Efforts and Support of Digital Literacy Program Development by Student Real Work Lecture Program to Improve the Quality of Human Resources of Digital Technology Use

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Abstract

The impact of the COVID-19 outbreak has caused learning activities to be carried out by utilizing information technology. The ability to use information technology during the COVID-19 era was being developed to increase people's ability to utilize digital technology through digital literacy programs. The digital literacy program socialization was carried out in the following steps. Initially, the team members received work direction from the Directorate of Informatics Empowerment team of the Ministry of Communication and Informatics, Republic of Indonesia. Then, the team members met the Village Head and his staff to introduce the digital literacy program and ask for permission and support for this program. Afterward, the team member met the heads of the youth organization and junior High School and asked permission to socialize digital literacy with their members and the students. The digital literacy program was socialized to two groups: the young community in Mekarwangi village, members of youth organizations, and junior high school students. The total number of each group was 19 participants from youth organization members and 191 participants from junior high school students. All participants were educated on four pillars: digital ethics, digital safety, digital skills, and digital culture. The total number of participants was 210, have improved their skills and knowledge. They should care about digital skills, security, ethics, and culture. It was expected that in the future, participants would be able to implement the four main pillars and become qualified users of digital technology.

Keywords: digital literacy, Mekarwangi village, Ibun district, Bandung regency

Introduction

COVID-19 causes the public to implement social distancing, wear masks, wash hands, and stay home if no essential requirement exists. This condition impacts all communities' social life, including education (Ministry Education and Culture [Kemendikbudristek], 2020). Kemendikbudristek Indonesia (2020) and other sources reported that the COVID-19 pandemic impacted the learning system. The previous learning system was classroom learning, which changed to online learning from home. It occurred because their schools were closed due to the pandemic. As a result, everyone involved in education experiences changes in teaching procedures; students and teachers/lecturers also use digital technology (Siahaan, 2020).

Digital technology has been spreading widely in the country and was learned during the pandemic. Digitalization also brings various negative impacts such as hoaxes, fake news, hate speech, digital radicalism, cyberbullying, and accelerating (Yuliani, 2017).

The government responded to this situation by creating a digital literacy program. The digital literacy program aims to improve people's digital technology use (Siberkreasi, 2020; Yusuf, 2020).

The government considered that universities are the right partners for expanding digital literacy to the community because the universities have a solid system for community empowerment, and the academic community has the knowledge, skills, and motivation to empower themselves (Kemenkominfo Indonesia, 2022; Yusuf, 2020).

The Kemenkominfo cooperates with certain universities; Universitas Padjadjaran is one of the universities selected to participate in this program. Universitas Padjadjaran then chose villages in Bandung Regency. Each selected village in Bandung Regency was entrusted to a group of lecturers and students called the thematic community service program group.

The lecturer and students tried implementing the community service program in Mekarwangi Village, Bandung Regency. Therefore, the digital literacy program was carried out in Mekarwangi Village. The program was implemented on July 4–August 4 in 2022.

Objectives

To improve the community's quality (digital skill, digital security, digital ethics, and digital culture) in digital technology use.

Methodology

The digital literacy program involved lecturers and undergraduate students of Universitas Padjadjaran. The program

was implemented based on the regulation issued by the government. There would be several steps to accomplish the program (Community Tool Box, 2006; Dhianawaty et al., 2022).

The first step was to organize the community into a team. This step was designed, planned, and organized by the Ministry of Communication and Informatics and was conveyed to the prospective resource person in this program (the group member/the lecturer and the undergraduate students). The second step was community development (Locality) in Mekarwangi Village. The team members arranged a schedule to meet the village chief and personnel.

The third step was the planning and policy of the digital literacy program. The team scheduled a meeting with the headmasters of junior and senior high schools and the chief of youth organizations in the Mekarwangi village.

The fourth step was the digital literacy implementation. The team members implemented a digital literacy program for the students and members of the youth organizations.

The fifth step was the number of participants from all activities recorded. The team observed all occupations when the program was in process to collect data. The presence of the participants in all occupations was recorded while involving the program. The presences list of the participants were collected and recorded.

Result and Discussion

The impact of the COVID-19 outbreak caused the government to implement social distancing, including in the form of diverting the teaching and learning process from schools to being at home. On 2020 April 1, UNESCO recorded at least 1.5 billion school-age children affected by COVID-19 in 188 countries, including 60 million in Indonesia. Learning from home required information technology which was implemented suddenly (Suharwoto, 2020; United Nations, 2020).

Learning by utilizing information technology continues to be developed by Kemenkominfo Indonesia (2021) by launching a National Digital Literacy Program with the theme "Indonesia is increasingly digitally capable in 2021." Digital technology is needed in the future of life; it is an important skill for society to take advantage of new opportunities due to technological improvements. However, digital technology has negative impacts, such as hate speech, hoaxes, and cyberbullying (Aivanni, 2017; Rahayu, 2013). All digital technology users may not understand these negative contents.

