

Urgency and Adaptation of New Literations in Primary School Education in the Digital Era

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Abstract

Teachers have been aware of the urgency of literacy; however, some teachers are still neglected. The main purpose of this paper is to discuss new literacy in the digital era, which includes primary school education. Our primary education is an important actor in preparing Indonesian future generations. The research method used was a literature review to view the diversity of culture and awareness among Indonesian. Data had been collected throughout history recorded in digital, books, and many others. Data were analyzed using comparing the diverse history related to primary education. By comparing data, we make a framework that is used to organize future primary education. The results show that the digital era and literacy are becoming integrated to improve learning and teaching quality. Both teachers and students should be aware a digital literacy should improve the quality of our education. The study's implications will be used to assess how effective literacy education has improved educational quality.

Abstrak

Guru telah menyadari urgensi literasi namun beberapa guru masih terabaikan. Tujuan utama dari makalah ini membahas tentang literasi baru di era digital yang meliputi pendidikan sekolah dasar. Pendidikan dasar kita adalah aktor penting dalam mempersiapkan generasi masa depan Indonesia. Metode penelitian yang digunakan adalah literature review untuk melihat keragaman budaya dan kesadaran masyarakat Indonesia. Data telah dikumpulkan sepanjang sejarah yang direkam dalam digital, buku, dan banyak lainnya. Data dianalisis dengan membandingkan beragam sejarah yang berkaitan dengan pendidikan dasar. Dengan membandingkan data, kami membuat kerangka kerja yang digunakan untuk menyelenggarakan pendidikan dasar di masa depan. Hasil penelitian menunjukkan bahwa era digital dan literasi menjadi terintegrasi untuk meningkatkan kualitas pembelajaran dan pengajaran. Baik guru maupun siswa harus sadar literasi digital harus meningkatkan kualitas pendidikan kita. Implikasi penelitian akan digunakan untuk menilai seberapa efektif pendidikan keaksaraan dalam meningkatkan kualitas pendidikan.

INTRODUCTION

In the development of human history, the definition of literacy has developed rapidly from a focus on psycholinguistic practices of reading and writing in conventional education to covering psycholinguistic and social practices in education today. When presenting studies on literacy in a much broader socio-cultural context, especially in the current digital era, in fact, new ideas or terms of literacy open a wide dialogue space in the education sector, such as computer literacy, information literacy, media literacy, visual literacy, network literacy, electronic literacy, and digital literacy (Ruan, 2013).

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Ruan (2013: 997) argues that current multidisciplinary studies in new literacy in the digital era have led to complex situations full of new terms and concepts so that it needs further exploration.

While, Rutten (2013) introduced a special issue on the topic "Cultural Studies and Critical Literacy", to explore the implications of studying literacy by combining perspectives from cultural studies and (critical) literacy studies. Literacy and power are closely tied, and not all literacy practices are equally supported and recognized in dominant political discourses and structures. Technology design should offer new possibilities to support literacy practices that are culturally diverse, including the preservation and maintenance of endangered languages (Taylor et al., 2018).

Research on new literacy, facilitated by multinational providers of technology, integrated mobile network technology tablets used in schools and homes, technology-enhanced third-space communities are providing workshops for 6–9-year-old students with their parents or caregivers. The approach taken avoids instrumental measurement of functional digital literacy competencies but seeks to negotiate a more nuanced and complex understanding of literacy use (McDougall et al., 2018).

A new literacy study was also being conducted by other researchers looking at how older adults learn to use tablet computers. Learning to use new technology can help older adults to be included in today's digital society. However, learning to use new technology isn't always easy, especially for older adults. This study focuses on how older adults learn to use certain technologies, tablet computers, and social support's role in this process (Tsai et al., 2017).

Next, Smythe (2018) reports on adult literacy and learning studies in public computing centers where people compete with new literacy demands from online governance and other automated technologies. This research asks, (1) What literacy and learning practices are related to digital governance? (2) What pedagogy supports people to navigate digital government and automated technology? (3) What are the broader implications of digital governance for the work of adult educators. This article considers the openness to "more than just human" research and pedagogy that reconfigure adult literacy research and practice as sites of resistance to control societies (Smythe, 2018).

