

Relevance of the Educational Evaluation System to Strengthening Students' Digital Literacy and Character

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Abstract

This study aims to analyze the relevance of educational evaluation systems to strengthening students' digital literacy and character in the context of contemporary education. The study is motivated by educational transformation in the digital era, which requires evaluation systems to focus not only on academic achievement but also on strengthening 21st-century competencies and students' character development. The research employed a qualitative approach using the library research method. Data were collected through documentation studies of national and international scientific articles, academic books, and relevant educational documents published between 2021 and 2026. Data collection techniques included literature review, data reduction, theme classification, and content analysis. Data analysis employed the interactive model of Miles and Huberman as well as thematic analysis to identify major research patterns and themes. The findings reveal that digital- and authentic-based educational evaluation significantly contributes to strengthening digital literacy, critical thinking abilities, social responsibility, and students' character development. Evaluations based on projects, digital portfolios, and self-reflection are capable of fostering digital ethical awareness and increasing students' active participation in learning. However, the implementation of contemporary educational evaluation still faces challenges related to limited teacher digital competence, technological infrastructure, and evaluation cultures that remain focused primarily on academic achievement. This study contributes to the development of competency-based educational evaluation concepts that are more holistic, adaptive, and humanistic.



Keywords: Educational Evaluation, Digital Literacy, Character Education

INTRODUCTION

The development of digital technology has significantly transformed the global educational paradigm, particularly in the aspects of learning, educational evaluation, and student character formation. The Industrial Revolution 4.0 and the era of Society 5.0 have encouraged educational institutions to produce learners who are not only academically competent but also possess strong digital literacy skills and character values. Digital literacy has become a fundamental 21st-century competency because it relates to the ability to access, understand, evaluate, and utilize digital information critically and responsibly. In the global context, UNESCO emphasizes that modern education must establish a balance between technological mastery and the strengthening of students' moral values so that they are able to face social, cultural, and technological challenges adaptively. However, technological development that is not accompanied by adequate digital literacy skills and character strengthening has instead generated various problems such as the spread of misinformation, cyberbullying, poor digital communication ethics, and weak critical thinking skills among learners (Falloon, 2020; Pangrazio et al., 2020; van Laar et al., 2020).

In the national context, the transformation of Indonesia's educational system demonstrates serious efforts to strengthen digital literacy and character education through the implementation of the Merdeka Curriculum, National Assessment, and the reinforcement of the Pancasila Student Profile. Educational evaluation systems are no longer solely oriented toward cognitive achievement but are increasingly directed toward strengthening students' literacy, numeracy, and character competencies. Nevertheless, the implementation of educational evaluation in practice still faces numerous challenges. Many educational institutions continue to use conventional evaluation models focused primarily on academic test results and have not yet been able to comprehensively measure critical thinking skills, digital literacy, and student character. Research indicates that most teachers still experience limitations in integrating digital technology into learning evaluation systems due to low digital competence and the lack of sustainable training programs (Kurniawati et al., 2022; Pratama & Hidayat, 2023; Sari & Nugroho, 2021).

These problems become increasingly complex with the growing use of digital media among students. Data from various studies show that the high intensity of internet and social media usage is not always accompanied by adequate digital literacy skills. Students tend to accept information without verification processes, possess limited awareness of digital ethics,





and are vulnerable to negative content that influences their social behavior and character. Research conducted by (Hutabarat et al., 2022) found that low levels of digital literacy among students contribute to declining critical thinking abilities and increasing digitally consumptive behavior. Furthermore, the study by (Rahmawati & Anwar, 2024) revealed that educational evaluation systems that remain focused primarily on academic achievement cause aspects of character and social responsibility to receive insufficient attention. These conditions indicate that educational evaluation plays a crucial role in shaping students' learning patterns, behaviors, and character in the digital era.

Theoretically, educational evaluation does not merely function to measure learning outcomes but also serves as an instrument for shaping students' social competencies and character development. The theory of authentic assessment developed by Grant Wiggins emphasizes that evaluation should represent students' real-life abilities in everyday contexts. Meanwhile, Lev Vygotsky's constructivist theory positions learning as a social activity requiring active student participation in constructing knowledge and values through meaningful learning experiences. From this perspective, educational evaluation should not only measure memorization abilities but also assess critical thinking, collaboration, creativity, and students' digital responsibility. Therefore, the relevance of educational evaluation systems to strengthening digital literacy and character development has become a significant issue in contemporary education.

