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Strengthening digital literacy in helping to learn during a pandemic

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ABSTRACT

The implementation of distance learning has increased the frequency of using digital technology by students and teachers. Expanding the use of digital technology needs to be balanced with efforts to increase students' and teachers' understanding of digital literacy. This article attempts to discuss how the results of strengthening digital literacy are carried out in community service programs. Socialization of the importance of digital literacy was also carried out to the school community as part of the Real Work Lecture activities conducted at SDN 158 Babakan Sari Babakan Surabaya. The method used in this research is strengthening digital literacy for students, teachers, and parents. Service activities include the socialization of digital literacy by teaching in class; outreach to students, teachers, and parents through digital media such as infographics, YouTube videos, and news articles. Spontaneous discussions with teachers regarding digital literacy. Introduction to several applications and digital media that can be used in distance learning.

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ABSTRAK

Diberlakukannya pembelajaran jarak jauh membuat frekuensi penggunaan teknologi digital oleh siswa dan guru menjadi meningkat. Peningkatan penggunaan teknologi digital ini perlu diimbangi dengan upaya peningkatan pemahaman siswa dan guru terhadap literasi digital. Artikel ini berusaha untuk membahas bagaimana hasil penguatan literasi digital yang dilaksanakan pada program pengabdian kepada masyarakat. Dan juga dilakukan sosialisasi pentingnya literasi digital kepada masyarakat sekolah sebagai bagian dari kegiatan Kuliah Kerja Nyata yang dilakukan di SDN 158 Babakan Sari Babakan Surabaya. Metode yang digunakan dalam penelitian ini adalah penguatan literasi digital bagi siswa, guru, dan orang tua. Bentuk kegiatan pengabdian yang dilakukan, di antaranya sosialisasi literasi digital dengan mengajar di kelas; sosialisasi kepada siswa, guru, dan orang tua melalui media digital seperti infografis, video youtube, dan artikel berita. Diskusi spontan dengan guru terkait literasi digital. Pengenalan beberapa aplikasi dan media digital yang dapat digunakan dalam proses pembelajaran jarak jauh.

Kata Kunci: KKN UPI; pembelajaran jarak jauh; penguatan literasi digital; teknologi digital

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INTRODUCTION

In 2020, Indonesia initiated the integration of digital technology into the educational sector, with the objective of maximizing the utilization of existing digital technologies in classroom settings. Consequently, both students and teachers are expected to utilize digital technology in teaching and learning activities. Such activities include the use of PowerPoint presentations and video media in presenting learning materials and the use of internet information as additional teaching materials for students. The university level has initiated the integration of web-based learning systems into its instructional practices.

However, due to the emergence of the COVID-19 virus outbreak, which was announced to have first appeared in Indonesia in March 2020 and spread to all regions in Indonesia, activities in various fields began to implement work-from-home (WFH) policies. In the field of education itself, the government asked schools and universities to start implementing distance learning (PJJ) and WFH policies with the aim of reducing this pandemic outbreak. The implementation of distance learning by the government makes students and teachers need to fully utilize existing digital technology in teaching and learning activities (Basilaia & Kvavadze, 2020; Simamora, 2020). In other words, this makes students and teachers increasingly use digital technology in conducting learning and communication activities. The increasing use of digital technology itself needs to be balanced with an increase in one's understanding of the digital technology they use (Rapanta et al., 2021). This makes students and teachers need to understand how digital literacy plays a role in PJJ activities today.

The role of digital literacy in education is being strengthened by the government's implementation of distance learning. This is due to the transition of learning activities that were previously conducted in person or face-to-face to their online equivalent. The role of digital technology in learning has also undergone significant changes. Prior to the advent of the pandemic, the integration of digital technology in educational institutions was primarily aimed at supporting in-person instructional activities in classrooms. However, with the onset of the pandemic, this approach underwent a substantial transformation. The ongoing pandemic has led to an unprecedented reliance on digital technologies for the continuity of learning, owing to the necessity of curtailing face-to-face interactions to mitigate the spread of the COVID-19 virus within the school environment.

This sudden change has undoubtedly engendered a variety of differences for students and teachers, including alterations in learning methodologies, the integration of domestic activities into educational pursuits, and the augmentation of access to learning resources. Moreover, in order to utilize digital technology, it is imperative that the user possess a comprehensive understanding of both the technology itself and its operational mechanisms. In addition to this fundamental knowledge, users must also demonstrate an ability to employ digital technology in an efficient manner to retrieve the desired information. This is imperative to ensure that users are not subjected to the deleterious effects that can result from the use of digital technology, including false information, hoaxes, and digital fraud.

