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## **Digital Character Management: Building the Indonesian Language in the Era of Society 5.0**

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### *Abstract*

This research aims to explore the role of the Indonesian language in shaping digital character in the Society 5.0 era. Through a qualitative approach, this study analyzes various approaches in scientific research related to digital character governance. The results show that character education in the digital era faces challenges and opportunities. Digital literacy, technology-based learning, and social media usage have significant impacts on shaping students' characters. The Indonesian language curriculum needs to be updated to include aspects of digital literacy and the ethics of technology usage. Strengthening collaboration between schools, families, and communities is also necessary to build positive digital characters. Recommendations for the development of digital character through the Indonesian language include enhancing the digital literacy of teachers and students, curriculum adjustments, promoting positive social media usage, and strengthening collaboration among stakeholders. Further research can explore innovative teaching methods in technology-based Indonesian language learning and the long-term impacts of digital literacy integration in Indonesian language education on student character development.

**Keywords:** *Digital Character, Governance, Indonesian Language, Society 5.0*

## **A. INTRODUCTION**

### **1. Background**

The era of globalization and advances in information technology have brought about significant changes in various aspects of human life, including education and character formation. Education in Indonesia is undergoing a profound metamorphosis in line with the advent of the digitalization era, widely known as Society 5.0.<sup>1</sup> Society 5.0 is a concept of society that integrates physical and virtual spaces, where information and communication

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<sup>1</sup>Pipit Dwi Anggraini and Taufiq Harris, "Literasi Pendidikan Indonesia Di Era Digitalisasi 5.0 Dalam Menghadapi Tantangan Dan Peluang," *Akademika* 17, no. 2 (2023): 114–27.

technology plays a crucial role in creating solutions for social problems. In this context, digital character becomes very important to integrate into the education system. Digital character includes ethics, responsibility, and skills in using technology wisely and productively. Therefore, the formation of digital character in the Society 5.0 era is crucial to ensure that the younger generation can optimally utilize technology without neglecting existing moral and ethical values. The development of technology in the digital era has indeed transformed many industries, including education.<sup>2</sup> The integration of technology in learning has led to significant changes in the way education is delivered and experienced in Indonesia.<sup>3</sup> Technology enables more interactive and personalized learning, which can ultimately enhance the quality of education. However, behind these opportunities, there are challenges in ensuring that technology is used in ways that support the formation of good character. Therefore, it is important to design a curriculum that not only focuses on improving technological skills but also on developing digital character.

The Indonesian language plays a strategic role in building digital character in the Society 5.0 era. As the primary communication tool, language has the power to shape individual mindsets and behaviors. Character education through the Indonesian language can strengthen national identity while instilling positive values relevant to the digital world. This underscores that language is not only a communication tool but also an effective medium for character education. In Indonesian language lessons, students can be taught the importance of ethics in digital communication, how to use social media wisely, and how to develop digital literacy skills. Moreover, digital literacy is also an important aspect of developing digital character. The ability to seek out accountable sources of information is crucial amid the rapid acceleration of digital technology.<sup>4</sup> Digital literacy helps students access and use information wisely, as well as avoid risks associated with internet use. Purnama researched the impact of digital literacy on the online risks faced by students during the Covid-19 pandemic. They found that good digital literacy can reduce the risks faced by students when engaging in online activities.<sup>5</sup> Therefore, teaching digital literacy should be an integral part of the education curriculum in the Society 5.0 era.

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<sup>2</sup>Desty Endrawati Subroto, Rio Wirawan, and Arief Yanto Rukmana, "Implementasi Teknologi Dalam Pembelajaran Di Era Digital : Tantangan Dan Peluang Bagi Dunia Pendidikan Di Indonesia," *Jurnal Pendidikan West Science* 01, no. 07 (2023).

<sup>3</sup>Subroto, Wirawan, and Rukmana.

<sup>4</sup>Yentri Anggeraini et al., "Literasi Digital : Dampak Dan Tantangan Dalam Pembelajaran Bahasa," 2019.

<sup>5</sup> Sigit Purnama et al., "Heliyon Does Digital Literacy in FI Uence Students ' Online Risk ? Evidence From," *Heliyon* 7, no. June (2021): e07406, <https://doi.org/10.1016/j.heliyon.2021.e07406>.

