SOCIALIZATION OF THE IMPLEMENTATION OF DIGITAL LITERACY FOR EDUCATORS AND STUDENTS IN THE DIGITAL ERA IN PEMATANGSIANTAR CITY

Herman[1], Sherly[2*], Yanti Kristina Sinaga[3], Bloner Sinurat[4], Partohap Saut Raja Sihombing[5], Muktar Bahruddin Panjaitan[6], Lydia Purba[7], Juli Antasari Br. Sinaga[8], Tiarma Intan Marpaung[9], Arwin Tannuary[10]

[1, 3,4,8,9]Universitas HKBP Nommensen Medan
[2]Sekolah Tinggi Ilmu Ekonomi Sultan Agung
[5,6,7]Universitas HKBP Nommensen Pematangsiantar
[10]Sekolah Tinggi Akuntansi dan Manajemen Indonesia

Email : sherlychi12345@gmail.com

ABSTRACT

This activity is a community service activity in the form of socializing the importance of digital literacy in today's era. The purpose of implementing this webinar activity is to add insight in the application of digital literacy for educators and students in the digital era. This community service was conducted by presentation by zoom online with question and answers sessions for participants. This activity was held on September 10, 2021 online using the Zoom Meeting Application. This activity is a series of activities organized by KOMINFO and this activity was carried out in Pematangsiantar city via online which was attended by approximately 150 participants from various professions such as students, teachers, students, and parents. Through the implementation of this activity, the researchers hope that participants can be helped, especially in terms of education in the digital era. Participants gained an understanding of the critical nature of digital literacy in the modern era, as information technology and digital media can have both positive and negative consequences. Assumptions are considered in order to provide socialization and guidance to teachers in order to help them improve and develop their digital literacy skills, ensuring that the transformation of educational development proceeds smoothly and in accordance with the times' dynamics.

Keywords: Socialization, Digital Literacy, Digital Culture, Educators, Students

1. INTRODUCTION

The COVID-19 pandemic has altered the educational landscape throughout the world, including Indonesia. This significant change is the closure of schools and the substitution of digital platforms or online learning for traditional classroom activities. In the fourth industrial revolution, or Revolution 4.0, educators and students must be able and capable of utilizing technological advancements, which necessitates the development of digital literacy in the world of education, particularly among educators and students.

According to (Helaluddin, 2019), one aspect that cannot be avoided when entering the twenty-first century is the influence of Information and

Communication Technology (ICT) or Information & Communication Technology (ICT). (Asari et al., 2019) explain that the Indonesian Framework for Digital Literacy Digital literacy is a broad term that refers to the ability to use information and communication technology (ICT) to locate, evaluate, utilize, create, and communicate content/information using cognitive and technical skills. Digital literacy skills are the most fundamental and critical for dealing with current technological advancements (Kholid, 2020). To develop an Indonesian population that is not only familiar with technology but also prudent in its use in this disruptive era, the Ministry of Communication and Information, in collaboration with Katadata, conducted a national digital literacy reading status survey based on the UNESCO digital literacy framework. The study's findings indicate that Indonesia's digital literacy index currently stands at 3,407 on a scale of 1 to 4 (kominfo.go.id).

Numerous factors contribute to the development of digital literacy, including age, gender, education level, residence, the influence of hoaxes, and heavy internet use. To maximize the effectiveness and productivity of online learning, efforts to improve digital literacy are becoming more critical. Improved digital literacy proficiency is expected to improve the quality of individual teachers and students, as well as the quality of national education. To begin, by strengthening educators' and education staff's capacity to comprehend the phenomenon of digital literacy and serve as role models for all students. Second, the need to expand the number and variety of available learning resources are very important in order to allow students to choose their sources of information. Thirdly, expanding access to usable learning resources will make it easier for all students to access various types of information and the internet.