Previous studies generally discuss digital literacy, character education, or educational evaluation separately. Research conducted by Spante et al. (2021) and Ng et al. (2021) focused more on the development of digital literacy competencies in learning processes. Meanwhile, national studies by (Fajri et al., 2023) and (Nurhayati et al., 2024) emphasized strengthening character education through digital media. Studies examining the relationship between educational evaluation systems and the strengthening of students' digital literacy and character remain relatively limited. Previous research has also predominantly employed quantitative approaches to measure the effectiveness of technology use, whereas qualitative studies exploring the meaning, processes, and relevance of educational evaluation to character formation are still rarely found. These limitations indicate the existence of a literature gap that requires deeper investigation in order to obtain a more comprehensive understanding of the relevance of educational evaluation in the digital era.

In addition, the development of artificial intelligence, data-driven learning, and adaptive technologies has transformed the way educational systems assess learners. Modern educational evaluation is required to become more flexible, authentic, and competency-based in order to





align with the demands of the 21st century. However, most educational evaluation systems in Indonesia have not yet fully integrated dimensions of digital ethics, social character, and digital literacy skills into assessment instruments. As a result, educational evaluation has not entirely succeeded in producing learners who are adaptive to technological changes while simultaneously possessing strong character values. Research conducted by (Romero & Ventura, 2024) emphasizes that digitally based educational evaluation should not only aim to measure academic achievement but also to develop ethical awareness, social responsibility, and students' reflective thinking skills in the use of digital technologies.

Based on the explanation above, this study aims to analyze the relevance of educational evaluation systems to strengthening students' digital literacy and character within the context of contemporary education. This study employs a qualitative approach using the library research method to examine various academic literatures related to educational evaluation, digital literacy, and character education. The focus of the research is directed toward analyzing the relationship between educational evaluation systems and the formation of students' character and digital competencies in the era of digital transformation. This study is expected to contribute theoretically to the development of educational evaluation concepts based on digital literacy and character education, as well as practically provide references for educators, educational institutions, and policymakers in designing evaluation systems that are more adaptive, humanistic, and relevant to the needs of 21st-century education.

METHOD

This study employed a qualitative approach using library research as its research design. The qualitative approach was selected because the study focused on obtaining an in-depth understanding of the relevance of educational evaluation systems to strengthening students' digital literacy and character within the context of contemporary education. This approach enables researchers to explore concepts, meanings, and the dynamics of the relationship between educational evaluation, digital literacy, and character education in an interpretative and contextual manner. According to John W. Creswell, qualitative research is used to understand social phenomena through the interpretation of various data sources systematically and comprehensively. Therefore, this approach is considered appropriate for examining the phenomenon of educational evaluation in the continuously evolving era of digital transformation (Creswell & Poth, 2021).

The type of research employed in this study was qualitative library research because the study did not involve direct field data collection but instead utilized various scientific sources as





the primary research data. The library research approach was selected because the study aimed to analyze concepts, theories, research findings, and contemporary educational phenomena related to educational evaluation, digital literacy, and student character development. Library research enables researchers to synthesize previous studies in order to identify patterns, research gaps, and research novelties comprehensively (Snyder, 2020). Furthermore, this method is considered relevant for examining the development of educational evaluation systems in addressing the challenges of the 21st century and the era of Society 5.0.

The research was conducted from January to May 2026 with a focus on various national and international scientific articles published between 2020 and 2025. Data sources were obtained from academic databases such as Google Scholar, ScienceDirect, SpringerLink, and Garuda Kemdikbud. The selection of this publication period aimed to obtain relevant and up-to-date data in accordance with the development of issues related to educational evaluation, digital literacy, and character education in contemporary contexts. The study focused primarily on research discussing digital-based educational evaluation, authentic assessment, 21st-century competencies, and strengthening students' character in the digital era.

The subjects of this study consisted of academic documents including journal articles, scientific books, conference proceedings, and research reports relevant to the research topic. The data sources were selected using purposive sampling techniques based on several criteria: (1) articles published between 2020 and 2025; (2) studies related to educational evaluation, digital literacy, and student character; (3) publications in nationally or internationally indexed journals; and (4) sources possessing theoretical and empirical relevance to the research focus. Purposive sampling was selected because it allows researchers to obtain data sources most relevant to the research objectives and supportive of in-depth analysis (Campbell et al., 2020).

Data collection techniques were conducted through documentation studies and systematic literature reviews. The researcher identified, read, categorized, and recorded important information from relevant scientific sources. The collected data included concepts of educational evaluation, digital assessment models, digital literacy strengthening, character education, and the challenges of 21st-century education. During the data collection process, documentation techniques were used to examine article contents, theories, research findings, and educational policies related to the research focus. In addition, the researcher applied source triangulation techniques by comparing various research findings from national and international sources to obtain a more objective and comprehensive understanding (Bowen, 2021).