Character education through the Indonesian language can also utilize various innovative learning methods. For example, the use of technology in learning Indonesian can enhance interaction and collaboration among students.<sup>6</sup> Education should refer to the four 21st-century learning characteristics: critical thinking and problem-solving, creativity and innovation, collaboration, and communication. By combining technology and innovative learning methods, students can learn how to use technology to solve problems, collaborate with others, and communicate effectively. All of these contribute to the formation of a strong digital character. In addition to formal education in schools, the role of family and community is also very important in shaping children's digital character. Character education should start early and be supported by a conducive family environment. According to Kamaruddin, character education is very important to nurture from an early age, especially at the elementary school level.<sup>7</sup> Families can help children understand and apply ethical values in the use of technology. Meanwhile, the community can provide various programs and activities that support the development of digital character, such as digital literacy training and awareness campaigns about the wise use of technology.

In facing the Society 5.0 era, it is important for educators, parents, and other stakeholders to work together in shaping the digital character of the younger generation. Before using technology, one should understand the meaning and ethical principles of using ICT.<sup>8</sup> Therefore, education about the ethics of technology use should be provided to students from an early age. Additionally, further research is needed to explore the most effective teaching methods for integrating technology and character education. Carayannis and Morawska emphasize the importance of new theoretical constructs that can lead to a more sustainable

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<sup>6</sup> Syanurudin, "Pembelajaran Bahasa Indonesia Berbasis Digital Dalam Membina Karakter Siswa," *Seminar Nasional Pendidikan Bahasa Dan Sastra*, no. November 2019 (2020): 44–51.

<sup>7</sup> Ilham Kamaruddin et al., "Peran Pendidikan Dalam Pembentukan Karakter Peserta Didik," *Jurnal Pendidikan Tambusai* 7 (2023): 16460–65.

<sup>8</sup> Anisyah Yuniarti et al., "Peran Pendidikan Terhadap Etika Penggunaan Teknologi Informasi Dan Komunikasi Abad Ke- 21," *Jurnal Pendidikan Tambusai* 7 (2023): 26132–37.

future, namely the Quadruple/Quintuple Helix approach to innovation and Industry 5.0 and Society 5.0.<sup>9</sup>

## 2. Problem Statement

Managing digital character in the context of the Indonesian language faces various challenges. These challenges include a lack of awareness about the importance of digital literacy and ethics in the use of technology. Research conducted by Dewi emphasizes the importance of digital literacy in the development of students' character.<sup>10</sup> Additionally, there is a gap between technological advancement and the development of digital character that requires serious attention. Purnama studied the impact of digital literacy on the online risks faced by students during the Covid-19 pandemic, showing that low digital literacy can increase the negative risks associated with technology use.<sup>11</sup>

These challenges are further complicated by differences in access to and quality of education across various regions in Indonesia. Therefore, effective strategies need to be formulated to address this gap and ensure that digital character can be developed equitably across all levels of society.

## 3. Objectives

This study aims to explore the role of the Indonesian language in the formation of digital character in the Society 5.0 era. The main focus of this research is how the Indonesian language can be utilized as a medium to teach ethical values, responsibility, and digital skills to the younger generation. In the context of increasing digitalization, it is important to understand how language can function as an effective educational tool in internalizing these

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<sup>9</sup> Elias Carayannis and Joanna Morawska, *University and Education 5.0 for Emerging Trends, Policies and Practices in the Concept of Industry 5.0 and Society 5.0*. In *Industry 5.0* (ResearchGate, 2023), <https://doi.org/10.1007/978-3-031-26232-6>.

<sup>10</sup> Dinie Anggraeni Dewi et al., "Menumbuhkan Karakter Siswa Melalui Pemanfaatan Literasi Digital Dinie Anggraeni Dewi<sup>1</sup>, Solihin Ichas Hamid<sup>2</sup>, Farah Annisa<sup>3</sup>, Monica Octafianti<sup>4</sup>, Pingkan Regi Genika<sup>5</sup>," *Jurnal Basicedu* 5, no. 6 (2021): 5249–57.

<sup>11</sup> Purnama et al., "Heliyon Does Digital Literacy in FI Uence Students' Online Risk ? Evidence From."

values in children and teenagers, enabling them to become wise and responsible technology users. Additionally, this study aims to identify and analyze effective strategies for managing digital character. These strategies include educational methods, curriculum approaches, and the use of technology in the learning process that can support the formation of a strong and positive digital character. This research seeks to find innovative ways to integrate Indonesian language learning with the teaching of digital values, providing a solid foundation for the development of children's character in the Society 5.0 era.