Additionally, fourth, encouragement to increase public engagement with those who possess digital literacy skills as well as elements of the education tricenter to provide input and assistance regarding the prudent, creative, and responsible use of digital devices. Fifth, enhancing school governance through the development of an electronic administration system that enables students and all school members to be easily access them regardless of space or time constraints. Schools can also help policymakers accelerate the implementation of digital literacy by providing digital devices, human resource training, and a strict control system for students to ensure they use digital devices responsibly and creatively. Control cannot be exercised solely by the school. However, it must have the support of the parents and community of each student. They can be directed to use digital devices solely for the purpose of learning and acquiring information.

The government launched the National Digital Literacy program through the Ministry of Communication and Informatics. This program is a follow-up to the acceleration of the country's digital transformation, particularly in the area of digital human resources development (HR). By 2024, the Ministry of Communications and Informatics hopes to have 50 million Indonesians digitally literate. In 2021, the Ministry of Communications and Informatics will conduct a digital literacy program across Indonesia, involving 20,000 training sessions. The goal is for the digital literacy program to eventually reach 12.4 million training participants annually in 514 districts/cities across 34 provinces (https://aptika.kominfo.go.id).

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If a school's digital literacy initiative is successful, the goal of implementing digital literacy competence is to educate school residents, particularly students, about the proper use of digital devices and communication tools. They can use the internet to wisely and creatively locate, evaluate, use, manage, and create information. To educate and acquaint Indonesians with Digital Literacy, the Ministry of Communication and Information (Kominfo) sponsors Digital Literacy activities

2. METHOD

The descriptive qualitative method was used in this community service activity. According to (Herman et al., 2021), qualitative research aims to gain a holistic understanding of phenomena encountered by research participants, such as actions, perception, motivation, and movement, through explanations in the form of words and language, within a particular social and natural environment. utilizing a variety of organic methods (Sherly et al., 2021). This KOMINFO webinar activity was carried out as part of community service by providing education and knowledge to the wider community about digital literacy. This activity is a national digital literacy movement in 2021 in the city of Pematangsiantar, North Sumatra Province. The main theme in this webinar activity is Identify the Right and Profitable Types of Applications in the Digital Space. This activity will be held on Friday, September 10, 2021, starting at 14.00 WIB until finished. This activity was attended by more than 150 online participants from students, parents, students, teachers and also lecturers. The activities of KOMINFO consist of four digital frameworks, including Digital Skill, Digital Safety, Digital Ethic and Digital Culture, where each framework has a variety of themes. The theme brought by the resource persons related to Digital Culture (Digital Ethic) was Digital Literacy for Educators and Students in the Digital Era. This activity is carried out online using the Zoom Meeting application. The method used by the resource persons in this webinar activity is a PowerPoint presentation, as well as a question and answer session and sharing at the end of the presentation by the resource person.

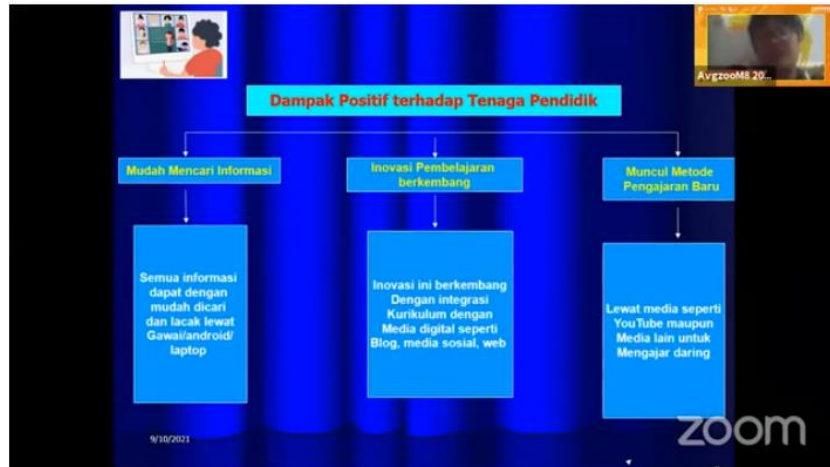Image 1. Presenter, Dr. Herman, S.Pd., M.Pd. started the presentation

