



The Paradox Of Digitalization Of Education From The Perspective Of Accessibility And Student Character Formation At Rawasari Elementary School, Plered District, Purwakarta Regency

Waska Warta^{1✉}, Dudun Bahrul Hikayat², Fanasita Filiang³, Dede Nurjaman⁴

Graduate School, Universitas Islam Nusantara, Bandung, Indonesia^{1,2,3,4}

Email :

¹waskawarta@uninus.ac.id

Received: 2026-05-18; Accepted: 2026-07-01; Published: 2026-07-10

ABSTRACT

The rapid development of digital technology has encouraged schools to integrate digital learning into educational practices. Digitalization in education offers opportunities to improve access to learning resources, learning flexibility, and students' digital literacy. However, digitalization also presents challenges related to educational accessibility and character development among students. This study aims to analyze the paradox of educational digitalization from the perspectives of accessibility and student character formation at SDN Rawasari, Kecamatan Plered, Kabupaten Purwakarta. This study employed a qualitative approach with a case study design. Data were collected through observations, interviews with school principals, teachers, students, and parents, as well as documentation studies. Data analysis was conducted using data reduction, data presentation, and conclusion drawing techniques. The findings indicate that digitalization has increased students' access to information and learning resources through various digital platforms. Nevertheless, disparities in device ownership, internet connectivity, and parental assistance remain obstacles for some students. In terms of character formation, digital technology contributes positively to developing students' independence, creativity, and technological literacy. On the other hand, excessive use of digital devices may reduce social interaction, discipline, responsibility, and learning concentration. Schools have attempted to address these challenges through digital literacy programs, character education integration, and collaboration with parents. The study concludes that educational digitalization at SDN Rawasari presents a paradoxical situation, simultaneously creating opportunities and challenges. Therefore, a balanced strategy is required to ensure that technology enhances accessibility while supporting the development of students' character.

Keywords: *digitalization, accessibility, character, elementary school, digital literacy*

INTRODUCTION

The rapid development of information and communication technology has brought significant changes to various aspects of human life, including education. The digital era, marked by the widespread use of the internet, digital devices, and various online learning platforms, has driven a transformation in the learning process in schools. Digitalization of education has become a widely implemented strategy to improve the effectiveness, efficiency, and quality of educational services. Through digitalization, students gain broader access to various learning resources, while teachers have the opportunity to develop more innovative and interactive learning methods.

The Indonesian government also continues to encourage the implementation of digital transformation in the education sector through various policies and programs aimed at improving the quality of learning and preparing a generation capable of competing in the 21st century. Digitalization of education is seen not only as the use of technology in teaching and learning activities, but also as an effort to develop digital literacy competencies, critical thinking, creativity, communication, and collaboration skills, which are key requirements in facing the changing times. In the context of basic education, early introduction to digital technology is expected to equip students with relevant skills to face future challenges.

Digital transformation has become a global phenomenon that impacts various sectors of life, including education. The use of digital technology in education is growing in line with the demands of the Industrial Revolution 4.0 era and the digital society. Schools are required to utilize technology as an effective learning tool to improve the quality of education and prepare students for the challenges of the 21st century.

The digitalization of education offers various conveniences in the learning process. Teachers can utilize various digital platforms to deliver materials, assign assignments, conduct evaluations, and expand students' access to learning resources that are not limited by space and time. The presence of digital technology also supports the development of critical thinking, creativity, collaboration, and communication skills, which are essential competencies in the 21st century.

Despite the various benefits offered, the digitalization of education also presents a number of issues that require attention. One frequently encountered issue concerns educational accessibility. Not all students have equal opportunities to access digital technology. Differences in family economic conditions, the availability of electronic devices, the quality of internet connections, and the ability of parents to provide support are factors that influence the successful implementation of digitalization in education. This situation can create a digital divide that has the potential to create inequalities in access to quality educational

services.

Beyond accessibility issues, the digitalization of education also poses challenges in the development of student character. Education, in essence, is not solely oriented toward cognitive development but also aims to shape students' character and personality. Uncontrolled use of digital technology can result in decreased direct social interaction, reduced discipline, increased dependence on devices, and weakened students' ability to manage time and responsibility. On the other hand, when utilized appropriately, digital technology can be an effective tool for fostering independent learning, creativity, responsibility, and critical thinking skills in students. This situation demonstrates a paradox in the digitalization of education: a situation where technology provides significant benefits while simultaneously presenting significant challenges.

