The Effect of Digital Literacy and Civic Literacy on Student Conflict Resolution Skills

Yunita Dwi Pristiani[1], Agus Widodo[2], Wikan Sasmita[3]

yunitadp@unpkediri.ac.id[1], aguswidodo@unpkediri.ac.id[2] , wikan.sasmita@unpkdr.ac.id[3]

University Nusantara PGRI Kediri[1,2,3]

Abstract. The objective of this study is to clarify the proficiency levels of pupils in digital literacy, civic literacy, and conflict resolution abilities majoring in Civic Education at Universitas Nusantara PGRI Kediri. Additionally, it seeks to analyze the linear and simultaneous influences of The influence of civic and digital literacy on the conflict resolution abilities of students. Implementing a quantitative methodology through survey techniques, the study comprises a sample of 70 students distributed across different levels: 33 at level 1, 18 at level 2, 8 at level 3, and 11 at level 4. Population research is employed due to the sample size being less than 100, allowing for the inclusion of all participants. Data collection is conducted through questionnaire techniques, while analysis involves both descriptive and inferential methods. The findings reveal that students' digital literacy $(X1)$ is rated as good, falling within the moderate range. Civic literacy $(X2)$ is consistently excellent, reaching a high level overall. Regarding conflict resolution skills (Y), students perform quite well, achieving a moderate level of proficiency. The study concludes with evidence of a simultaneous and The influence of digital literacy $(X1)$ and civic literacy $(X2)$ on conflict resolution skills (Y) is substantial.

Keywords: Civic Literacy, Digital Literacy, Student Conflict Resolution

1. Introduction

Humans frequently encounter conflicts in their daily lives that stem from interactions resulting in friction or differences among individuals and groups. The name "conflict" is derived from the Latin words "con" and "figere". The word "con" denotes unity or togetherness, whereas "figere" refers to striking or hitting. Thus "conflict" denotes a quarrel, dispute, or clash. This phenomenon encompasses interctions amon humans, both as individual beings and as social entities.

The diverse spectrum of human needs encompasses: (1) fundamental physiological requirements such as sustenance, shelter, and overall well-being; (2) the need for security and protection; (3) the yearning for connection and belonging, manifested in the desire to build relationships and establish familiarity with others; (4) the pursuit of self-esteem and self-worth; (5) a hunger for knowledge and understanding; (6) an appreciation for beauty and aesthetics; (7) the aspiration for self-actualization and the realization of one's full potential; (8) a curiosity to explore the world beyond oneself, encompassing spirituality and a sense of purpose [1]. As spiritual beings, individuals inherently possess motivations, including: (1) the

drive to outperform others; (2) the inclination to adapt; (3) the urge to formulate structured plans; (4) the desire to capture the attention of others; (5) the need for independence, rejecting dependence on others; (6) the inclination to forge friendships; (7) Empathy towards others' emotions; (8) Yearning for others' affection; (9) Ambition to lead; (10) Intricate relationship between sin, guilt, and the need for punishment; (11) Compulsion to help others; (12) Inclination towards instigating change; (13) Resolute determination to persist; (14) Necessity to experience love with the opposite gender; (15) the inclination to engage in criticism, rebuttal, and expression [2].

Humans, as social beings, are inherently inclined towards forming connections and alliances with one another, emphasizing the various forms of relationships and interactions that exist among them. These ties might manifest as interpersonal, intrapersonal, or intergroup linkages. The social environment for humans consists of three main domains: (1) the family environment, where individuals form familial units and share rights, obligations, and the duty to care for their family's well-being; (2) the community environment, where individuals share common norms and customs, fostering a sense of ownership and responsibility for the cohesion of their community; and (3) Citizens have the obligation and responsibility to actively contribute to the preservation and maintenance of the state, following all applicable rules and regulations, in both the national and state environment. The ability to resolve conflicts effectively involves dimensions of affection, cognition, and psychomotor skills, The fundamental abilities required for conflict resolution contain six crucial aspects. An individual's orientation abilities refer to their capacity to align with values and beliefs. Perception abilities involve the skill to accurately perceive situations. Emotion abilities encompass the capability to manage emotions. Communication abilities emphasize effective communication skills. Creative thinking abilities highlight the skill to think innovatively. Critical thinking abilities denote the capacity for analytical thinking [3].