#### **4. Literature Review**

A review of the literature on the concept of digital character shows that digital character encompasses the ability to use technology wisely, understand digital ethics, and actively participate in the digital environment. Dewi emphasizes the approach of fostering students' character through the utilization of digital literacy.<sup>12</sup> Digital literacy is not only about technical skills but also includes critical understanding and ethics in the use of technology.

Previous studies have shown that language plays an important role in the formation of digital character. Character education through language can provide a strong foundation for ethical digital literacy. Teaching character to students through Indonesian language lessons underscores the importance of this approach in the educational curriculum.<sup>13</sup>

The practice of managing digital character in various global contexts shows that a holistic approach involving all stakeholders—educators, parents, and the community—is key to success. According to Mansur, the Society 5.0 era presents both opportunities and challenges for educators in every educational unit to integrate technology into learning. In various

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<sup>12</sup> Dewi et al., "Menumbuhkan Karakter Siswa Melalui Pemanfaatan Literasi Digital Dinie Anggraeni Dewi<sup>1</sup>, Solihin Ichas Hamid<sup>2</sup>, Farah Annisa<sup>3</sup>, Monica Octafianti<sup>4</sup>, Pingkan Regi Genika 5 [5]."

<sup>13</sup> Fatma Nuraini Putri, "Pendidikan Karakter Siswa Melalui Pelajaran Bahasa Indonesia," *Jurnal Pendidikan Bahasa Indonesia*, 2020, 16–24.

countries, effective strategies include the development of relevant curricula, teacher training, and active community participation.<sup>14</sup>

## **B. METHOD**

This study uses a qualitative approach to examine the role of the Indonesian language in building digital character in the Society 5.0 era. The research method is a series of systematic steps undertaken to find scientific answers to research questions.<sup>15</sup> The qualitative method was chosen because it allows researchers to explore in-depth and rich data about the phenomena being studied, which is suitable for the complexity of this topic.

### **1. Research Approach**

A qualitative approach is used in this research because it is well-suited to answering complex and in-depth research questions.<sup>16</sup> This approach allows researchers to delve deeper into understanding the role of the Indonesian language in shaping digital character in the era of Society 5.0. By using various data collection techniques, this research can explore the nuances and dynamics present in the context of learning and using the Indonesian language as a character education tool.

In this study, various data collection techniques are employed to gain comprehensive insights. These techniques include in-depth interviews, which allow researchers to gather direct views and experiences from participants; participatory observation, which provides researchers the opportunity to observe and record interactions and behaviors in real contexts; and document analysis, which helps in understanding the historical and cultural contexts influencing the use of the Indonesian language in digital character education.<sup>17</sup> With this

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<sup>14</sup> Khairul Azhar Jamaludin and Fitra Pinandhita, "Social Sciences," *Social Sciences*, 2023.

<sup>15</sup> Ahmad Tanzeh, *Metodologi Penelitian Praktis* (Yogyakarta: Teras, 2011).

<sup>16</sup> Marinu Waruwu, "Pendekatan Penelitian Kualitatif : Konsep , Prosedur , Kelebihan Dan Peran Di Bidang Pendidikan," *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan* 5 (2024): 198–211.

<sup>17</sup> Umar Sidiq, Miftachul Choiri, and Anwar Mujahidin, "Metode Penelitian Kualitatif Di Bidang Pendidikan. Journal of Chemical Information and Modeling," *Journal of Chemical Information and Modeling* 53, no. 9 (2019): 1–228.

approach, researchers can collect rich and diverse data, which is crucial for understanding the role of language in shaping digital character.

## **2. Data Collection Techniques**

Data collection in this research is conducted through several key techniques that allow an in-depth understanding of the role of the Indonesian language in shaping digital character. The first technique is in-depth interviews, where researchers engage in detailed conversations with educators, language experts, and educational technology specialists. The purpose of these interviews is to explore the views, thoughts, and experiences of the experts on how the Indonesian language can be used to teach digital literacy and shape digital character. The interview participants provide valuable insights into the integration of digital literacy into the Indonesian language curriculum and how this can help students develop skills in ethics, responsibility, and wise use of technology.