This phenomenon was also observed at SDN Rawasari, Plered District, Purwakarta Regency, one of the elementary schools that has begun integrating digital technology into the learning process. The use of digital media, technological devices, and various internet-based learning resources has become part of daily learning activities. However, the implementation of digitalization in this school is not without challenges related to the readiness of infrastructure, the digital literacy skills of students and parents, and the school's efforts to maintain a balance between technology use and student character development. This reality is interesting to study in depth to obtain a comprehensive picture of the impact of digitalization of education on learning accessibility and student character formation.

Several previous studies have shown that the digitalization of education has a significant impact on the learning process and student development. Ristanti, Insani, and Muslihin (2024) explain that digital literacy plays a crucial role in supporting the character education of elementary school students through the responsible use of technology. Tauhid (2025) emphasizes that digital literacy is not only related to the ability to operate technology but also encompasses critical thinking skills, digital ethics, and social responsibility. Meanwhile, Mustoip (2023) states that strengthening character education is becoming increasingly important in the digital era to anticipate the various negative impacts of technology use on elementary school-aged children. However, studies specifically examining the paradox of digitalization in education from the perspective of accessibility and student character formation in the context of elementary schools in regional areas are still relatively limited, so this research has novel value in providing a deeper understanding of this phenomenon.

However, the implementation of digitalization in education does not always produce a comprehensive positive impact. Various studies indicate that gaps in technology access persist due to differences in socioeconomic conditions, device availability, and internet network quality. This situation has the potential to create

unequal learning opportunities for students. Several previous studies have shown that the digitalization of education is a paradoxical phenomenon. Triyanto (2020) explained that the digital era provides opportunities for strengthening character education through the use of technology, but also presents challenges in the form of cyberbullying, plagiarism, and various digital ethics issues. Furthermore, Fajri, Mardianto, and Nasution (2023) found that digital literacy can improve students' skills and responsibilities, but also has the potential to lead to the spread of negative information and a decline in students' moral quality. Meanwhile, Nurhayani, Ndonga, and Saragi (2024) revealed that digital technology can support the strengthening of character education in elementary schools, but also poses challenges in the form of decreased social interaction and the need for more intensive supervision of student technology use.

Based on this description, this study focuses on the following questions: (1) how the digitalization of education is implemented at Rawasari Elementary School, Plered District, Purwakarta Regency; (2) how the digitalization of education affects the accessibility of student learning; (3) how the digitalization of education affects student character development; and (4) how schools address the various challenges arising from the digitalization of education. This research aims to analyze the implementation of educational digitalization and uncover the opportunities and challenges that arise from the perspective of accessibility and student character development.

The results of this study are expected to provide both theoretical and practical benefits. Theoretically, this research is expected to enrich the body of knowledge in the fields of educational management, educational technology, and character education, particularly at the elementary school level. Practically, the research findings are expected to serve as evaluation material for schools in designing more inclusive educational digitalization policies oriented toward strengthening student character. Furthermore, this research can serve as a reference for teachers, parents, and other researchers interested in educational development in the digital era.

This research is limited to a study of the implementation of educational digitalization at Rawasari Elementary School, Plered District, Purwakarta Regency, with a focus on two main aspects: educational accessibility and student character development. Educational accessibility in this study encompasses the availability of technological devices, internet access, and easy access to digital learning resources. Meanwhile, the character development aspect focuses on the values of discipline, responsibility, independence, cooperation, and social interaction in students within the context of digital technology use.

The writing structure of this article consists of four main sections. The first section is the introduction, which includes the background, problem formulation, objectives, benefits, limitations of the study, and writing structure. The second

section explains the research methods used. The third section presents the research results and discussion. The final section contains the conclusions and recommendations derived from the study.

In addition to accessibility issues, educational digitalization also poses challenges in student character development. Easy access to technology can support the development of student independence and creativity, but at the same time, it can give rise to various problems such as decreased social interaction, reduced learning discipline, increased dependence on devices, and weakened control over digital media use. As one of the elementary schools that has begun integrating digital technology into its learning process, SDN Rawasari, Plered District, Purwakarta Regency, faces these various dynamics. This situation is interesting to examine to understand how digitalization in education affects learning accessibility and student character development in the elementary school environment.