Conflict represents a type of social interaction frequently met with negative responses, leading to its destructive nature [4]. Throughout human existence, conflict has remained an inherent aspect of life, with students' conflict resolution skills being essential, while Chapter 21 emphasizes the paramount importance of digital literacy and civic literacy for every citizen. In the initial stages of development, literacy primarily focused on an individual's capability to process and comprehend information during the reading and writing processes. In the modern period of Science, Technology, and Art (IPTEKS), it is necessary for citizens to have digital literacy. Literacy, in this context, refers to citizens' proficiency in solving problems at the expertise level required in work, family, and society, essentially serving as a crucial skill in specific environments. The term "digital" signifies a modernization or transformation in the utilization of technology, often associated with the creation of networks and computer technology, with the overarching goal of facilitating human activities.

Digital literacy refers to an individual's capacity to navigate and comprehend diverse information within the digital realm, coupled with the ability to interpret messages and establish effective communication with others [5]. It can be further defined as the skillful utilization of digital networks in a manner that prioritizes health, discernment, intelligence, caution, appropriateness, and conformity to societal norms. Digital literacy encompasses an individual's expertise and capabilities in navigating information within the digital realm, encompassing facets such as (1) Proficiency in finding and evaluating information, (2)

participation in academic digital activities, (3) the ability to learn, (4) proficiency in information and communication technology, (5) management of career and identity/privacy, (6) effective communication and collaboration, and (7) understanding of media literacy [6].

The objective of digital literacy is to acquaint students with the platform via which information is distributed and influences students' capacity to process information acquired via digital networks [7]. A recent challenge encountered by students revolves around a diminishing interest in reading.

Students often rely on a single news source without adequately assessing and utilizing the information available. Consequently, they frequently miss out on crucial details regarding ongoing events. Such challenges highlight a lack of proficiency in information literacy among students. Moreover, there is a noticeable deficiency in students actively engaging with digital media for academic purposes, hindering their ability to transform information into valuable data references.This issue underscores that students may struggle to leverage digital scholarly media to support their academic endeavors. In today's digital era, individuals have access to assistance in various forms, including artificial intelligence (AI). Indonesian people, including students, spend approximately eight hours daily on digital media. Within the academic realm, students must possess digital literacy skills, such as extracting information from digital sources for data references, conducting research, and completing assignments from professors.

In the academic environment, students need to acquire learning skills that involve effectively utilizing technology for various activities on campus. This includes tasks like delivering presentations, crafting papers, articles, and theses.

The use of Ms Office for data processing, Zotero, and Statistical Package for Social Science Version 24 for Windows is crucial. Proficiency in these tools can be considered indicative of strong ICT literacy skills among students. In terms of career and identity management, students need to exercise prudence in handling their online identities. Online platforms, such as email, Facebook, Instagram, YouTube, WhatsApp, etc., serve as representations of a student's identity. This enables students to connect with digital communities globally, emphasizing the need for responsible use to avoid legal violations. When students integrate tools such as Google Forms into their academic pursuits on campus, they showcase proficiency in digital literacy for communication and collaboration. The abundance of both favorable and unfavorable information in the digital domain underscores the importance of students cultivating critical reading abilities, creative communication, and discerning information sorting, highlighting the importance of media literacy in the digital age.

Civic literacy in Elementary (SD), (SMP), and (SMA) refers to the proficiency in comprehending the rights and responsibilities of citizens. The Indonesian nation, with its diverse array of ethnicities, languages, cultures, traditions, and religions, embodies a philosophy that molds the character of citizenship.