The second technique used is participatory observation. In this technique, researchers are directly involved in Indonesian language learning activities that use digital technology. Participatory observation allows researchers to see firsthand how the learning process takes place in the classroom and how digital character is formed through daily interactions between teachers and students. Through this observation, researchers can note various important aspects such as teaching methods, the use of digital tools, and students' responses to the material taught. These observations provide rich empirical data on the practice of Indonesian language learning in a digital context.

In addition to in-depth interviews and participatory observation, the third technique used is document analysis. Researchers analyze various relevant documents, including curricula, learning modules, and educational policies related to digital literacy. This document analysis helps researchers understand the policy framework underpinning the teaching of the Indonesian language and how these policies are implemented in practice. These documents provide insights into the objectives of digital character education, the strategies used to achieve these objectives, and the challenges faced in the implementation process. Through document analysis, researchers can identify gaps between policy and practice and offer recommendations for improvement.

The use of a combination of these data collection techniques allows this research to provide a comprehensive picture of the role of the Indonesian language in shaping digital character in the era of Society 5.0. In-depth interviews offer perspectives from experienced

experts in their fields, while participatory observation provides direct views on the practice of learning in the field. Document analysis complements these techniques by providing broader policy and implementation contexts. By combining these three techniques, this research can uncover various important aspects that influence the effectiveness of Indonesian language teaching in shaping digital character.

### **3. Data Analysis**

The data collected in this study were analyzed using thematic analysis techniques, which allow the identification of main themes from the available data. As explained in "Analisis dan Interpretasi Data Penelitian Kualitatif" by Ghony, Wahyuni, and Almanshur, thematic analysis requires the systematic organization of data to find significant patterns and meanings. This analysis process involves several key steps designed to ensure that all relevant data are identified, categorized, and interpreted appropriately.<sup>18</sup> The first step in this process is data coding. All data obtained from in-depth interviews, participatory observations, and document analysis were coded to identify relevant themes. Coding is a critical step in thematic analysis as it helps organize data systematically and makes it easier for researchers to find emerging patterns. This process involves marking data segments with specific labels that describe the content or context of the segments. Coding is done comprehensively to ensure that no important information is missed and all relevant aspects of the role of the Indonesian language in shaping digital character can be identified.

After coding, the next step is theme categorization. The themes that emerge from the coding process are categorized based on their relevance and relationship to the research objectives. This categorization helps in understanding various aspects of the role of the Indonesian language in shaping digital character and how these themes relate to one another. These themes are then grouped into broader categories, encompassing various dimensions of digital character formation, such as digital ethics, responsibility in the use of technology, and digital literacy skills. This categorization provides a clearer structure to the data and facilitates further analysis by the researcher. The final step is data interpretation. The categorized data are then interpreted to reveal deeper meanings and practical implications of the research findings. The interpretation process is carried out by considering the social and educational context in Indonesia, as well as the relevance of the findings to the concept of Society 5.0. This interpretation focuses not only on the descriptive understanding of the data

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<sup>18</sup> M.D Ghony, S Wahyuni, and F Almanshur, *Analisis Dan Interpretasi Data Penelitian Kualitatif* (Bandung: Refika Aditama, 2020).



but also on critical analysis that connects the findings with existing theories and literature. Researchers strive to identify the practical implications of these findings for developing educational strategies and policies that can support the formation of positive digital character in the era of Society 5.0.

## C. RESULTS AND DISCUSSION

### 1. Results

This study confirms the crucial role of the Indonesian language in shaping digital character in the era of Society 5.0. The use of Indonesian as the primary medium for digital character education in elementary schools has shown significant results. As Imban stated, character education for elementary school children in the digital era has a positive impact on shaping children's character.<sup>19</sup> These findings are consistent with Triyanto, who noted that despite the various challenges faced by character education in the digital era, there are significant opportunities for effective character education implementation.<sup>20</sup> The Indonesian language plays an essential role in instilling moral and ethical values in the digital age. Digital literacy using the Indonesian language enables students to search for and evaluate reliable sources of information, which is increasingly important amid the rapid pace of digital technology.<sup>21</sup> Teaching Indonesian digitally helps students develop the four essential 21st-century skills: critical thinking and problem-solving, creativity and innovation, collaboration, and communication.<sup>22</sup>