Literature Review

Digital Literacy

A close examination of Nabhan (2021) perspective on the concept of digital literacy reveals that it fosters the utilization of digital technology to its fullest potential in a manner that contributes to the betterment of society. This is related to the concept of digital literacy as a field of study that necessitates a profound comprehension of the societal challenges engendered by the utilization of digital technology. Digital

literacy can be defined as a combination of critical thinking, one's lifestyle and engagement in society, and knowledge of the various digital technologies that exist today.

One of the root words of digital literacy itself, according to Johan in his book entitled "Literasi Informasi" is "kemampuan menulis dan membaca, pengetahuan atau keterampilan dalam bidang atau aktivitas tertentu serta kemampuan individu dalam mengolah informasi dan pengetahuan untuk kecakapan hidup." This definition of literacy underscores the fundamental nature of the skills it encompasses, highlighting their indispensability in the contemporary era. However, in Indonesia, the significance of literacy for individual survival remains underappreciated. A 2019 study on student reading interest conducted by the OECD revealed that Indonesia's performance fell below the average benchmark. The country's average score of 371 points on the reading ability scale fell short of the OECD average of 487 points. The study revealed that Indonesia's performance in mathematics and science received 379 and 389 points, respectively, on a scale where the OECD average was 487 points.

The findings of this study indicated that Indonesia is among the countries with low literacy levels among the countries participating in the study. This prompted the government to initiate the development of multiple strategies aimed at enhancing the literacy rate of the Indonesian population. The government has initiated a series of programs, including the implementation of the National Literacy Movement at the school, family, and community levels. The program is designed to facilitate comprehension of the significance of literacy in daily life. In the National Literacy Movement Guidelines published by the Indonesian Ministry of Education and Culture, literacy is divided into six dimensions: (1) Reading and Writing Literacy, (2) Numeracy Literacy, (3) Science Literacy, (4) Digital Literacy, (5) Financial Literacy, and (6) Nationality and Citizenship Literacy.

Digital literacy, in its modern sense, is a relatively recent development, arising from the advent of digital technology. This technology has undergone significant growth and has become the foundation for activities in all contemporary fields. In the context of developing digital literacy, Belshaw's work, entitled "What is 'digital literacy'? A Pragmatic investigation," namely:

1. Cultural, which is the ability to understand the diversity of contexts that users of the digital world have.
2. Cognitive, the ability to think in assessing content.
3. Constructive, the ability to create something new, either using existing content or mixing it with other content.
4. Communicative, the ability to understand how communication in the media takes place.
5. Confidence, which means being confident that understanding the digital environment is easier to experiment with than the physical or real environment.
6. Creative, the ability to be creative in improving their understanding of digital literacy.
7. Critical in responding to content encountered, and
8. Responsibility for the social environment.

It is imperative to acknowledge the growing significance of digital literacy in various disciplines, particularly education, owing to the expanding prevalence of digital technology and its paramount role. This can have a positive impact on the educational sector, facilitating the continuity of teaching and learning activities in accordance with government directives, enhancing accessibility and affordability of resources, and simplifying information exchange. Nonetheless, it must be acknowledged that not all digital technology exerts a beneficial influence; concomitantly, deleterious effects can also be observed. It is imperative for both students and teachers, as users of digital technology, to comprehend this issue and to enhance their understanding of digital literacy.

The implementation of digital technology in the learning process at school, both before and during the pandemic, has led to a recognition and understanding among teachers and students of the unconscious acquisition of digital literacy through learning activities. Otieno (2020) posits that digital literacy can play a pivotal role in facilitating the continuity of teaching and learning activities through online platforms. In this context, educators and students are able to acquire the skills necessary to understand, explore, and utilize digital technology in a critical, innovative, and creative manner, thereby ensuring the ongoing efficacy of existing learning activities.

Concomitant with this initiative, the teaching staff and students of SDN 158 Babakan Sari Babakan Surabaya employed digital technology to facilitate the online distance learning process. The implementation of digital learning media, including supporting applications and educational streaming services, has been adopted to ensure the seamless execution of distance learning.

Digital literacy has been demonstrated to facilitate the development of students' abilities, as evidenced by Edsys's work, entitled "The Importance of Digital Literacy in Education," among others.