Image 2. Presentation about the Positive Effect for Teachers in Digital Literacy

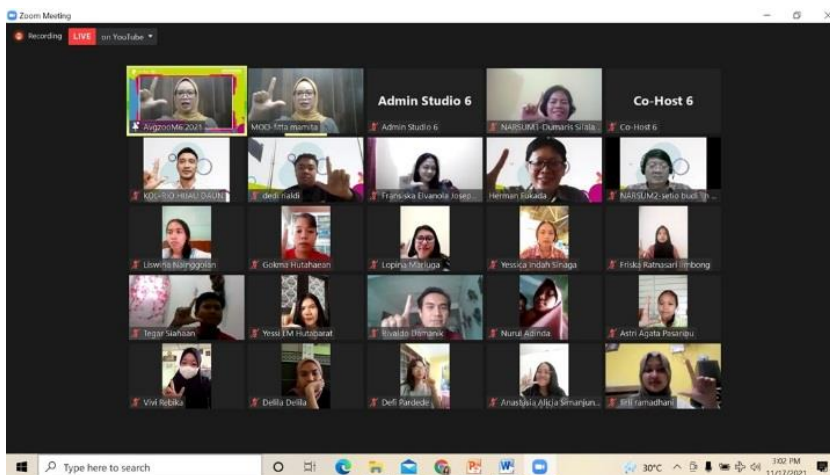Image 3. Presenter responded questions from participants

Image 4. Closing session by having a photograph between Presenters and Participants

3. **RESULTS AND DISCUSSION**

Following the resource persons' explanation of the PowerPoint presentation material, followed by a question and answer session and sharing, the researchers discovered several findings:

A. **Positive impact of digital literacy on educators**

There are several beneficial effects of digital literacy on educators, including the following:
1. Easily Accessible Information
   All data is easily searchable and trackable via gadget/android/laptop.
2. Innovation is fostered through education
   This innovation takes shape through the curriculum's integration with digital media such as blogs, social media, and the web.
3. A New Teaching Method Is Introduced
   Through the use of media such as YouTube and other online teaching tools

B. **Positive Impact of Digital Literacy on Students**

Today's students certainly cannot be separated from technology, and there are numerous benefits to digital literacy for them, including the following:
1. Increasing their speed of learning
2. Save time
3. Ensure that you always have the most up-to-date information
4. Consolidating the network
5. Self-directed learning combined with technological literacy
6. Extending their knowledge in their respective fields

C. **Digital Literacy Challenges for Students**

Image 5. Digital Literacy Challenges for Students in PowerPoint Slide Presentation

D. Digital Literacy Challenges for Educators

Image 6. Digital Literacy Challenges for Teachers in PowerPoint Slide Presentation

Apart from the positive impacts and challenges for educators and students, the researchers discovered that there are also challenges for parents in the digital era, including easier internet access, the freedom to connect without rules, a lack of understanding of internet risks, parents who are unsure what to do, and parents who stutter with digital technology. Parents can assist their children in the digital world by activating Google Safe Search, which filters out explicit search results such as pornography and violence, by activating restricted mode on YouTube, by using YouTube Kids, by understanding age ratings, and by activating parental controls. on the Google Play Store

4. CONCLUSION

After having the socialization for the digital literacy, the researchers hope that teachers must be able to present new material digitally in order to keep students engaged. Digital literacy education in schools encompasses both conceptual and operational components. Adapting the educational revolution, utilizing digital media for learning, and adapting distance learning with students are all conceptual activities. Innovation in the design of digital learning models, enhancement of digital literacy through webinars, and enhancement of learning video models are among the operations. To summarize, educators require continuous learning (to foster innovation in learning) followed by training (particularly for those with low literacy skills who conduct online learning) in order to achieve the desired results/goals. Continuous learning will result in increased abilities and skills in the proper use of digital literacy.

5. ACKNOWLEDGEMENT AND THANK YOU NOTE

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