METHODOLOGY

This research uses a qualitative approach with a case study method. The qualitative approach was chosen because the research aims to deeply understand the paradoxical phenomenon of educational digitalization from the perspective of accessibility and student character development at Rawasari Elementary School, Plered District, Purwakarta Regency. This approach allows researchers to gain a comprehensive understanding of the school's experiences, perceptions, and practices in implementing educational digitalization. Meanwhile, the case study method was used because the research focuses on a specific location as the unit of analysis, allowing for an in-depth examination of the phenomena occurring in a real-world context.

The research was conducted at Rawasari Elementary School, Plered District, Purwakarta Regency. The location was selected based on the consideration that the school has implemented various forms of digitalization in learning, including the use of technological devices, digital learning media, and the internet as a learning resource. This implementation makes the school a relevant location for examining the impact of digitalization on educational accessibility and student character development.

The research subjects consisted of the principal, teachers, students, and parents, selected using a purposive sampling technique. The principal was chosen because of his strategic role in policy formulation and management of the educational digitalization program. Teachers were chosen because they are the primary implementers of the digital-based learning process. Students were chosen as those directly impacted by the implementation of digitalization in education, while parents were chosen because they play a crucial role in supporting the use of digital technology within the family environment.

Conceptually, this study utilizes the strategic management analysis framework proposed by Thomas L. Wheelen and J. David Hunger (2012). According to Wheelen and Hunger, an organization's success in addressing environmental change is determined by four stages of strategic management: environmental scanning,

strategy formulation, strategy implementation, and evaluation and control. This framework was used to analyze how SDN Rawasari responded to the development of digitalization in education while managing its impact on learning accessibility and student character development.

In the environmental scanning stage, the study examined the school's internal and external conditions that influence the implementation of digitalization in education. This analysis included the availability of technological facilities and infrastructure, teachers' digital competencies, student and parent readiness, and the opportunities and challenges arising from the development of digital technology. In the context of this research, environmental analysis is used to identify factors that support or hinder educational accessibility and student character formation.

The strategy formulation stage is used to examine various policies and programs designed by schools to implement digitalization in education. The research examines how schools formulate strategies for utilizing digital technology, strategies for increasing student access to learning, and strategies for integrating character education into digital-based learning. This stage is crucial for understanding how schools plan to address the paradox of digitalization in education.

Next, the strategy implementation stage is used to analyze the implementation of various digitalization programs in the school environment. The analysis focuses on the use of digital media in learning, digital literacy practices, teacher and student engagement in technology-based learning, and various forms of character building integrated into the learning process. The implementation stage is also used to identify the tangible impact of digitalization on learning accessibility and student behavior.

The evaluation and control stage examines how schools monitor, evaluate, and improve the implementation of digitalization in education. At this stage, the research analyzes various school efforts to overcome barriers to technology access, mitigate the negative impacts of device use, strengthen character education, and increase the effectiveness of implemented digitalization programs. Through the evaluation and control phase, the study determined the school's ability to maintain a balance between digital technology utilization and student character development.

Data collection was conducted through observation, in-depth interviews, and documentation studies. Observations were conducted to directly observe the digital-based learning process and student behavior in utilizing technology. Interviews were conducted with principals, teachers, students, and parents to obtain more in-depth information about their experiences and perspectives on educational digitalization. Documentation was used to supplement the data through a review of various school documents, such as digitalization programs, learning tools, activity reports, and other supporting documents.

The data obtained were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which includes data reduction, data presentation, conclusion drawing and verification. Furthermore, the analysis results were interpreted using the strategic management perspective of Thomas L. Wheelen and J. David Hunger to understand how schools planned, implemented, and evaluated

educational digitalization in addressing the paradox between increasing learning accessibility and student character development.

To ensure data validity, the study employed source triangulation, technical triangulation, and member checking techniques. Source triangulation was conducted by comparing information obtained from the principal, teachers, students, and parents. Technical triangulation involved comparing the results of observations, interviews, and documentation. Meanwhile, member checking was conducted by reconfirming the findings with informants to ensure the data obtained had a high level of credibility.

Using a case study approach and the strategic management framework of Thomas L. Wheelen and J. David Hunger, this research is expected to provide a comprehensive overview of how SDN Rawasari manages the digital transformation of education, capitalizes on emerging opportunities, and overcomes various challenges related to educational accessibility and student character development in the digital age.