We live in an age of fast-growing genetic research. This research generates new knowledge that has an impact on personal health and well-being. This study assessed the level of genetic knowledge and personal involvement with genetics in a large sample (N = 5404) of participants. Participants received secondary education in 78 countries, with the largest samples from Russia, the UK and the United States. The results showed significant group differences in genetic knowledge between different countries, professions, education levels and religious affiliations. Overall, genetic knowledge is poor. Questions are designed to assess basic genetic literacy. However, only 1.2% of the participants answered all 18 questions correctly, and the mean score was 65.5%. Genetic knowledge is related to people's attitudes towards genetics. For example, those with higher genetic knowledge were, on average, more willing to use genetic knowledge for their personal health management. Based on the results of the research, this paper proposes a number of intermediate steps that can be applied by society to empower people to benefit from growing genetic knowledge (Chapman et al., 2019).

With the advent of digital technology, media awareness has become very important. Media literacy, information literacy, and digital literacy are the three most common concepts that focus on a critical approach to media messages. This article provides an overview of the nature of these literacies, which shows the similarities and differences with each other (Koltay, 2011).

Engelmann (2008: 139) discussed in-depth in his research that "One goal of primary research in education is to identify the variables of effective instruction. As this pursuit has been conceived, however, its theoretical problems make it unlikely that the effort will provide a clear picture of instructional variables, their interactions, or the kind of teacher training that is implied by instructional variables."

It is necessary for the primary education to occasionally look back at the silence of his reflection by thinking and pondering about what to do, how to do it, and what to do it for. Looking at itself while questioning its existence is important for our primary education that aims to build human awareness, individuals of the nation's educated generation. Without at least questioning, more precisely reflection, primary education in practice only prolongs the succession of national generations who have lost their potential reasoning as individuals in life.

The complexity involves infrastructure issues, teachers, principals, and graduates who can enter the next level of education properly. In addition, advances in information technology have been transformed into opportunities and challenges that further complicate our primary education problems. So, the ability and desire to "look at itself" is needed, while reflecting on the existence of the teacher in carrying out educational missions in primary education.

Thinking and pondering is recalling memories in mind. What has been done needs to be reflected through contemplation so that we always clearly see ourselves and our primary education tasks today and in the future in preparing the generation of teachers who will educate our nation in the future. It is noble, even very noble work. Guiding “prospective humans” to meet the human nature that is “asleep” in himself is a ritual of life that values the main values, and God is proud of such humanitarian rituals.

In that context, it is important to reflect on our various actions as educators, especially educating children who are just starting to grow into a nation's generation. The development of a world that is not only accelerating, mainly due to the rapid and massive transfer of information but at the same time leading to more intricate complexity, requiring a new perspective for primary educators. Primary education requires a knife set of analysis and a new paradigm developed from what is owned and what has been carried out so far in order to answer the demands of its sustainability and generation in its society and nationality.

This paper seeks to examine what issues are needed by primary education as a foundation for educated humans and explain the challenges and situations faced by primary education in the digital age. Moreover, it is intended to examine how primary education goes through the situation today and in the future, as a responsibility that is carried out for the future generation of the nation.

RESEARCH METHODS

To achieve this research's main purposes, this paper uses a literature study, by comparing the previous theories and the current situations, we can find out how literacy has become more important, especially for education. By using data sources from journals, research reports, scientific magazines, newspapers, relevant books, and so on (Yamin & Syahrir, 2020; Zed, 2008).

Data collected using the existing journal, video historical recorded, and electronic book. All the main resource is easily found on the internet. We use the main two websites to discover journals namely Elsevier and tandfonline. These websites had been chosen for their validity and convenience of data. Researchers required approximately four months to find the related journal and electronic book corresponding to literacy in education.

Data is analyzed by comparing and debating distinct and similar theories in favor of literacy in education. The purpose of comparing theory is to discover the different statements and points of view; however, the same theory was used to support the different theories related to literacy in education.

