YouTube feels more pleasant compared to reading). (Interview, October 15, 2024).*

As expressed by the head school and teachers, one of the main reasons is a lack of interest in reading to students. Participants are more interested in activities that are instant and fun, like playing games or watching videos, compared with activity reading that is considered a boring reference student to entertainment instant such as games and social media make them reluctant to read and search information on the internet. The material must also be designed more systematically and psychological from corner view principles learning to be able to give effective teaching. Instructional Media must be capable of giving a pleasant and fulfilling experience to individual Students. The hope of creative teachers capable of producing maximum learning through simple media. Increase engagement, motivation, and achievement of academic students through Interesting lessons in the end produce results to learn more height and atmosphere more class pleasant (Marliani, 2020). Lazy participant students who have internet access avoid reading material education. Participants who are educated often have obsession directly. In addition, the internet provides its users access to the information they want. Because of laziness, children who have internet access avoid reading material Education. Students often have obsession directly, especially the internet offers information about exactly what is desired by the user (Arrajiv et al., 2021). Depending on the level parental assertiveness and teacher efforts in push reading at school , usage mobile phone clever can give impact profitable or bad to interest read child (Isma et al., 2022). Students will used to look for information on the internet and loss interest read book, while child more choose playing games on smartphones compared play with Friend peers. The socialisation process will also hampered Because student more Lots use up it's time play mobile phone. Thanks to progress, technology has created an environment learning based on a global network that places students as the centre of the learning process and surrounds them with various source Power education and services learning electronics (Akbar & Noviani, 2019).

Teachers need to create appropriate learning media so that you can reach objective learning in a way effective. Learning media This can be made in a way simple without the need to use sophisticated technology. One of these media is picture still, graph, board announcements, slides, posters, and charts because of learning media they can use with a notice image and provide a situation to a fun student. They are not boring, and easy to express ideas and feelings (Pebrianti, 2019). Interesting learning is key for stimulating interest and desire for students. When students feel interested in material lessons, they will be more motivated to learn and more easily absorb information. Teachers must make learning become interesting to increase motivation, engagement, and achievement of students Because interest very influences acquisition of language and creates an environment of positive learning (Sang, 2016).

### **Solution in Strengthen Digital Literacy in Learning Education Pancasila at Muhammadiyah 1 Vocational School, Sukoharjo**

Efforts to improve digital literacy in Pancasila Education learning at Muhammadiyah 1 Vocational School, Sukoharjo Still face a number of challenges. Some students Possible choose For No in a way actively use tool digital learning because they No realise mark digital literacy in increase learning. Soccer school disclose that:

*“Eee solusi yang kami berikan itu mungkin terus selalu memberikan motivasi untuk selalu membaca tapi tidak hanya itu saja mba kami selalu mengembangkan kurikulum, yang mengintegrasikan literasi digital dalam semua mata pelajaran mba. Kami juga akan terus memfasilitasi agar siswa selalu membudayakan lietrasi digital dengan menyediakan fasilitas yang mendukung seperti komputer dan lain sebagainya” (The solution we offer is to Keep going and give motivation to students For diligent reading. However, our efforts did not stop there. We too sustainable develop a curriculum that integrates digital literacy in all eye lessons. In addition, we are committed to facilitating*

students to get used to digital technology and provide adequate facilities, such as computers and others). (Interview, October 13, 2024).

So Also with the solution expressed by Education teacher Pancasila

*“Solusi yang saya lakukan salah satunya itu mbaa, selalu memberi semangat, motivasi untuk selalu siswa itu agar mau membaca ketika disuruh memncari materi di internet. Sekolah juga sudah menyiapkan computer mba jika mereka tidak membawa hp, begitu juga sekolah sudah menedakan koneksi internet yang cukup untuk seluruh warga sekolah memakainya”* (One of the efforts we make is to give motivation and spirit to students to be diligent and look for material on the internet. School Also has a facility for computers for students who do not bring personal items. Besides that, we have ensured availability of adequate internet connection For all over inhabitant school). (Interview, October 24, 2024).