Civic literacy denotes an individual's comprehension and capacity to employ Pancasila, the 1945 Constution of the Republic of Indonesia, the Unitary State f the Republic of Indonesia, and Bhineka Tunggal Ika aiming to foster citizenship characterized by a robust national identity and genuine love for their country. The citizenship course curriculum covers a comprehensive range of topics including civic education, national identity, national integration, the Indonesian constitution, the responsibilities and privileges of the state and its citizens, the dynamics of democracy in Indonesia, and law enforcement in the country, an understanding of the archipelago, and national resilience.

Prior investigations have not yet delved into the examination of the influence of digital literacy and civic literacy on students' abilities to resolve conflicts. Previous research

has mostly examined the impact of digital literacy and civic literacy on the personal resilience levels of students in vocational secondary schools [9]. Notably, distinctions exist between school levels and college levels, including variations in the dependent variable (Y) - Conflict Resolution Ability. The researchers seek to examine the correlation between the independent variables of digital literacy (X1) and civic literacy (X2) and the dependent variable (Y) of students' conflict resolution ability. This investigation is crucial as students' conflict resolution skills are essential for navigating the pressures of campus life. Approaches such as mediation, conciliation, and facilitation are employed to manage conflicts [10]. Furthermore, conflict is an inherent aspect of community life, underscoring the importance of students possessing conflict resolution skills. To cultivate these skills, students must engage in institutionalization activities, including student orientation, leadership collaboration, civic education, and the development of national identity. These efforts contribute to creating a conducive and orderly academic environment through the promotion of effective conflict resolution [11].

2. Method

This study uses a correlational technique with a non-experimental quantitative research design. The chosen study design is a survey, with the purpose of evaluating three variables: dispute resolution abilities (Y), which is the dependent variable, and digital literacy (X1) and civic literacy (X2), which are the independent variables. Quantitative data is collected through the distribution of a scale to subjects who meet the specified criteria. The primary objective of this correlational research is to ascertain the degree of association between variations in one variable and corresponding variations in others, as indicated by correlation coefficients [12]. Data collection involves the utilization of questionnaires and documentation, with subsequent descriptive analysis conducted through Microsoft Excel. Inferential analysis, on the other hand, is carried out using The software used for the analysis is the Utilizing SPSS 24 for Windows, data normality was assessed using a one-sample Kolmogorov-Smirnov test at a 0.05 significance level. Linearity was evaluated using a test for linearity at the same significance level. To determine partial effects, basic regression tests were carried out to examine the influence of digital literacy (X1) and civic literacy (X2) on the ability to resolve disputes (Y). The study utilized multiple regression analyses to assess the collective influence of digital literacy (X1) and civic literacy (X2) on conflict resolution abilities (Y). Moreover, pearson product-moment correlation analysis was employed to evaluate the connection between independent and dependent variables.

The sampling method employed in this study follows population sampling tactics, specifically utilizing the approach of opinion-based sampling as outlined by Suharsini Arikunto (2006). Given the limited number of subjects, which is fewer than 100, it is deemed preferable to include all available subjects, transforming the study into a population-based research. The study's sample comprises 70 students distributed across different academic levels: the are 33 students in the first level, 18 in the second level, 8 in the third level, and 11 in the fourt level. The research is concentrated on students who are enrolled in the Pancasila and Civic Education Study Program in the Faculty of Teacher Training and Education at Universitas Nusantara PGRI Kediri, situated in East Java, Kediri City. The subject pool consists of 70 students, and their detailed descriptions are presented in Table 1.

Table 1. Description of the Research Subject

Category	Frequency	Percentage
First-year pupils	33	47%
Sophomore pupils	18	26%
Junior pupils	8	11%
Senior pupils	11	16%
Sum	70	100%

Table 1 presents a breakdown of individuals into four groups: students at levels 1, 2, 3, and 4. Level 1 students comprise 47% of the total, students at level 2 constitute 26%, while those at level 3 comprise 11%, and level 4 students represent 16% of the overall proportion.

The study utilized a modified closed questionnaire, substituting the Likert scale with a set of four response options: strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA). This modification eliminated the neutral option (N) due to its ambiguity, which could introduce uncertainties in respondents' answers. Additionally, the scale incorporated alternative response choices: always (AL), often (OT), rarely (RA), and never (NE).