RESULTS AND DISCUSSION

This section begins with a fairly long story about a figure and one of the greatest human criminals who had shaken world history almost a century ago, Adolf Hitler (Arendt, 1993; Freire et al., 1999). This is the story. Hitler was a diligent child and student; he never cheated during the school exams and almost never missed school. His learning achievements were excellent; His academic report always contained a row of grades A.

Hitler also liked to draw, was calm, and did not talk much, nor did he ever make trouble. In short, Hitler was a sweet child and pleased many people around him. The only thing teachers complained about Hitler was that he did not listen to the lesson seriously. According to them, he was very talented to daydream and dreamer. Nearly everyone thought that Adolf could become a poet in the future and almost no one thought he would become a world criminal who spread death for humans and humanity.

Many people heaved a sigh of relief as years passed, little Hitler, through his adolescence, had not shown “scary creative” symptoms as they were shown when he created havoc for his country and the world. Hitler made a decision that was seen from the general point of view as normal, he wanted to be a soldier. But it was wrong to think that Hitler would recover from his dream just because he was sleeping with a rifle. But then, the world gaped facing reality that always failed to teach him that it was better to be a poet and poet badly than a dreamer with a gun, thinking that he is the incarnation of the gods who can bring order to the world.

Hitler, the Führer, carried out a colossal dream, involving millions of extras who played the role of Victims, hiring millions of other actors who, as Bertrand Russell said, “perhaps some of them were truly cold-blooded human, but most of them might be just insane.” Then history proves that Hitler's dream was not only a personal mental error, but a dream of many other people. Dreams in the midst of

civilized nations who were educated at schools, they carried out massacres and scorched earth. That proves how such dream as Hitler's is present in all era.

In the gloomy town of Linz in Austria at that time, when teachers were rattling about the Roman Empire, the Great Alexander and Napoleon Bonaparte, when Hitler was sitting sweetly on a dull chair in a secondary school, did anyone know that he listened to and fostered dreams and fantasies with all his soul? Did it cross their minds that the neglected Hitler who would register at the Academy of Fine Arts, would later be in the encyclopedia as the tyrant of all generations? Wasn't Hitler only told to memorize the number of countries conquered by the Great Alexander?

Can't education be used as a tool to predict the future of human? That is the problem; there is no tyrant schooling and education, but in fact, we have an inexhaustible supply of tyrants in the history of nations in the world, and that does not include tyrants' assistants. Then the fundamental question arises, what is education? Who and what exactly is the teacher?

Education is an idea. There is talent, determination, availability, and the factor of "coincidence" had to be set aside even though it was not considered absent. All that remains is the idea that is 'sacred from pests' swimming in the pot of educational theory to be studied, debated, and tested. Many people say, the idea is impossible to bloom if locked in a cage. The idea can only grow up if released out like a wild chicken, given the space so that all influences are free to play around and fight each other, collide, die naturally, or be destroyed by accident. But not many are willing to take such advice because ideas cannot be insured. Once the idea is out of the nest, the risk is always facing. Strong and fit muscular ideas may escape threats and distress, or experience blisters here and there. But the fragile ideas almost never had the chance to pass through his childhood. Even ideas that are born prematurely can almost be guaranteed dead in the middle of their ways.

Then, what is needed for our primary education in order to make sure that the next generation of the nation do not develop in the wrong direction, the education does not produce humans like Hitler and his assistants, or at least our primary education can lay a solid foundation for the development of children towards adolescents and adults? These are questions that are not easy to answer, let alone carry out the answers.

Understanding primary education is not easy, moreover implementing it. It is about simple work but demands depth of attention, focus and commitment, and serious continuity. It is started with simple actions such as instilling the value of discipline, working hard, valuing time and valuing others in the diversity of life, developing self-value in independence, and all other positive ethos. An effort that has been entrenched and become a standard in education affairs has nothing strange or new. The dimensions mentioned are simple, small and annoying jobs in their implementation. They are time consuming, making and demanding educators to "immerse in the world". But it is not an easy job, nor is it something our teachers and education cannot do. But, unfortunately, this is not done in our education in general; educating with a soul and meaningful process.