1. Character: Through digital literacy, students can hone their character along with developing initiative in making learning a part of their daily lives.
2. Creativity: The use of digital technology by students can hone their creativity. Students can make an innovation when they are being creative by using digital technology to do an activity.
3. Cooperation: Cooperation is one of the elements that a person needs to have in the 21st century. This includes interpersonal and teamwork skills that need to be possessed when working in a team or unit.
4. Critical Thinking: The amount of information circulating in society through the internet makes students need to understand what information they get and evaluate the information so that there is no need to accept the same information for the second or third time.
5. Communication: The ability to communicate in the 21st century is very important for students when they will be involved in society. Direct communication is of course different from communication through intermediary media such as social media. Students today need to learn how to communicate effectively when done through digital media.
6. Nationality: Digital literacy helps in understanding the culture of Indonesia better. This can help in resolving complex issues regarding culture and nationality that arise in society in the future.

Digital literacy can serve as a counteragent against the adverse impacts of digital technology. The dissemination of false information throughout society via the internet can be mitigated by equipping individuals with the capacity to discern between factual and fictitious information. Beyond the realm of hoaxes, digital literacy can equip students with the competencies to utilize the internet in a manner that is both effective and ethical (Peled, 2021). Digital literacy can also facilitate the acquisition of knowledge regarding digital safety, thereby enabling individuals to protect themselves within the digital domain. This process involves the learning of protective measures and their subsequent application in online environments.

In the contemporary educational landscape, where digital technology is a pervasive presence, educators must demonstrate a comprehensive understanding of digital literacy to effectively adapt to the evolving learning patterns that characterize this era. The capacity of educators to adeptly utilize digital technologies must be commensurate with the advancements in these technologies to ensure the seamless integration of learning processes, encompassing the cultivation of academic knowledge and the formation of student character, within contemporary educational settings (Kuncoro et al., 2022). The enhancement of these competencies can be achieved through diverse methodologies, including training focused on the management of digital learning in the classroom and leveraging the creativity of the teaching faculty.

In the event that the subject in question pertains to the conditions at SDN 158 Babakan Sari Babakan Surabaya as a service location, it is imperative that digital literacy skills be employed in order to provide support for distance learning that is carried out online. The proficiency of teachers and students in leveraging digital technology to facilitate learning, encompassing both hardware and software components, necessitates enhancement. This is due to the fact that the learning activities undertaken place significant emphasis on the utilization of digital technology. In addition to teachers and students, parents must also develop a fundamental understanding of digital literacy to effectively guide and supervise their children in the use of digital technology.

Digital Learning

Conceptually, digital learning, also known as online learning, is a form of formal instruction delivery that occurs in a time-based and geographical-location context between learners and educators who are separated. The notion of digital learning emerged as a response to the necessity of facilitating connections between educators and learners within the context of a virtual classroom environment, thereby circumventing the constraints imposed by physical proximity (Nahdi & Jatisunda, 2020). Digital learning support platforms have been developed to facilitate the delivery of materials, assignment collection, and learning evaluation.

The implementation of digital learning concepts offers strategic advantages over other learning methodologies. Digital learning has the potential to transcend the limitations of time and space, enabling learning to occur at any moment and in any location (Alrikabi et al., 2022; Arifin, 2020). However, a multifaceted approach is necessary to ensure the successful implementation of digital learning strategies. The implementation of digital learning is contingent upon access to supporting devices, including but not limited to devices, computers, internet signals, and electricity. The degree to which educators are prepared, in terms of knowledge, skills, attitudes, and emotions, to utilize digital learning technology is also of paramount importance. Mastery of this technology can facilitate the creation of teaching materials, the identification of resources, and their presentation to students (Budiarti et al., 2022). In the context of online learning during the pandemic COVID-19, digital libraries emerge as a pivotal solution, as evidenced by numerous studies (Hadiapurwa et al., 2021b).

To enhance educators' proficiency in these domains through service, a range of methodologies can be employed. These include expert exposure, discussion, and direct practice, which can be integrated into workshops. The presence of experts who function as resource persons in a workshop can provide valuable insights to educators, particularly if accompanied by group communication that facilitates the exchange of information and the development of ideas in problem solving (Ardiansyah et al., 2020). In addition to educator readiness, the implementation of digital learning necessitates the consideration of the use of supporting digital media. Prior to the advent of the novel COVID-19 pandemic, digital media had already been integrated into educational practices, albeit not to the same extent as during the pandemic. The practical and innovative nature of digital learning media, which can facilitate several media concurrently, can directly or indirectly increase student motivation in learning (Okra & Novera, 2019). Concurrent with this assertion, extant research findings indicate that digital flipbooks can function as learning media (Hadiapurwa et al., 2021a).