RESULT AND DISCUSSION

Result

1. Environmental Scanning

According to Wheelen and Hunger (2012), environmental scanning is the process of identifying and analyzing an organization's internal and external environments that can influence the achievement of organizational goals. In the context of this research, environmental analysis was conducted to understand the conditions underlying the implementation of educational digitalization at SDN Rawasari, Plered District, Purwakarta Regency.

The results showed that the school's internal environment possessed several strengths that supported the educational digitalization process. These strengths included the principal's commitment to encouraging learning innovation, the readiness of some teachers to utilize digital technology, and the availability of learning support devices such as laptops, projectors, and the school's internet network. Furthermore, most students were already familiar with digital technology through the use of smartphones and social media in their daily lives. This situation provided a good starting point for the school to develop technology-based learning.

However, the research identified several weaknesses that remain obstacles to the implementation of educational digitalization. One major obstacle is the unequal distribution of digital literacy skills among teachers and students. Some teachers still face difficulties in developing interactive and innovative digital learning media. Meanwhile, students' abilities in utilizing technology for learning purposes also vary. Some students are able to use technology productively, but others prefer to use digital devices for entertainment rather than learning.

Externally, the rapid development of information and communication technology presents significant opportunities for schools to improve the quality

of learning. Various digital education platforms, online learning resources, and learning applications allow students to access information more widely and quickly than ever before. Digitalization also opens up opportunities for schools to implement more flexible and student-centered learning models.

However, technological developments also present various challenges that cannot be ignored. One major challenge is the emergence of a digital divide caused by differences in the socioeconomic conditions of students' families. Not all students have adequate devices or stable internet access to support digital learning. Furthermore, the proliferation of social media and various digital platforms also carries the risk of exposure to age-inappropriate content, the spread of unverified information, and the increased potential for device addiction.

These findings indicate that the digital environment facing schools is complex. On the one hand, technology serves as a tool that can expand access to learning and improve the effectiveness of the teaching and learning process. However, on the other hand, technology also has the potential to create various problems that can impact the social, emotional, and character development of students. This condition is the basis for the emergence of the paradox of educational digitalization at SDN Rawasari.

2. Strategy Formulation

Based on research findings, SDN Rawasari has implemented various strategic efforts to respond to changes in the increasingly digitalized educational environment. In accordance with the concept of Wheelen and Hunger (2012), the strategy formulation stage is carried out through a planning process that considers the opportunities, threats, strengths, and weaknesses of the organization.

In formulating a strategy for educational digitalization, the school strives to integrate digital technology into the learning process without losing the essence of education as a process of developing the whole person. The school views digitalization as more than just the use of technological devices, but rather part of a learning transformation aimed at improving the quality of education as a whole.

One of the strategies formulated by the school is strengthening digital literacy for teachers and students. This strategy is implemented because the school recognizes that the success of educational digitalization depends not only on the availability of technology but also on the ability of users to utilize it effectively and responsibly. Digital literacy is seen as a competency that must be possessed by all school members in order to be able to face the challenges of the digital era wisely.

In addition, the school has also formulated a strategy for integrating character education into digital learning. This strategy is based on the awareness

that the use of technology without strengthening character values can have various negative impacts on student development. Therefore, values such as responsibility, discipline, honesty, cooperation, and digital ethics have become an integral part of the learning process.

Another strategy formulated is to increase collaboration between the school and parents. In the digital era, the educational process no longer takes place solely at school, but also within the family and community. Therefore, the school strives to establish intensive communication with parents to ensure alignment in supervising and assisting students in their use of technology.

From a strategic management perspective, the strategy formulation implemented by SDN Rawasari demonstrates an effort to create a balance between academic goals and character development. The school is not only focused on improving students' digital skills but also strives to maintain the educational values that form the foundation of students' personality development.

3. Strategy Implementation

Strategy implementation is the stage that determines the success of the previously formulated plan. The research results show that Rawasari Elementary School has implemented various programs and activities that support the digitalization of education.

In the learning process, teachers utilize various digital media such as instructional videos, interactive presentations, educational applications, and internet-based learning resources. The use of this technology provides variety in learning methods, thereby increasing student interest and motivation to participate in learning activities. Observations show that students tend to be more active when learning materials are presented through visual and audiovisual media compared to conventional lecture methods.

Digitalization also has a positive impact on educational accessibility. Students can obtain information from various sources quickly and easily. Learning materials are no longer limited to textbooks available at school but can be accessed through various digital platforms. This supports the creation of more independent and student-centered learning.