The main findings of this study include the significant positive impact of character education through the Indonesian language in the digital era on students. Early character education in elementary schools lays a strong foundation for developing good digital character.<sup>23</sup> According to Imban, character education in elementary schools is very important and effective in shaping children's character in the digital era. Additionally, digital literacy, which involves the use of the Indonesian language, becomes crucial in the digital age.<sup>24</sup> Anggeraini stated that the ability to find reliable sources of information is vital amid the rapid pace of digital technology.<sup>25</sup> Good digital literacy helps students access accurate and relevant

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<sup>19</sup> Imban, "Peran Pendidikan Karakter Pada Siswa Sekolah Dasar Di Era Digital" 5, no. 5 (2022): 1132–36.

<sup>20</sup> Triyanto, "Peluang Dan Tantangan Pendidikan Karakter Di Era Digital. Jurnal Civics: Media Kajian Kewarganegaraan," *Jurnal Civics: Media Kajian Kewarganegaraan* 17, no. 2 (2020): 175–84.

<sup>21</sup> Anggeraini et al., "Literasi Digital : Dampak Dan Tantangan Dalam Pembelajaran Bahasa."

<sup>22</sup> Syanurudin, "Pembelajaran Bahasa Indonesia Berbasis Digital Dalam Membina Karakter Siswa."

<sup>23</sup> Kamaruddin et al., "Peran Pendidikan Dalam Pembentukan Karakter Peserta Didik."

<sup>24</sup> Imban, "Peran Pendidikan Karakter Pada Siswa Sekolah Dasar Di Era Digital."

<sup>25</sup> Anggeraini et al., "Literasi Digital : Dampak Dan Tantangan Dalam Pembelajaran Bahasa."

information while avoiding misleading information. This also emphasizes the importance of integrating digital literacy into the Indonesian language curriculum.

The study also found that information and communication technology plays a crucial role in learning the Indonesian language. Rosa, Syafitri, and Rizki emphasized that information technology has played an important role in various aspects of life, including education.<sup>26</sup> The use of technology in Indonesian language learning not only increases learning motivation but also helps students develop relevant digital skills. The use of technology includes various digital tools and platforms that support the learning process and student interaction. In the context of shaping digital character, the use of the Indonesian language not only functions as a communication tool but also as a means to instill important moral and ethical values in the digital era. Digital literacy involving the Indonesian language allows students to engage in responsible and ethical digital practices. This includes the ability to understand, analyze, and evaluate digital information, as well as participate in the digital society positively and constructively.

Overall, this study shows that the Indonesian language has a strategic role in building digital character in the era of Society 5.0. Character education through the Indonesian language in elementary schools not only provides a strong foundation for digital character development but also prepares the younger generation to face challenges and seize opportunities in the digital era. With good digital literacy, students can become critical, creative, and responsible individuals in their use of technology.

## **2. Discussion**

This study yields several important implications related to curriculum implementation, teacher skill development, and the use of social media in the context of Indonesian language education for digital character formation in the era of Society 5.0. First, the findings indicate that the Indonesian language education curriculum needs continuous development to effectively integrate digital literacy. Digital-based Indonesian language learning is crucial in nurturing students' character.<sup>27</sup> The curriculum must include materials that teach students about the ethical and responsible use of technology, focusing on aspects of digital literacy relevant to current needs and challenges.<sup>28</sup>

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<sup>26</sup> Sri Listia Rosa, Nesi Syafitri, and Sonya Parlina Rizki, "DAMPAK PENGGUNAAN SOSIAL MEDIA," *Jurnal Pengabdian Masyarakat Dan Penerapan Ilmu Pengetahuan* 1, no. 1 (2020): 7–12.

<sup>27</sup> Syanuridin, "Pembelajaran Bahasa Indonesia Berbasis Digital Dalam Membina Karakter Siswa."

<sup>28</sup> Yuniarti et al., "Peran Pendidikan Terhadap Etika Penggunaan Teknologi Informasi Dan Komunikasi Abad Ke-21."

Additionally, the development of teacher skills is crucial for maximizing the role of the Indonesian language in digital character formation. Teachers need to be equipped with adequate skills and knowledge about digital literacy to effectively integrate technology into Indonesian language instruction. Training for teachers on the use of technology in Indonesian language teaching is vital to achieve the goals of effective and sustainable digital character education. These skills include a deep understanding of digital tools and platforms that can be used in the teaching-learning process, as well as strategies for teaching the ethical and responsible use of technology to students.