Education without soul will result in students who lose their awareness and soul. If a person loses his soul, said Toynbee (2007: 26) he will cease to be a human being, because the essence of humanity is awareness of the spiritual presence behind the phenomenon, and it is his soul, not his psychosomatic organism, that can connect humans with spiritual presence.

Education leads students to find themselves. There is no subject particularly that offers this lesson. Rather, it is hidden in the euphoria of processes that take place in the classroom and school, when students with the curriculum interact with each other through learning materials, which is then internalized and deepened in the family and community. Then they become individuals in the long process of life. The learning carried out by teachers in schools must not ignore the self-concept in individual students. However, that is what is overlooked in the teaching model in our formal schools and generally is also ignored in our contemporary dynamics. No wonder most of the people produced from our education are human resources who do not know themselves, in some cases, even do not have self-awareness (Putra, 2019: 5-10).

The idea of education with the concept of learning to know, learning to do, learning to be and learning to live together, offered by UNESCO, does not work meaningfully. As a result, individual students fail to have meaningful knowledge, fail to undergo meaningful behavior and fail to become meaningful personal selves and fail to live a meaningful life together. In short they learn without meaning. This is a form of accident in education that nullifies the concept of self. The consequences are very serious for human life, namely the humanitarian crisis in individual human beings. It is such an irony because the most valuable part fails to grow and develop in individual human beings.

Such valuable primary education practices actually become an integral part of the existence of schools and teachers, namely the home and parents as well as their culture and society. Yet, the story that goes on to the two actors forming the next generation of the nation who are aware of their lives, their homes and parents, as well as their society and culture, is almost the same as the presence of teachers and schools. The demands of life have made the home and parents as a place for rest only with minimal interaction of educational values.

Likewise, society and culture increasingly lose their role and lose focus to shape the character and ethos of their generation due to the higher social dynamics and the increasingly vulnerable positions of our values and culture in society. The Education Trilogy of Ki Hajar Dewantoro namely schools, families and communities are not interconnected or related, and run not only on their own tracks, but also collide with each other. Such collisions often cause the educated generation to die for their potential.

The primary education demands do not change; what changes is only innovations, in response to developments in the world outside the education. Innovations in education arise because of the demands of development that are happening out there. That concerns the ways, methods, tools or other relevant aspects that are injected into primary education practices. Our educational demands are also not on the issue of adaptation, because adaptation is human behavior with a desire to survive in life. If education wants to survive, education needs to adapt to the world advancement (industry and technology and information). It also happens out there, not in the education. Revolution is something that has no basis for primary education and education in general.

Three aspects of innovation, adaptation, and revolution requested by the seminar committee as a study of this paper, were discussed very little because it is not the basic education needs. The author's argument is considered sufficient to explain these three points in the context of our primary education needs. No change is sudden and very fast as a characteristic of the revolution in general. Education is not an item that can change immediately due to "storms" in world development. Our primary education is not a loose dimension of life which detaches from the historical laws of the development of its society and especially the true purpose of education with its values.

What is needed in our primary education is a return to the values and traditions of educating in actual education, something sacred, namely education itself, which will never and should not change, only because the development of the world out there is increasingly mechanical instrumental. Primary education must be present by holding criticism and heroic resistance to conditions and demands that tend to be artificial and hasty. The profane may change according to the demands of the times, but the sacred must not change so that the generations of students understand themselves and humanity that settles in their subconscious and conscious. Moreover, it is expected that the values of wisdom and goodness are present in personal life and community life together. That is the sacred of our primary education, so it must be the goal of the ideas and practices of education and teaching in our primary schools.

Primary education also needs to raise the notion of equality in each subject and be taught by the teacher with the right approach, which respects the importance of each subject in the whole face of our educational curriculum (Freire et al., 1999: 58). The curriculum is a dimension of unity that becomes a totality that helps students find themselves through their education and learning if implemented in true educational practice. Primary education requires every teacher to master the subject thoroughly and deeply, so that the abstract essence of education can be fully captured. Thus, the value and importance of competition that can develop reason and ethos and the mentality of the educated generation in schools can occur well. In turn, our primary education can produce a generation that is ready to compete and struggle in life with ethics and human dignity.