The evaluation tool used in this research, a Likert scale was employed, the assessment includes 18 statements assessing digital literacy (X1), 80 statements assessing civic literacy (X2), and 76 statements assessing conflict resolution skills (Y).

3. Results and Discussion

The analysis of attributes associated with digital literacy (X1) produced the following statistical measures: a mean of 60.95, a median of 62, a mode of 62, a standard deviation of 4.94, a minimum value of 49, and a maximum value of 71. The civic literacy (X2) exhibited variability, with an average score of 281, a median of 284.5, a mode of 228, a standard deviation of 30.98, a minimum value of 228, and a high value of 319. The conflict resolution capacity (Y) had a minimum value of 172, a maximum value of 278, an average value of 215.81, a median value of 215, a mode value of 206, and a standard deviation of 19.57. The subsequent text provides a comprehensive analysis of the digital literacy levels exhibited by students enrolled in the Pancasila and Civic Education Study Program, civic literacy, and conflict resolution abilities are given.

Table 2 Summary of Findings on Digital Literacy, Civic Literacy, and Conflict Resolution Skills.

	N	Minimum	Maxsimum	Mean	Mode	Median	Std. Deviation
X1	70	49	71	60. 95	62	62	4.94
X2	70	228	320	62	228	284.5	30.98
Y	70	172	278	4.94	206	215	19.57

The questionnaire on digital literacy produced a spectrum of values ranging from 18 to 71, with each statement being assessed on a scale of 1 to 4. The analysis of the results indicated that 20% (14 students) had inadequate digital literacy, 59% (41 students) showed proficient digital literacy, and 15% (15 students) demonstrated excellent digital literacy. These data suggest that the general level of digital literacy of the students falls within the good category, aligning with their overall digital literacy assessment, which classifies them as

excellent [9].

Table 3 Results describing levels of digital literacy

Digital Literacy Level				
Code		Class		Frequency	%
Low	Deficient	49	56	14	20%
Medium	Average	57	64	41	59%
High	Good	65	71	15	21%
Sum				70	100%

The civic literacy questionnaire was designed with a projected score range of 80 to 320, and each question was evaluated using score increments of 1 to 4. The findings of the civic literacy analysis indicated that 20% of the pupils, namely 14 individuals, had a low level of civic literacy. In contrast, 30% of the students, or 21 individuals, exhibited a high level of civic literacy, while 50%, corresponding to 35 students, exhibited a commendable degree of civic literacy. Therefore, drawing from this data, it can be deduced that the overall student civic literacy is classified as high-level and satisfactory. This aligns with the overall citizenship literacy of students, which is classified as excellent [9].

Table 4 Reported findings about the degree of civic literacy

Civic Literacy Level

Code		Class		Frequency	%
Low	Less	228	258	14	20.0%
Medium	Average	259	289	21	30.0%
High	Good	290	320	35	50.0%
Sum				70	100%

The questionnaire assessing students' conflict resolution abilities ranged from an anticipated minimum score of 76 to an expected maximum score of 304, with each statement evaluated within the 1-4 score intervals. The analysis of students' conflict resolution skills revealed that 9%, or 6 students, exhibited very limited skills in resolving conflicts. Additionally, 33%, or 23 students, demonstrated conflict resolution skills that fell below the specified criteria, while 46%, or 32 students, exhibited good-level conflict resolution skills. Another 10%, or 7 students, showcased conflict resolution skills meeting the specified criteria for a good level, and 3%, or 2 students, demonstrated excellent-level conflict resolution skills. In summary, based on these findings, it can be inferred that, overall, students' conflict resolution abilities are moderately good. The ability to resolve interpersonal conflicts is an effort to resolve conflicts is indispensable in interactions between individuals [13].

Table 5 Report on the levels of conflict resolution capability, including detailed descriptions of the results.