Strengthened with expression students (M) who mentioned that :

*“Guru itu selalu memberikan kami motivasi untuk selalu membaca kak baik itu lewat buku atau membaca materi di internet, waktu guru itu memberitahu saya untuk membca maka saya akan membaca juga kak”* (Teachers always give us motivation For always read Bro Good That past book or read material on the internet, when the teacher tells I For read so I will read too sis). (Interview, 15 October 2024).

Improvement efforts in digital literacy in Pancasila Education learning at Muhammadiyah 1 Vocational School, Sukoharjo Still Keep going continued, but faced challenges motivating students. Although schools and teachers have made an effort hard with various ways, such as integration of digital literacy in curriculum, provision facilities, and provision motivation Still There are students who have not fully utilised digital technology to support their learning there. Motivating students is very important For increased involvement Because level more connectedness great , support and guidance associated with involvement of students and performance more teaching big (Cents-Boonstra et al., 2021). Engagement of high students is closely related to the existence of a strong relationship between students and teachers. When students feel connected with the teacher and feel supported, they will be more motivated to Study. Motivation influences the trend for students to participate in activities that are liked and then increase performance education, then motivation is important For learning (Filipcik & Bielikova, 2014) . Connection between motivation, engagement, and achievement can be depicted as A mutual cycle effect. When students are motivated, they will be more involved in learning, which in turn will increase their performance. Good performance will increase motivation for students, and so on. Students Alone confess existence support from the teacher. They feel motivated to read and search information on the internet thanks to encouragement from the teacher. This shows that the teacher's efforts in giving motivation have borne fruit results positive. However, the challenges Still There are still some students Possible Still Not yet realise fully importance digital literacy in increasing quality learning. Therefore that need done effort more carry on For increase awareness student about benefit digital literacy. Development character and sense of responsibility answer student in using digital media as tool learning, giving understanding the importance of digital literacy educates student about mark digital literacy with prepare series material reading, encouraging they For develop habit reading and using digital media in the learning process teach, make link learning, and using application learning (Astuti, 2021).

Every technology certainly has an impact, good profitable and also harmful benefits gained from progress technology among other things convenience in the world of education, especially as source information and references in learning, but also provides convenience in the world of education (Kristiawan et al., 2017). Although progress technology can give a big impact, but it can also give impact negative, so that must use technology with be careful. Development of teaching strategies innovative that facilitates learning Good for instructor and also student Of course just techniques new will develop along with progress technology, and it is expected student can understand that second element the Still have abstract characteristics. Learning process No must be done in a way, look at face, and along with progress technology, interaction students and teachers are not Again required; you can also use source online power and tools other. Teachers can use the game that will be played during activity Study teach For create environment fun learning (Durisa et al., 2022). This Then will impact on achievement objective anticipated learning. In other words, this game has features that can educate children besides being used to fill in time or entertain them. Growing motivation intrinsic and extrinsic For effective education very much important, because matter This impacts big on results Study student involvement and achievement academic student in a way overall (Marliani, 2020). Motivated students will be more active in activity Study teach. They will be more often submit questions, participate in discussion, and finalise tasks given.

## Conclusion

Based on formulation problems, the teacher at Muhammadiyah 1 Vocational School, Sukoharjo has made an effort to integrate learning with internet usage, such as giving task groups that require participant education to look for information from various sources. Pancasila Education Learning at SMK Muham-madiyah 1 Sukoharjo, Pancasila Education teachers integrate and mark the values contained in Pancasila with participants' digital capabilities. Digital literacy in Pancasila Education is methods that can be used to increase digital literacy and provide an atmosphere that motivates class participant education to understand Pancasila concepts and their application in life everyday as well as in the digital environment. Participants educate in a way generally welcome Good learning that utilises digital technology. Teachers can use Work groups as tools to help chil-dren develop tolerance and character. However There is a constraint in strength-

ening digital literacy at Muhammadiyah 1 Vocational School, Sukoharjo, like a lack of interest in reading students. Participants are more interested in activities that are instant and fun, like playing games or watching videos, compared with activity reading that is considered a boring reference student to entertainment instant such as games and social media make them reluctant to read and search information on the internet. Therefore that, it is necessary done effort more carry on For increase awareness student about benefit digital literacy. Teachers can use the game that will be played during activity Study teach For creating an environ-ment for fun learning.

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