The data collection process was carried out through several stages, namely identifying research keywords, selecting data sources, classifying themes, and reducing data according to



the research focus. The keywords used included “evaluation system,” “digital literacy,” “character education,” “authentic assessment,” “educational evaluation,” and “21st century learning.” After the data sources had been collected, the researcher classified them based on major themes such as digital educational evaluation, authentic assessment, digital literacy competencies, and strengthening students’ character. These stages aimed to facilitate the analysis process and identify conceptual relationships among the research variables (Xiao & Watson, 2020).

Data validation in this study was conducted using source triangulation and theory triangulation techniques. Source triangulation was carried out by comparing various articles, books, and research findings from different authors to ensure data consistency and interpretation. Meanwhile, theory triangulation was conducted using various theoretical perspectives such as constructivist theory, authentic assessment theory, and digital literacy theory to strengthen the research analysis. In addition to triangulation, the researcher also implemented an audit trail by systematically documenting the entire process of searching, selecting, and analyzing data so that the research process could be traced and academically justified (Nowell et al., 2020).

Data analysis in this study employed the interactive analysis model developed by Miles and Huberman, which consists of data reduction, data presentation, and conclusion drawing. During the data reduction stage, the researcher selected and focused on data relevant to the research objectives. The data presentation stage was conducted through thematic grouping and the preparation of analytical narratives based on the literature review findings. Subsequently, the conclusion-drawing stage was conducted by interpreting the relationships among educational evaluation systems, digital literacy, and the strengthening of students’ character within the context of contemporary education. This analytical model was selected because it enables systematic, in-depth, and flexible analysis in qualitative research (Miles et al., 2020).

In addition to interactive analysis, this study also applied thematic analysis techniques to identify the main patterns emerging from the analyzed literature. Thematic analysis was conducted through coding processes on the classified data based on specific themes. The researcher identified major themes such as the transformation of educational evaluation, digital literacy challenges, authentic assessment, and student character development. This technique assisted the researcher in understanding relationships among concepts and generating deeper interpretations of the studied phenomena (Braun & Clarke, 2021). Therefore, the research methodology was systematically and logically designed in accordance with qualitative research



standards to produce findings that are valid, credible, and relevant to the development of contemporary education.

RESULTS AND DISCUSSION

The findings indicate that educational evaluation systems have undergone significant transformation in response to the development of digital technology and the demands of 21st-century competencies. Based on the analysis of various academic literatures and documents, it was found that educational evaluation is no longer solely oriented toward measuring academic achievement but has increasingly focused on strengthening students' digital literacy and character. This transformation can be observed through the growing use of digital-based assessments, project-based assessments, electronic portfolios, and authentic evaluation methods in learning processes (Hidayat & Sari, 2024; Pratama & Hidayat, 2023). These changes demonstrate a paradigm shift from conventional evaluation approaches toward more contextual, reflective, and competency-based evaluation systems.

The first identified theme concerns the transformation of educational evaluation through digital technology. The findings reveal that the use of technology in learning evaluation positively impacts the flexibility and effectiveness of assessment processes. Teachers can more easily monitor students' learning progress through digital platforms such as Learning Management Systems (LMS), Google Classroom, and e-portfolios (Kurniawati et al., 2022). Furthermore, students gain more independent and active learning experiences in accessing digital information. In one analyzed study, a teacher stated that "digital assessment encourages students to become more active in seeking learning resources and more responsible for their learning processes." This statement demonstrates that digital evaluation not only functions as a tool for measuring learning outcomes but also as a medium for fostering student independence and responsibility (Sari & Nugroho, 2021).

The second theme relates to strengthening students' digital literacy through educational evaluation systems. The findings demonstrate that project-based and case-study evaluations are capable of enhancing students' abilities to search for, understand, evaluate, and critically utilize digital information (Ng et al., 2021). Digital-based evaluation also assists students in developing critical thinking skills and media literacy in responding to the rapid flow of information. Research conducted by (Fajri et al., 2023) found that students accustomed to project-based evaluations possessed better abilities in verifying digital information compared to those participating only in written test-based evaluations. In one research quotation, a student stated that "project-based assignments taught me how to choose accurate information and not easily believe news on the





internet.” These findings indicate that educational evaluation contributes significantly to strengthening students’ digital literacy awareness.

The third theme concerns strengthening students’ character through authentic evaluation. The findings reveal that evaluations based on self-reflection, collaboration, and group projects are capable of developing students’ discipline, responsibility, cooperation, and academic integrity (Wahyuni & Setiawan, 2024). Authentic evaluation provides opportunities for students to understand moral values, digital ethics, and social responsibility in technology use. Research by demonstrated that students involved in collaborative evaluations showed higher levels of empathy and social responsibility than those participating only in conventional test-based evaluations. One student expressed that “group-based evaluations taught us to appreciate others’ opinions and be responsible for shared tasks.” This demonstrates that educational evaluation affects not only academic aspects but also students’ character development.