Moreover, the positive use of social media can enhance students' learning motivation. Research conducted by Irfan, Nursiah, and Rahayu found that the positive use of social media significantly impacts increasing students' learning motivation.<sup>29</sup> Therefore, it is important for educators to utilize social media as an effective teaching tool. Social media can be used to build interactive learning communities, share educational resources, and support collaboration among students. This approach can help students become more engaged and motivated in the learning process and strengthen their digital character through positive and constructive interactions.

However, character education in the digital era also faces various challenges. One of the main challenges is the risk of exposure to inappropriate content and ensuring that students understand and apply moral values in the use of technology. Exposure to invalid or unethical information can damage students' character and morals if not properly managed. Therefore, it is crucial for educators to equip students with critical skills to evaluate the information they encounter in the digital world and guide them in developing strong digital ethics.

On the other hand, the digital era also provides significant opportunities to implement innovative and effective character education. Digital technology offers various tools and platforms that can be used to support more interactive and engaging learning. For example, using gamification in Indonesian language learning can help students develop digital literacy skills while learning in a fun way. Additionally, augmented reality (AR) and virtual reality (VR) technologies can be used to create immersive learning environments, helping students better understand abstract concepts.

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<sup>29</sup> Muhammad Irfan, "B4 . 10 . Pengaruh Penggunaan Media Sos 5751 Words Jun 27 , 2023 8 : 15 PM GMT + 8 20 % Overall Similarity Crossref Posted Content Database Excluded from Similarity Report Bibliographic Material Pengaruh Penggunaan Media Sosial ( Medsos ) Secara Positif T," *Jurnal Publikasi Pendidikan* 9, no. 3 (2023): 30–35.

Character education in the digital era presents various challenges and opportunities. Research proves that the digital era offers positive opportunities for the implementation of character education.<sup>30</sup> This statement underscores that despite the challenges, the digital era also opens up great opportunities to strengthen character education through the use of technology. Innovative and creative approaches to integrating technology with character education can help overcome these challenges and create more effective and enjoyable learning environments.

#### **D. CONCLUSION**

This study underscores the vital role of the Indonesian language in shaping digital character in the era of Society 5.0. The main findings indicate that integrating digital literacy with Indonesian language education in primary schools can significantly develop students' character. Through digital-based Indonesian language learning, students can develop 21st-century skills such as critical thinking, creativity, collaboration, and communication. The study also highlights the importance of teachers' roles in implementing a curriculum that effectively integrates digital literacy and utilizing social media as a positive learning tool.

The implications of this study for educational practice include the need to enhance teachers' competencies in digital literacy and the integration of technology in Indonesian language instruction. Additionally, the curriculum must continually be refined to include aspects of ethical technology use. For future research, it is recommended to further explore innovative teaching methods for the Indonesian language using digital technology and their impact on students' character. Research could also expand its focus to various educational levels and cultural contexts to understand the dynamics of digital character formation more comprehensively.

#### **E. SUGGESTIONS**

To develop digital character through the Indonesian language in the era of Society 5.0, several strategic steps are recommended. First, there is a need to increase digital literacy among teachers and students. Teachers should be provided with adequate training on the use of digital technology in Indonesian language teaching so that they can effectively integrate digital tools and platforms. Second, the Indonesian language education curriculum should be designed to include aspects of digital literacy and the ethics of technology use. This will help students become not only smart technology users but also responsible ones.

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<sup>30</sup> Triyanto, "Peluang Dan Tantangan Pendidikan Karakter Di Era Digital. Jurnal Civics: Media Kajian Kewarganegaraan."

Furthermore, it is important to strengthen collaboration between schools, families, and communities in shaping students' digital character. Extracurricular activities involving the use of technology can be an effective means to build digital skills and positive character. The positive use of social media should also be promoted, emphasizing the importance of digital ethics and the positive impact of shared content.

For further research, it is suggested to explore innovative teaching methods in technology-based Indonesian language learning. Research could focus on the influence of various digital tools and platforms on character formation in students. Additionally, comparative studies at different educational levels and cultural contexts would provide broader insights into the dynamics of digital character formation.

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