From an accessibility perspective, research findings indicate that the digitalization of education has helped reduce limitations in access to learning resources. Students have greater opportunities to deepen learning materials according to their needs and interests. Furthermore, digital technology enables more effective communication between teachers, students, and parents.

However, the implementation of digitalization in education also has various consequences related to student character development. Interview results

indicate that some teachers have begun to observe changes in student behavior following the increased use of digital technology. Some students demonstrated increased independence in learning as they became accustomed to seeking information independently. Student creativity also developed through various assignments utilizing digital technology.

On the other hand, a number of behaviors also emerged that indicated the negative impacts of digitalization. Some students became more easily distracted by online games, social media, and other entertainment content. This condition led to decreased concentration in learning and reduced discipline in completing assignments. Furthermore, direct social interactions between students also experienced changes. The intensity of face-to-face communication tended to decrease because some communication activities were conducted through digital media.

This phenomenon demonstrates that the implementation of digitalization in education has a dualistic impact. Technology can improve the quality of learning and educational accessibility, but at the same time, it also has the potential to disrupt the process of internalizing character values if not balanced with adequate supervision and guidance.

4. Evaluation and Control

The evaluation and control stage is a crucial process in strategic management because it ensures that strategy implementation is aligned with established objectives. Based on research findings, SDN Rawasari regularly conducts various forms of evaluation of the implementation of educational digitalization.

Evaluations are conducted through learning supervision, teacher coordination meetings, discussions with parents, and monitoring of student academic and behavioral progress. Through these evaluations, the school seeks to identify successes and challenges that arise during the implementation of educational digitalization.

The evaluation results indicate that educational digitalization has made a positive contribution to improving the quality of learning and students' digital literacy. However, the evaluation also uncovered various challenges related to excessive technology use, decreased social interaction, and the risk of device dependency.

As a form of control, the school implements various policies to minimize the negative impacts of educational digitalization. Teachers regularly provide education on digital ethics, internet safety, and the importance of responsible technology use. The school also integrates character education into various learning activities so that students not only develop digital competencies but also develop attitudes and behaviors consistent with moral values.

Furthermore, the school strives to create a balance between digital and social activities. Various collaborative activities, group discussions, educational games, and extracurricular activities are still implemented to maintain students' communication and social interaction skills. This step demonstrates that the school recognizes the importance of maintaining a balance between technological development and student character development.

The role of parents is also crucial in the monitoring process. Research shows that successful monitoring of technology use is significantly influenced by family involvement. Therefore, the school continues to build partnerships with parents through intensive communication regarding technology use patterns at home.

No.	Dimension Wheelen & Hunger	Sub Focus	Indicator
1	Environmental Scanning	Analysis of internal and external conditions of schools regarding digitalization of education	1. Availability of digital facilities and infrastructure (computers, laptops, LCDs, internet). 2. Teachers' digital competence. 3. Students' digital literacy skills. 4. Principal support for the digitalization of education. 5. Parental support for the use of technology in learning. 6. Opportunities for utilizing technology for learning. 7. Challenges of using technology on student behavior. 8. Disparities in technology access among students.
2	Strategy Formulation	School strategies in managing digitalization of education	1. School policies regarding the digitalization of education. 2. Planning the use of digital learning media. 3. School digital literacy programs. 4. Integrating character education into digital learning. 5. Strategies for equalizing technology access for students. 6. Parental involvement in assisting with technology use. 7. Developing regulations for the use of digital devices in schools.
3	Strategy Implementation	Implementation of digitalization of education in learning	1. Use of digital technology in learning activities. 2. Utilization of the internet as a learning resource. 3. Use of digital learning applications. 4. Intensity of digital media use by students. 5. Ease of student access to

No.	Dimension Wheelen & Hunger	Sub Focus	Indicator
			learning materials. 6. Increased student learning independence. 7. Increased student creativity. 8. Changes in student behavior due to technology use. 9. Student social interactions during digital learning. 10. Character education practices in digital learning
4	Evaluation and Control	Monitoring and evaluation of the impact of digitalization of education	1. Evaluation of technology use in learning. 2. Supervision of device use by teachers and parents. 3. Monitoring student character development. 4. Digital literacy strengthening programs. 5. Programs to prevent the negative impacts of technology. 6. Follow-up on the results of the digitalization evaluation of education. 7. Collaboration between schools and parents in controlling technology use.