What is needed by primary education is good and reliable teachers. How to prepare good and reliable teachers for education? There are many ways and opportunities as well as many problems and challenges. Without good and reliable teachers, we are actually preparing a gloomy nation's future because our education will only revolve in the confusion of the nation. Primary education will not produce a generation that can catch up with this nation from various other nations in the world.

The teacher is essentially connecting the cords of civilization. Through a long spiritual work, the civilization of society and the nation and even the world is formed. Then the teacher needs to be glorified. Honoring teachers is basically a form of hope to continue to glorify science and civilization (Putra, 2019). Glorifying teachers is to provide them with good teacher education. With that, they can be a strong teacher with strong character, integrity, and have good and reliable capacities and

capabilities. That's the way to place them in the environment of civilized interests for life. If we lose the teacher, then the society lose civilization.

Thus, we need good teacher education for our primary education, which ensures that teachers are educated properly. We need to educate teachers again before educating their students as good teachers. That is not an option; without it there will not be a good teacher, also there will not be a good generation. Teachers and prospective teachers also need to realize that they need to be good students since to be a good teacher means to be a good student (Kasali, 2019; Kertajaya, 2018). Very simple, but it is not easy to unravel the tangling quality threads of our teachers that lie in the wilderness of our national education.

The need for good and reliable teachers has entered a very urgent and critical stage. Our primary education practice, which faces many problems, is in a race with opportunities that are being stretched on the golden generation of Indonesia. We are currently enjoying a very luxurious demographic bonus today. No less than 170-190 million Indonesian people will have a productive age in 2035-2045, and not many nations in the world have it. Most European countries have long passed the era. Japan has also left that era because Japan experienced a demographic bonus after World War II or the Pacific War. Indonesia along with a few countries are enjoying demographic bonuses. The big number of productive age population will become the locomotive that will drive Indonesia's development. They are the golden generation of Indonesia who need primary education, good and reliable primary school teachers. Our primary education needs good and reliable teachers.

THE URGENCY OF EDUCATION IN THE DIGITAL ERA: OUR PRIMARY EDUCATION PATH

The advancement of technology and the increasingly rapid flow of information have given rise to new realities in issues that increasingly complicate and at the same time facilitate humans in their lives, namely the era of digitalization-based information technology (Ghosn-Chelala, 2019). This reality has made life complicated and at the same time easy for humans. Advances in technology complicate human life caused as humans entering digital life which tends to contradict the nature of humanity as social beings who need other human presence. This need is increasingly difficult to be met, and there is degradation in terms of the quality of social relations in a life together. While on the other hand, the practical life of humans is increasingly made easier, everything is getting easier and faster to be reached by humans.

This development forced various sectors of life to look and pay attention to "super-technologically sophisticated creature" that have become extraordinary phenomena in the life together in the world. It has connected humans with various and extreme life complexities with their future (Canton, 2009: 5). The pattern of relationships will continue to develop to produce the latest forms of relations between humans and humans with information technology.

Modern technology has controlled humans. It seems "neutral" when it was created, as a value-free modern science. But then it was transformed into an "effective tool" in oppressing humans. As Herbert Marcuse believed that technology is not neutral; it sides capital, exploits humans, even actually enslaves and helps oppress humans. Fenwick and Edwards (2016: 117) claim that "Digital technologies in combination with 'big' data and predictive analytics are significantly impacting professional practices at individual, organizational, national and international levels. The interplay of code, algorithms and big data are increasingly pervasive in the governing, leadership and practices of different professional groups."

It does not stop there; the development of information technology has designed social life and world civilization in a single-uniform scenario. It raises the structural dominance of culture with false awareness and produces a single dimension world. The threat is that the world becomes silent due to the influence of information technology that ends in alienation of its users. Residents of the world experience loneliness in the hustle of life (Capra, 2014).

At this point, are the problems and threats posed by technology resolved? No, he also entered the world of education and the inhabitants of our education system, the nation's generation. The issue of information technology is entering our world of primary education. Our primary education cannot avoid such developments if we do not want to be left behind

from a developing world. How elementary school children experience a profound social and cultural transformation due to technological touch, both in the context of the educational instrument and in the context of culture as a pattern and habit of human behavior. The behavior of elementary school-aged children is increasingly familiar with cyberspace information that is very diverse in style and interests in its market segments. That means that the two positive and negative technological poles are fighting within our nation's generation, though not always, the more dominant to flourish and develop is the negative pole.