The fourth theme relates to challenges in implementing digital- and character-based educational evaluation. The findings indicate that most teachers still experience difficulties in developing evaluation instruments capable of simultaneously integrating cognitive aspects, digital literacy, and character values (Supriatna & Khotimah, 2023). Limited teacher digital competence, insufficient authentic assessment training, and unequal access to technology remain major obstacles in implementing contemporary educational evaluation systems (Suryani & Lestari, 2021). Furthermore, educational cultures that remain strongly oriented toward academic scores have caused character evaluation and digital literacy to receive limited priority within learning processes. Research conducted by (Yusuf & Fitria, 2022) found that most schools continue to focus more on numerical achievement than on strengthening students’ social competencies and digital ethics.

DISCUSSION

The findings of this study indicate that educational evaluation systems have strong relevance to strengthening students’ digital literacy and character in contemporary educational contexts. Educational evaluation is no longer merely understood as an instrument for measuring learning outcomes but also as a medium for developing students’ social competencies, ethics, and digital literacy. These findings are consistent with Grant Wiggins’ concept of authentic assessment, which emphasizes that evaluation should represent students’ real-life abilities. Project-based and reflective authentic evaluations have proven effective in developing students’





critical thinking skills, creativity, and social responsibility in the use of digital technologies (Arifin & Kurniawan, 2022).

The results also support Lev Vygotsky's constructivist theory, which positions learning as a social activity occurring through experience and interaction. Evaluations based on collaboration and self-reflection enable students to actively and contextually construct understanding (Braun & Clarke, 2021). These findings align with the research conducted by Romero and Ventura (2024), which demonstrated that data-driven digital evaluation can improve students' reflective and analytical thinking abilities when designed adaptively and humanistically. Furthermore, (Anderson & Rivera, 2023) emphasized that competency-based digital evaluation positively influences the development of 21st-century skills, particularly digital literacy and problem-solving abilities.

Compared with previous studies, this research offers a more integrative perspective regarding the relationship between educational evaluation, digital literacy, and character education. Most previous studies discussed technology use in learning or character education separately (Spante et al., 2021; Wibowo & Mulyani, 2023). This study demonstrates that educational evaluation systems occupy a strategic position as a medium integrating digital competencies and students' character formation. Consequently, this study contributes new insights into the development of competency-based educational evaluation concepts that are more holistic and humanistic.

Practically, the findings provide important implications for teachers, schools, and educational policymakers. Teachers need to develop more innovative, authentic, and digitally based evaluation systems capable of comprehensively assessing students' critical thinking abilities, digital literacy, and character (Rahmawati & Anwar, 2024). Schools also need to provide digital competency training and authentic assessment development programs for teachers to ensure more effective educational evaluation implementation. In addition, governments need to strengthen educational evaluation policies that support the sustainable integration of digital technology, character education, and competency-based learning (Zahra & Putri, 2025).

This study has limitations because it employed a library research approach, meaning that the data were obtained from literature sources without direct field observation. Therefore, future studies are recommended to adopt case study, phenomenological, or mixed-method approaches to explore teachers' and students' real experiences in implementing digital- and character-based educational evaluation systems. Future research may also examine the effectiveness of specific evaluation models in improving students' digital literacy competencies and character formation across different educational levels and social contexts.



CONCLUSION

This study demonstrates that educational evaluation systems have strong relevance to strengthening students' digital literacy and character in the context of contemporary education. The transformation of digital-based educational evaluation functions not only as an instrument for measuring learning outcomes but also as a medium for developing 21st-century competencies such as critical thinking, responsibility, collaboration, creativity, and digital ethics. The findings reveal that authentic evaluations based on projects, self-reflection, and digital portfolios are capable of improving students' digital literacy skills while simultaneously strengthening their social and moral character in technology use.

The study also found that the implementation of digital-based educational evaluation continues to face various challenges, including limited teacher digital competence, insufficient authentic assessment training, and educational cultures that remain oriented primarily toward academic achievement. Therefore, educational evaluation systems need to be developed in a more adaptive, humanistic, and competency-based manner in order to comprehensively address the challenges of 21st-century education.

Theoretically, this study contributes to the development of contemporary educational evaluation concepts integrating digital literacy and character education into a competency-based evaluation framework. Practically, the findings may serve as references for teachers and educational institutions in designing evaluation systems that are more innovative and relevant to students' needs in the digital era. From a policy perspective, this study emphasizes the importance of strengthening educational policies supporting the integration of digital technology, authentic assessment, and character education within national evaluation systems.

This study remains limited to the library research approach and therefore has not directly illustrated empirical experiences in the field. Consequently, future research is recommended to employ case study, phenomenological, or mixed-method approaches to gain deeper understanding regarding the implementation of digital- and character-based educational evaluation systems across various educational levels and social contexts.

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