To counteract the preceding problems, the digital literacy program was carried out by introducing and socializing the four pillars, namely ethical digital media (digital ethics); safe digital media (digital security); proficient in digital media (digital skills); and digital media culture (digital culture). Good digital literacy skills are also expected to lead the Indonesian people to become ethical, cultured, and peaceful in using digital technology, such as utilizing various applications, services, and media that use the internet connection (Kemenkominfo Indonesia, 2017)

Digital literacy skills are expected to be evenly distributed throughout Indonesia, in both urban and rural areas. However, there are still gaps in accessing information through digital technology, especially in rural areas. Therefore, a step is needed to accelerate and control the level of digital literacy in society to keep pace with the fast and increasingly strategic development of digital technology for today's people's lives (Yusuf, 2020).

The status of digital literacy in Indonesia in 2021 reported that the Digital Literacy Index from 2020 to 2021 was .03, and the data showed that an increase occurred in the pillars of digital culture and digital skills. However, there has been a decrease in the pillars of digital ethics and digital security (Dihni, 2022).

Kemenkominfo Indonesia (2022) is trying to encourage the acceleration of development and improve the quality of human resources in the village through digital technology. The four main goals of digital literacy are digital skills, culture, ethics, and security. This program was supported by Universitas Padjadjaran academia (Universitas Padjadjaran, 2022).

Digital literacy was implemented based on the community Tool Box (2006). There were five steps that should be implemented. The Directorate of Research and Community Engagement organized a briefing with resources from the Ministry of Communication and Informatics. The team members were previously explained to have five roles: (a) educating the public about digital literacy programs; (b) training people to be able to utilize digital technology and the facilities attached to it; (c) inviting people to participate in various digital transformation program in the certain region; (d) educating the public about wise behavior in taking advantage of the internet; and (e) overcoming deficiencies and developing the village potentials by utilizing digital technology (Directorate of Informatics Empowerment, 2022, p. 7).

The team members consisted of the lecturers and the undergraduate students who prepared the needs to carry out digital literacy activities in Mekarwangi Village. On 2022 July 5, we introduced ourselves to the Mekarwangi Village Chief and his personnel. We explained the objectives and asked for permission, including support from the local leaders, to socialize digital literacy to their students and young community. In this introductory session, the village chief's remarks were very encouraging, and he supported the program hosted by Universitas Padjadjaran team members in the community service program. He explained general terms relating to the condition of his village, such as the population, schools, and village youth organizations.

Then this directive was followed up by meeting the chiefs of village youth organizations, junior high school, and senior high school. Team members met the chiefs of school and village youth organizations. We or Team members asked for permission and support to socialize the digital literacy programs from the government to young people and students in their schools. The aim of the four goals of this program was explained. They were given acknowledgment regarding the program targeted at the youngsters. They permitted the group to implement the program. Therefore, data were collected from junior high schools and youth organizations. The senior high school students were unable to involve in the program due to another agenda of their school.

Based on the result of the meeting, the team members decided that digital literacy could be given to youth organization members and Junior High Scholl students. Socialization for village youth organization members was carried out in the village hall, and socialization for junior high school students was performed at their school.

Data of young people and the students who participated in the digital literacy program were presented in Tables 1 and 2.

Table 1
The Number of Participants of Each Group in Digital Literacy Program Socialization

Name of the groups	Number of participants	Number of participants (%)
Youth organization members	19	9.05%
Junior high schools students	191	90.95%
Total participants	210	100%

Note. Data was collected by the author in 2022.

Table 2
Total Number of Junior High Schools Students as the Participants in Digital Literacy Program Socialization per a Day

Name of the groups	Time of digital literacy socialization		
	Day 1	Day 2	Day 3
Number of participants	77	59	55

Note. Data was collected by the author in 2022.

Based on the data above (Tables 1 and 2), the participants in the village youth organization members were 19 people, and the junior high school students were 191 people. The total number of young people in Mekarwangi Village who participated in digital literacy socialization was 210. Kemenkominfo's digitally literate community target for the July-August 2022 would be 22,000

people. Details of the target for each team to educate digital literacy was 200 people. The total number of young people in Mekarwangi Village who participated in the digital literacy socialization was 210 people, and the target literacy community was appropriate, namely students and members of youth organizations (Asean Foundation, 2022). The Mekarwangi digital literacy team succeeded in socializing digital literacy to village youth organization members and junior high school students, where all participants were educated with four main goals of digital literacy. With the success of the digital literacy program entrusted to Universitas Padjadjaran, it is expected that the four pillars of digital literacy (digital ethics, digital security, digital skills, and digital culture) can guide the literate generation in utilizing digital technology. Therefore, implementing a national digital literacy program will improve digital ethics and security. Furthermore, as reported by the status of digital literacy in Indonesia 2021, a decrease in the pillars of digital ethics and digital security will no longer occur.

This condition will correlate with the success of the digital literacy national program goals, namely increasing the number of Indonesian digital communities and increasing the digital capabilities of Indonesian people (Kemenkominfo Indonesia, 2021).

Conclusion

The socialization of the digital literacy program from the Kemenkominfo was conducted in Mekarwangi Village and attended by 210 participants aged 15-25 years. It is expected that in the future, in utilizing digital technology, participants will be able to implement the four main goals of digital literacy that will have been socialized to them. Therefore, the participants will finally become qualified digital technology users.

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