Resolution of Conflicts Level				
Code		Class		Frequencies	%
Very Low	Extremely lacking	169	190	6	9%
Low	Lacking	191	212	23	33%

Moderate	Moderate	213	234	32	46%
Elevated	Satisfactory	235	256	7	10%
Extremely elevated	Excellent	257	278	2	3%
Sum				70	100%

Among the seven learning skills indicators, digital literacy (X1) emerged as the highest-scoring variable with an average of 3.7, accounting for 16% of the total score. Media literacy, which is the ability to analyze and interpret information in different forms of media, had a score of 3.6 or 15%. The assessment of information literacy, which measures the proficiency in searching, assessing, and efficiently utilizing necessary information, likewise obtained a score of 3.5 or 15%. The scores for career and density management, with a specific focus on privacy and information management, were both 3.5 or 15%.

Digital scholarship encompasses the active engagement of those who utilize digital media within the realm of academia, where they employ digital media material as a reference for data earned a score of 3.4 or 14%. Additionally, communication and collaboration, indicating engagement in learning and research via digital networks, achieved a score of 3.2 or 13%. ICT literacy, the score for the utilization and the alteration of digital devices and ICT-based media, encompassing applications and services, amounted to 3.0 or 12%.

Table 6 The results illustrate the average value for each indicator of the student digital literacy variables (X1).

Indicators	Average Score	%
(Information Literacy)	3.5	15%
(Digital Scholarship) entails the active involvement of users in digital media.	3.4	14%
(Learning Skills) pertain to one's proficiency in acquiring knowledge and abilities.	3.7	16%
(ICT Literacy) encompasses the literacy in information and communication technology.	3.0	12%
Signs of (Career and Identity Management) or Privacy highlight key markers in managing one's career and identity or ensuring privacy.	3.5	15%
(Communication and Collaboration) emphasize effective interaction and working together.	3.2	13%
(Media Literacy) pertains to the ability to critically assess and comprehend media content.	3.6	15%
	24	100%

Out of the components examined, student civic literacy (X2) obtained the highest mean score on the national identity indicator, reaching 3.8 or 12%. The indicator of the Indonesian constitution received a score of 3.7, which is comparable to 12%. The initial measure of civic education (Civics) achieved a score of 3.6, equivalent to 11%. Similarly, the national integration measure and the measure evaluating the responsibilities and rights of the government and citizens both received a score of 3.5, also equivalent to 11%. The law enforcement indicators in Indonesia received a score of 3.4, which corresponds to 11%, the same as the archipelago insight indicator and the national resilience indicator. The democracy

indicator for Indonesia concluded with a score of 3.3 or 10%.

Table 7 The average result of indicator description

Indicators	Average Score	%
Civics Introduction	3.6	11%
Identity of the Nation	3.8	12%
Integration of the Nation	3.5	11%
The Indonesian Constitution	3.7	12%
State and Citizen Obligations and Rights	3.5	11%
The political system in Indonesia is characterized by democracy	3.3	10%
Indonesian Law Enforcement	3.4	11%
Archipelagic Outlook	3.4	11%
National Resilience	3.4	11%
	31.55	100%

The highest average score, at 3.0 or 18%, was achieved by students in conflict resolution ability (Y) on the creative thinking indicator. The indicator for orientation ability stood at 2.9 or 17%, while critical thinking ability and perceptual ability indicators both registered at 2.9 or 17%. The communication ability indicator scored 2.8 or 16%, and the emotional abilities indicators were at 16%.

Table 8 Results of the mean assessment of the variable indicator of students' conflict resolution proficiency (Y)

Indicators	Average Score	%
Possessing the capacity for orientation	2.9	17%
Perceptive skills	2.8	17%
Emotional capabilities	2.7	16%
Proficiency in communication	2.8	16%
Ability for creative thinking	3.0	18%
Skills in critical thinking	2.9	17%
	17.08	100%

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) software version 24. The partial correlation coefficient between digital literacy (X1) and dispute resolution capacity (Y) was shown to be 0.01, which is statistically insignificant at the 0.05 significance level. These findings indicate that there is a statistically significant relationship between digital literacy and the ability to resolve conflicts. The coefficient of 0.0465 indicates a positive relationship between the two variables, implying that higher levels of digital literacy are associated with enhanced conflict resolution skills.