Our children do not have the provision to understand and realize what, how and why information through cyberspace "approaches" and is accessed by them. This condition is caused by many parties who are not ready for a variety of rapid and extreme changes related to the development of information technology and the speed of mutation of information offered by technological advances through a very massive digitalization process with the development of systems and software that are increasingly sophisticated and penetrate the limits of consciousness and the anticipation of teachers, schools and education stakeholders in general (Ghosn-Chelala, 2019). Priem and Fendler (2019) assert that "Attention to the human-machine collaboration has led to more expansive thinking in scientific research. Digital humanities go further by advancing a metaperspective that deals with the material hermeneutics of data accumulation itself."

Then the response of all parties with all their considerations becomes very weak and minimalist in the face of changes and the speed that goes on in that change. Even most of them regard the situation as normal, when in fact they are working on a new value system that offers all the latest forms of life that are mostly not understood or realized and ultimately shocking the regeneration process of society and the nation, even the world. The world is experiencing culture shock.

The digital era has made the process of understanding and comprehending the nation's generation different from the previous generation. The faster and more complex process of knowing and understanding is needed while the characteristics of individuals undergoing the process of understanding never change. You can imagine what and how the situation is ongoing. What is needed is our generation's ability to go through the reasoning process, which will make them have a level of adaptation and innovation in responding to the development of the intended change.

Good and reliable teachers know and understand that reasoning in their students is an amazing process. The reasoning process opens up space and provides stimulation for the growth of brain cells that are active in fulfilling the curiosity of their owner, the reasoning subject. The way teachers deal with the development of reasoning of children in the age of primary education greatly influences the growth of their reasoning patterns and independence. So, when a child asks, and the adult (teacher) does not give the right answer in the right way, the child's reasoning process stops. It is interesting to read Hatzigianni analysis that "Children seem to be open to new ideas and suggestions and seem to enjoy the unrestricted freedom that open-ended play contexts enable. When they have the freedom to transform, adapt and modify their world, they are able to make sense of it in new and dynamic ways and in different modalities (Hatzigianni, 2018).

The curiosity of the nation's generation together with the imagination and creativity possessed, needs to be built through adequate space for freedom. This encourages children to reach the peak of success in "recognizing" the abilities, potential, and talents they have. They then become future humans with their autonomous identity. Such identities are developed within generations through a dialectical process that influences universal values and particular values, between what they share and what is culturally specific (Parekh, 2012). This dimension multiplies in the realm of thought and the realm of the soul that interacts with its social nature to form itself into a person with reasoning and autonomous feeling.

Education aims to free humans from the shackles of myth and untruth in reasoning. We want the birth of an educated generation who dares to reason autonomously. Having autonomy

and independence in responding to the dynamics of life, is not easily swayed by changes and anomalies in the social weather that are addressed by various issues that take place in the community. Then primary education becomes urgent for the nation's generation to lay a solid ethical foundation, values and strong basis of reasoning for their generation. What is important is the integrity of his reasoning, not the personality (Pinker, 2019). Primary education aims to encourage educators to think far beyond the deepest limits of the urgency of education and information that is loaded with values in the materials in elementary schools, so as to guide the nation's generation to understanding and awareness that can awaken the potential of ethical and creative reasoning and critical reasoning.

With their reasoning independence, they have the potential to be able to appreciate the complexity of uncovering the events that surround them, valuing various autonomous realities. The same awareness encourages our generation to develop a cautious attitude towards simple, superficial thinking and avoids the tendency to face a variety of blind phenomena, which are developing in all aspects with their superficiality nowadays (Soedjatmoko, 1976: 14). This is a phenomenon that is endemic in people living in the digital age. The ability to understand and internalize their understanding is not comparable to the ability to know it. Information provides abundant knowledge but not luxurious understanding, hence the space of awareness for life narrows in its society.