Referring to the research focus, education accessibility indicators can be grouped as follows:

No.	Accessibility Aspects	Indicator
1	Availability of Access	1. Student ownership of digital devices. 2. Internet access. 3. Availability of digital learning media.
2	Ease of Access	1. Ease of obtaining learning materials. 2. Ease of accessing educational information. 3. Ease of communicating with teachers.
3	Equality of Access	1. Equal opportunities in the use of technology. 2. No discrimination in access to digital learning. 3. School support for students with limited access
4	Quality of Access	1. Speed of information access. 2. Effectiveness of digital media use. 3. Suitability of technology to student learning needs.

Referring to the strengthening of the Pancasila Student Profile and character education in elementary schools, the Student Character Formation Indicators are as follows:

No.	Character Aspects	Indicator
1	Discipline	1. Punctuality in arriving and leaving school. 2. Punctuality in completing assignments. 3. Compliance with technology usage rules.
2	Responsibility	1. Complete assignments independently. 2. Use technology wisely.
3	Independence	1. Ability to find learning resources independently. 2. Initiative in utilizing technology for learning.
4	Honesty	1. Do not plagiarize. 2. Use information responsibly.
5	Cooperation	1. Ability to collaborate on digital assignments 2. Ability to communicate with peers and teachers.
6	Social Interaction	1. Ability to interact directly. 2. Concern for peers.
7	Digital Ethics	1. Politeness in communicating on digital media. 2. Ability to filter information obtained from the internet.

Discussion

The research findings indicate that the digitalization of education at Rawasari Elementary School reflects a paradox between increased educational accessibility and challenges in developing student character. This paradox arises because digital technology has the potential to expand learning opportunities while simultaneously bringing consequences that could potentially impact student character development.

From an accessibility perspective, the digitalization of education has significantly contributed to expanding access to learning resources, increasing learning flexibility, and strengthening students' digital literacy skills. These findings align with the view that educational technology can be an instrument for improving the equity and quality of education. The presence of technology enables students to experience richer, more interactive learning experiences that are aligned with 21st-century needs.

However, the study also found that increased accessibility does not automatically result in better educational quality if it is not accompanied by adequate human resource readiness and infrastructure. Disparities in device access, differences in digital literacy skills, and variations in family support indicate that the digitalization of education still faces challenges in realizing the principles of educational equity and inclusivity.

In terms of character development, the study found that digital technology can be an effective tool for developing students' independence, creativity, and critical thinking skills. However, uncontrolled use of technology has the potential to reduce students' discipline, responsibility, concentration, and the quality of their social interactions. These findings demonstrate that the success of

educational digitalization cannot be measured solely by its technological aspects, but also by its ability to support the holistic development of students' character.

Based on the strategic management perspective of Wheelen and Hunger (2012), the success of educational digitalization depends heavily on schools' ability to analyze the environment, formulate appropriate strategies, implement programs effectively, and conduct ongoing evaluation and monitoring. In other words, the paradox of educational digitalization is not something to be avoided but rather must be managed through a comprehensive strategy oriented toward a balance between technological advancement and character education goals.

Thus, this study confirms that educational digitalization at Rawasari Elementary School is not simply a technological transformation process, but rather a cultural transformation that requires synergy between the school, teachers, students, and parents. Through proper management, digital technology can be a means to increase educational accessibility while strengthening the character development of students as an intelligent, ethical, and responsible generation in the digital age.

CONCLUSION

Based on the research findings on the Paradox of Educational Digitalization from the Perspective of Accessibility and Student Character Development at Rawasari Elementary School, Plered District, Purwakarta Regency, it can be concluded that educational digitalization has become a crucial part of the transformation of the learning process in elementary schools. The implementation of educational digitalization offers various opportunities that can improve the quality of learning, but at the same time, it also presents challenges that require strategic and sustainable management.

From an environmental scanning perspective, Rawasari Elementary School has several supporting factors in implementing educational digitalization, such as the availability of technological resources, school policy support, and increasing student familiarity with the use of digital devices. On the other hand, the school also faces various challenges such as limited access to technology for some students, differences in digital literacy levels, and the risk of negative impacts of technology use on students' social development and character.

In terms of strategy formulation, the school has formulated various strategies to optimize the use of digital technology in learning. These strategies include strengthening digital literacy, integrating character education into technology-based learning, developing policies for the wise use of technology, and increasing collaboration between the school and parents. This strategy demonstrates that educational digitalization is viewed not only as a technological innovation, but also as part of a comprehensive effort to improve educational quality.