Table 9 In order to examine the partial influence of digital literacy (X1) on conflict resolution (Y), statistical analyses were performed utilizing SPSS 24 for Windows.

Coefficients[a]		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	115.447	29.659		3.893	.000
	Digital Literacy (X1)	**1.556**	**.465**	**.393**	**3.345**	**.001**
	Civic Literacy (X2)	.020	.074	.031	.265	.792
a. Dependent variable: Y Conflict Resolution Capabilities						

The influence of civic literacy (X2) on conflict resolution capacity (Y) is 0.0792, which exceeds the 0.05 criterion.   Therefore, it can be inferred that H2 is rejected, indicating that civic literacy (X2) does not have a statistically significant influence on dispute resolution capacity (Y). To put it simply, when examined separately, civic literacy (X2) does not significantly influence the capacity for conflict resolution (Y). 0.074 represents the coefficient for civic literacy, indicating an absence of a positive contribution to conflict resolution ability (Y).

Table 10 The findings of the inferential calculations.

Coefficients[a]		nstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	115.447	29.659		3.893	.000
	Digital Literacy (X1)	1.556	.465	.393	3.345	.001
	Civic Literacy (X2)	**.020**	**.074**	**.031**	**.265**	**.792**
a. Variable being observed: Conflict Resolution Capabilities Y						

The research investigated the collective influence of civic literacy (X2) and digital literacy (X1) on conflict resolution abilities (Y). The F test resulted in the calculation of 6.521, signifying a significance level of 0.003, which is below the alpha value of 0.05 (5%). Given that the likelihood value is below the alpha level, this suggests the acceptance of H3. The confirmation has been made that both digital literacy (X1) and civic literacy (X2) have a statistically significant simultaneous influence on dispute resolution capacities (Y).

Table 11 The results of the analysis of the combination of digital literacy (X1) and civic literacy (X2) significantly impact conflict resolution skills (Y)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4307.901	2	2153.950	6.521	.003[b]
	Residual	22130.685	67	330.309		
	Total	26438.586	69			
a. Y represents the dependent variable, which is conflict resolution potential.						
b. The predictors consist of three variables: a constant, civic literacy (X2), and digital literacy (X1).						

The combined contribution of digital literacy (X1) and civic literacy (X2) accounts for approximately 16.3% of the variability in dispute resolution capacity (Y). These findings indicate that the combination of digital literacy and civic literacy explains 16.3% of the factors that influence conflict resolution abilities. The remaining 83.7% of the components are attributable to other variables that were not considered in the model. The correlation value (R) of 0.404 suggests a relatively robust association between the combined factors of digital literacy and civic literacy, and the ability to resolve conflicts (Y).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404[a]	.163	.138	18.17440

a. Predictors include the constant, civic literacy (X2), and digital literacy (X1).

4. Conclusion

Students' total digital proficiency is evaluated as moderate satisfactory, with a digital literacy rating of 59%. The main factor that contributes to digital literacy is the acquisition of skills, which has an average score of 3.7, comprising 16% of the total. Conversely, civic literacy is appraised as very good, reaching a high level with an overall civic literacy rate of 50%. National identity stands out as the leading factor in civic literacy, averaging 3.7 and constituting 12% of the total. The students' overall proficiency in conflict resolution is deemed moderately good, with a rate of 46%. The most influential factor in conflict resolution is creative thinking, with an average score of 3.0, making up 18% of the total. The hypothesis test revealed a positive correlation between digital literacy and students' conflict resolution skills, As indicated by a p-value of 0.0645. However, it is worth noting that civic literacy did not have a substantial effect on conflict resolution capacity. This is supported by the fact that the p-value of 0.792 is higher than the significance threshold of 0.05. Thus, it can be inferred that digital literacy plays a role in students' conflict resolution capacity, while civic literacy does not have a noticeable influence.

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