Primary education teaches children about the future with a set of values that apply in the future. Knowledge of the future is needed to equip them to live in the future. Good and reliable teachers always give perspective to the generation of students they teach. He provides an oasis for the future lives of his students. The teacher “predicts” the future of their students and their people. The civilization of a society and nation can be torn apart in the wheel of development and competition between people and nations in the world if the teacher is not present in such rituals.

The world is rolling and we are just continuing the traditions in life that people from the previous generation have experienced and done before. It is important for educators and teachers to have awareness regarding relativity and the dimensions of relativity in life. Every individual needs to develop awareness about the sense of relativity (Soedjatmoko, 2010). Humans need to understand this concept well if they want to maintain balance in their lives. The awareness that what is right today can be wrong in the future and what is wrong today can be right in the future, is a dimension that makes humans as *homo sapiens* function properly and wisely, because life that runs “without end” always presents change and uncertainty for humans. In that situation, each entity always has room to change or be changed by life. That's how the world goes. In fact what is happening today is only a replay of what had taken place in the past life. So, for such repetition, the teacher is never bored and becomes a deterrent from being an actor who escorts the traditions that have been, are and will continue to blaze the universe.

Such universe is sharpened by the swift flow of information that carries out mutations in an extraordinary speed. As a result, we feel how much stronger and sharper and profound the changes that have taken place in our life together. The situation is not easy to understand, even just to be followed has caused many problems in life. In general, education and society experience stuttering in facing global phenomena laden with various social conflicts and “cultural shocks”.

Two major trends illustrate this phenomenon: some can advance toward a new civilization that is increasingly sophisticated and valuable to life, while some are increasingly sinking behind and experiencing serious damage to the joints of culture and their shared life. This condition has subsequently expanded at the country level. Many countries have experienced failures in the process of development and modernization caused by, among others, the development of science and information technology with all its derivatives with high complexity failed to be understood by the practice of education and society as well as

governments in various countries. This paradox of globalization is inevitable in the new world order.

The existence and quality of a nation is influenced by mastery in other fields as a support for its existence in the era of global culture. Education and society are not safe enough just by exclusively isolating themselves from the influence of other fields. Such attitudes only make education and the nation further behind in efforts to make adjustments to the development of global culture, so what happens is that more and more people become objects of change and not subject to change. Primary education and the naked public have been dictated by rapid and wild developments in the almost unlimited social and cultural dynamics. The impact, education, and society are more likely to follow and become imitators of global trends rather than being a source of modifiers and determinants of trends.

The steep road of our primary education in a super modern world that is constantly changing has been elaborated. The ends of the vortex of change have not yet appeared, while the complexity of the problem is an inherent part of educational policy. Advances in information technology encourage various decisions and actions to quickly and easily. This situation must be understood and taken into account seriously by our teachers and schools. The situation requires the courage to think and act with serious consequences for themselves. This kind of discourse must be a concern so that primary education still has sensitivity in the long journey with a situation full of uncertainty.

This is the challenge of primary education in the digital era as its context, and this challenge becomes the path for our primary education in guarding the development and dynamics of the nation's generation.

CONCLUSION

Education implies teaching. Teaching implies value and knowledge. Value and knowledge are truth. The truth is a perspective that is the basis for goodness and harmony in life. That can be carried out and realized if our education and primary schools can meet the needs of educated generations; good and reliable teachers. Having good and reliable teachers, a good and reliable nation generation will be created.

We, our education, our society and our nation need reliable teachers. Then we need to educate teachers again so that teachers become good and reliable. The teacher also needs to be a good and reliable student because to be a good teacher, he must be a good student. He needs to keep learning. That is the need of our education. It is also a challenge for our primary education in the life of digitizing regime. That will provide certainty for the answers of generations who lived in the millennial era. Good and reliable teachers can "predict the future" of the nation generation. They can also reduce a nation's uncertainty.

The limitation of this study only explored related to the educational system had awared that literacy has become important; however, limited teachers have supported the importance of literacy. Future studies should explore and find the path to encourage teachers to support this literacy movement. Hopefully, the gradual improvement of literacy in Indonesia will improve by finding effective literacy.

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