In the strategy implementation phase, educational digitalization has been proven to increase learning accessibility through easier access to learning resources, increased learning flexibility, and the development of students' digital literacy skills. Furthermore, the use of technology also contributes to the growth of students' learning independence, creativity, and critical thinking skills. However, the implementation of digitalization has also had a number of negative impacts, such as reduced intensity of direct social interactions, increased learning distractions due to gadget use, and the emergence of a tendency for some students to become dependent on technology.

Furthermore, in the evaluation and control phase, the school has implemented various forms of evaluation and control to minimize the negative impacts of educational digitalization. These efforts include strengthening character education, implementing digital literacy programs, monitoring technology use by teachers and parents, and developing learning activities that continue to encourage student social interaction. The evaluation indicates that the success of educational digitalization is greatly influenced by the synergy between the school, family, and the community in guiding the positive use of technology.

Overall, this study confirms that educational digitalization at SDN Rawasari presents a paradox. On the one hand, digitalization can increase educational accessibility, expand learning resources, and support the development of 21st-century competencies. On the other hand, digitalization also has the potential to pose challenges to student character development if not accompanied by adequate supervision, mentoring, and reinforcement of character values. Therefore, digitalization in education needs to be managed in a balanced manner, positioning technology as a tool to support holistic educational goals: producing students who are not only digitally proficient but also possess strong character, responsibility, and noble morals.

REFERENCE

- Andini, N., Cipta, N. H., & Rokmanah, S. (2023). Membangun karakter siswa sekolah dasar melalui pemanfaatan literasi digital. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(3), 5687–5698.
- Fajri, F., Mardianto, & Nasution, M. I. P. (2023). Literasi digital: Peluang dan tantangan dalam membangun karakter peserta didik. *Intelegensia: Jurnal Pendidikan Islam*, 11(1), 15–29.
- Mahmuddah, S. S., & Junaidi. (2025). The role of character education in elementary schools in the digital era. *Indonesian Values and Character Education Journal*, 8(1), 45–57.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis*:

A Methods

- Sourcebook (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Munasiroh, L. A., Andaryani, E. T., Sutarto, J., & Armaidi, I. E. (2025). Implementasi pendidikan karakter di era disrupsi digital: Studi kasus di SD Nasima. *Educational Journal*, 6(2), 112–126.
- Mustoip, S. (2023). Urgensi penguatan pendidikan karakter untuk anak usia sekolah dasar di era digital. *EduBase: Journal of Basic Education*, 4(2), 87–98.
- Nurhayani, N., Ndonga, Y., & Saragi, D. (2024). Tantangan dan solusi penguatan nilai pendidikan karakter siswa sekolah dasar di era digital. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4), 1123–1138.
- Pariyatin, Y. (2022). The effect of online learning on strengthening character education of integrated Islamic elementary school students. *Jurnal Pendidikan Karakter*, 13(1),.
- Prihatmojo, A., Gusnia, M., Marwan, M., Badawi, B., & Kisworo, T. W. (2024). The urgency of digital literacy based on character education in learning society 5.0. *International Journal of Theory and Application in Elementary and Secondary School Education*, 6(1), 1–12.
- Ristanti, I., Insani, S. M., & Muslihin, H. Y. (2024). Peran literasi digital terhadap pendidikan karakter siswa di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 342–355.
- Sugiyono. (2023). *Metode Penelitian Kualitatif (Edisi Revisi)*. Bandung: Alfabeta.
- Tauhid, R. (2025). Literasi digital sebagai pilar penguatan karakter siswa sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 214–228.
- Triyanto. (2020). Peluang dan tantangan pendidikan karakter di era digital. *Jurnal Civics: Media Kajian Kewarganegaraan*, 17(2), 175–184.
- Wheelen, T. L., & Hunger, J. D. (2012). *Strategic Management and Business Policy: Toward Global Sustainability (13th ed.)*. Boston: Pearson Education.
- Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2015). *Strategic Management and Business Policy: Globalization, Innovation and Sustainability (14th ed.)*. Boston: Pearson Education.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods (6th ed.)*. Thousand Oaks, CA: Sage Publications.
- Yudi, N., & Maryam, S. (2023). Pengaruh kompetensi literasi digital siswa terhadap efektivitas pendidikan karakter Islami di sekolah menengah kejuruan. *Jurnal Pendidikan Karakter*, 14(2), 205–218.