

**DIGITAL LITERACY BASED ON LOCAL WISDOM
IN INCLUSIVE EDUCATION**

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Abstract

This study examines the role of digital literacy based on local wisdom in the context of inclusive education. Digital literacy is essential in modern education, especially in the current digital era. However, inclusive education, which encourages the participation of children with various special needs, often requires a more specific approach focused on local wisdom to achieve maximum success. This research discusses the concept of digital literacy, defines local wisdom, and outlines how integrating digital literacy based on local wisdom can support inclusive education. The results indicate that this approach can significantly enhance participation, learning, and the development of inclusive education.

Keywords: digital literacy, local wisdom, inclusive education

Abstrak

Penelitian ini mengkaji peran literasi digital yang berbasis pada kearifan lokal dalam konteks pendidikan inklusi. Literasi digital menjadi aspek penting dalam pendidikan modern, terutama di era digital saat ini. Namun, pendidikan inklusi, yang mendorong partisipasi anak-anak dengan berbagai kebutuhan khusus, seringkali memerlukan pendekatan yang lebih khusus dan berfokus pada kearifan lokal untuk mencapai keberhasilan yang maksimal. Penelitian ini membahas konsep literasi digital, mendefinisikan kearifan lokal, dan menguraikan bagaimana integrasi literasi digital berbasis kearifan lokal dapat mendukung pendidikan inklusi. Hasilnya menunjukkan bahwa pendekatan ini dapat

meningkatkan partisipasi, pembelajaran, dan perkembangan pendidikan inklusi secara signifikan.

Kata Kunci: literasi digital, kearifan lokal, pendidikan inklusi

INTRODUCTION

Indonesia has been preparing for its 'golden generation,' expected to emerge by 2045. This generation is being nurtured in various ways, including through education. Indonesia's education system still needs to catch up to those of other affluent countries (Fetra Bonita Sari, Risda Amini, 2020). Educational standards must be raised to produce a generation capable of competing in all future fields. Early education can lay the foundation for future character development in children (Bangsawan et al., 2021).

Schools should not only be places for learning but also for imparting life skills beneficial to society. Social skills are also taught in schools. This is essential in regular and inclusive schools catering to children with special needs who struggle with social skills and other limitations. A child with special needs (CWSNs) possess certain characteristics that differentiate them from other children their age. These characteristics may be emotional, mental, physical, or intellectual, necessitating special educational programs (Mulyono, 1999; Delfi, 2006).

The current generation of children prefers to engage with short, easily accessible text pieces rather than lengthy books (Permatasari et al., 2022). The availability of digital technology facilitates learning and knowledge acquisition. Literacy is a critical skill individuals must acquire to function in today's world. Such technology can enhance awareness among Indonesians about the necessity of digital technology for children, especially in inclusive education.

Introducing local wisdom from a region is one form of literacy that can be taught in inclusive schools through digital literacy. (Rahyono, 2009) explains that local wisdom refers to the socially learned human intellect possessed by members of a specific ethnic group. Therefore, local knowledge can be defined as a cultural product emerging from the experiences of a community living in a particular place. Introducing children to local wisdom can be done through folktales, traditional games, traditions, proverbs, rhymes, dances, and music from each region.

Digital literacy based on local wisdom is an exciting educational approach for the current generation of children, especially in inclusive education. Utilizing local wisdom can positively impact children as it can be combined with digital literacy using technology. Introducing local wisdom also aims to familiarize children with the culture of a region in their literacy understanding, especially in inclusive education.

By introducing digital literacy based on local wisdom in inclusive schools, children will remember their culture and traditions, which they can then preserve for future generations. Children with special needs in inclusive education should also be familiar with digital technology. Through digital literacy, it is hoped that the young generation, especially in inclusive schools, will be equipped to face the challenges of an increasingly sophisticated era. Based on the above discussion, the researcher is interested in conducting a study titled "Digital Literacy Based on Local Wisdom in Inclusive Education."

METHODS

In this study, the research method employed is qualitative research with a literature study (library research) approach. This research is characterized as descriptive qualitative research because its focus is on descriptive data and does not involve numerical data.

RESULTS AND DISCUSSION

a. Digital Literacy

Digital literacy is the ability to use information and communication technology (ICT) to find, evaluate, utilize, create, and communicate content or information with cognitive, ethical, social, emotional, and technical or technological skills (Kemdikbud, 2018). Digital literacy involves individuals' interest, attitude, and ability to use digital technology and communication tools to access, manage, integrate, analyze, and evaluate information, build new knowledge, and create and communicate with others, enabling effective social participation.

According to Anggeraini et al. (2019), the importance of introducing digital literacy is that it can help children acquire the technical knowledge and skills needed to operate digital media effectively and skillfully, solve everyday life problems, understand the social aspects and influence of digital media in society, and develop a positive attitude towards digital media and readiness to cope with the developments in the digital era. As for early childhood education, Yusuf (2020) emphasizes the importance of digital literacy in the educational context to develop a child's knowledge (cognitive) through stimulating their curiosity and creativity.

b. Local Wisdom

Indonesian society is known as a pluralistic nation and a country of multiculturalism. Indonesia's diversity is due to its approximately 17,500 islands connected by oceans and its wealth of ethnicities, tribes, languages, cultures, religions, and customs. This plurality often labels Indonesia as a multicultural country. The uniqueness and distinctiveness of certain cultures are potentials that can be leveraged to penetrate the current global culture. Therefore, this rich Indonesian culture needs to be unearthed, introduced, and developed by every Indonesian community (Sekar., 2010).

Utilizing local wisdom that directly relates to concrete events in the surrounding environment, learning through digital literacy based on local wisdom becomes more dynamic and engaging. One solution to foster children's ability to connect with their local environment is incorporating local wisdom values in the learning process. A learning model that applies local cultural values is an example of an educational approach that positively affects the growth of children's life skills by absorbing different ways of living within the local cultural values unique to each region (Iyan Setiawan, 2020).

c. Inclusive Education

"Inclusion" originates from the English word "inclusive," which means to include or incorporate. Armstrong & Spandagou stated, "Inclusion is about all students with disabilities participating in all aspects of school life within the regular school to provide them access to the same educational experiences as other students and full citizenship in an inclusive society." This statement means that inclusion is about all students with disabilities participating in every aspect of school life in regular schools to grant them access to the same

educational experiences as other students and full citizenship in an inclusive society(Kahar, Aris, 2019).

Inclusive education aims to provide intervention for children with special needs as early as possible. Its objectives include: (1) Minimizing the limitations of children's growth and developmental conditions and maximizing their opportunities to engage in everyday activities. (2) If possible, prevent more severe conditions in developmental irregularities, thus avoiding the development of incapacitated children. (3) Preventing the development of other ability limitations due to their primary disabilities(Baharudin, Hasan, 2018).

Digital literacy can also be referred to as a combination of computer and information literacy. It encompasses all digital devices, such as computers, the Internet, and mobile phones. (Marty, 2013) define digital literacy as a set of capabilities children need to face life and challenges in the 21st century. Additionally, (Ayuni, 2015) notes that digital literacy is understanding and using information from various digital sources.

Digital literacy movement programs conducted by educational institutions have been able to change the perception of teachers and students that to find learning resources and other articles, it is not necessary to visit conventional libraries, which consume much of the teachers' time. These activities have successfully enhanced the skills of teachers and students, particularly those in inclusive education, by creating technology-based learning media that were previously considered difficult to produce and required particular expertise in the field of computers(Diputra K.K, 2020).

Implementing digital literacy in learning at inclusive schools can foster a culture of literacy and develop local cultural wisdom. In classrooms, it is important to have writings, images, or posters that are part of the local culture. Wall words about local wisdom values, learning CDs containing information about local cultures, such as the process of making batik, local history, local ceremonial processes, and others. Miniatures of historical relics and other literature about local culture can be placed in the classroom(Eka, 2017).

Local Wisdom in Folk Tales is a medium for character education to form children's literacy(Gegana, Faisol, 2017). An interesting aspect of these collected folk tales is that almost every region has stories in the form of legends, myths, historical narratives, and fables. This undoubtedly provides a wealth of information to each reader(Mahmud, 2013).

Folk tales are utilized as a medium for character education, both receptively and expressively. To teach folk tales, a teacher must first make students enjoy them. This can be done by introducing examples of folk tales from various regions, thus allowing students to appreciate the richness of the national heritage and fostering a sense of nationalism. Then, children are trained to identify moral values from the taught folk tales, expecting that they can find truth in society(Gegana, Faisol, 2017).

Implementing technology in inclusive schools requires the integration of a suitable learning medium that accommodates the learning conditions of children with special needs and typically developing children. Digital technology is effective in helping children with special needs understand the learning materials provided by the teacher. One of the learnings that can be applied in inclusive education is digital literacy based on local wisdom. The presence of digital literacy in introducing local wisdom applied in inclusive schools will facilitate teachers in delivering lessons, make students more interested in learning, and

prevent boredom. Teachers play a crucial role in assisting children in learning using digital technology.

CONCLUSION

Digital literacy based on local wisdom can support inclusive education by significantly enhancing the participation, learning, and development of children with special needs. Therefore, this approach becomes an adequate alternative to improving the quality of inclusive education. For further research on digital literacy based on local wisdom in inclusive education, studies involving the direct participation of children in inclusive schools, especially those with special needs, can be conducted. Additionally, exploring other factors that may influence the effectiveness of digital literacy based on local wisdom should be considered.

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