This paper will attempt to describe the state of digital literacy among students and teachers at SDN 158 Babakan Sari Babakan Surabaya. It will also describe the efforts made to improve digital literacy as part of the implementation of the Kuliah Kerja Nyata activities, in which the author participated in July 2021. The selection of SDN 158 Babakan Sari as a site of service was predicated on the institution's implementation of online distance learning, a pedagogical approach that necessitates the adeptness of

students and educators in the domain of digital technology to ensure the seamless execution of the learning process. Consequently, the author anticipates that the service provided will contribute to an enhancement in the comprehension of teachers, students, and parents regarding digital literacy and digital learning.

METHODS

The approach employed at SDN 158 Babakan Sari Babakan Surabaya was characterized by socialization and mentoring. The service activities carried out in the form of teaching and socializing digital literacy targeted students and parents of SDN 158 Babakan Sari Babakan Surabaya, as well as creating digital learning media and facilitating discussions with teachers. The pedagogy employed in this course is conducted online through Google Meet. The curriculum encompasses an examination of the concept of literacy in general, the current state of literacy in Indonesia, and the advantages of digital literacy in the student learning process. Concurrently, the dissemination of digital literacy education to parents was facilitated through online mediums, employing infographic materials that elucidated the overarching concept of digital literacy, its associated benefits, and the array of digital literacy practices that children can engage in. Concurrently, a dialogue was initiated with educators from SDN 158 Babakan Sari Babakan Surabaya to deliberate on the utilization of streaming services and applications that facilitate digital learning.

RESULTS AND DISCUSSION

The implementation of a distance learning system that fully adapts the use of digital technology in learning today places digital technology in a new role in education in Indonesia. The role of digital technology, once considered an ancillary medium in the context of classroom-based learning, has undergone a significant transformation, emerging as a pivotal element in the ongoing continuity of the teaching and learning process within educational institutions. This phenomenon is particularly intriguing, as the evolving role of digital technology in learning has prompted students and teachers to direct their attention toward previously overlooked aspects of the learning environment, necessitating adjustments to optimize it. The comprehension of the application's function in facilitating learning, the individual's level of proficiency in utilizing digital technologies, the capacity to assimilate information derived from digital media, and the recognition of the digital technologies in use within society are all integral components of this study. These are but a few of the myriad discourses that can be pursued in the course of a study of digital literacy.

The Kuliah Kerja Nyata (KKN) program, with the theme "Thematic Kuliah Kerja Nyata (KKN) Building Villages through Education and Economics in the Implementation of Free Learning Campus Teaching during the Pandemic of Coronavirus Disease 2019 (KKN Thematic MDBPE-MBKM)", aims to provide an understanding of digital literacy to students, teachers, and parents of students at SDN 158 Babakan Sari Babakan Surabaya, located on Jl. Babakan Sari I No. 173, Babakan Sari, Kec. Kiaracondong, Bandung City. The author has selected digital literacy as the primary subject to be taught to the target population in school. This decision was made on the basis that the author believed digital literacy to be a subject that could be effectively imparted to the target population. The second point pertains to the author's hypothesis that the target population can be assisted through the dissemination of digital literacy competencies, considering the prevailing circumstances that are profoundly influenced by digital technology. It is conceivable that, in the future, digital technology will continue to play a substantial role in the educational process within academic institutions.

The initial activity of the Kuliah Kerja Nyata (KKN) organized by the author was a visit to class 5B, during which a presentation was delivered to students and teachers on the subject of digital literacy. In this instance, the author's activities targeted two educators and a class of more than 25 students. The material for this activity was presented to students and teachers via Google Meet in the form of PowerPoint slides.

Digital Literacy Socialization

The digital literacy socialization initiative spearheaded by the team commenced with a discourse on the conceptualization of literacy. This discourse was meticulously articulated through a series of slides, encompassing the following subjects: the definition of literacy, its various dimensions, the current state of literacy in Indonesia, and the government's initiatives to enhance literacy comprehension. Subsequently, the author expounded on the concept of digital literacy, elucidating its significance, advantages, and obstacles. Subsequently, the author expounded on the potential of digital literacy to enhance the learning process within the educational environment, thereby concluding the class. The students exhibited a high level of enthusiasm for the event. In addition, I inquired about their sentiments regarding the class during the pandemic and other related topics. The respondents indicated a preference for in-person instruction, citing increased enjoyment and a sense of connection with their peers. This preference is particularly pronounced among those who believe that virtual classes lack the same level of interaction and communication as in-person instruction. **Figure 1** and **Figure 2** serve as documentation for digital literacy activities.

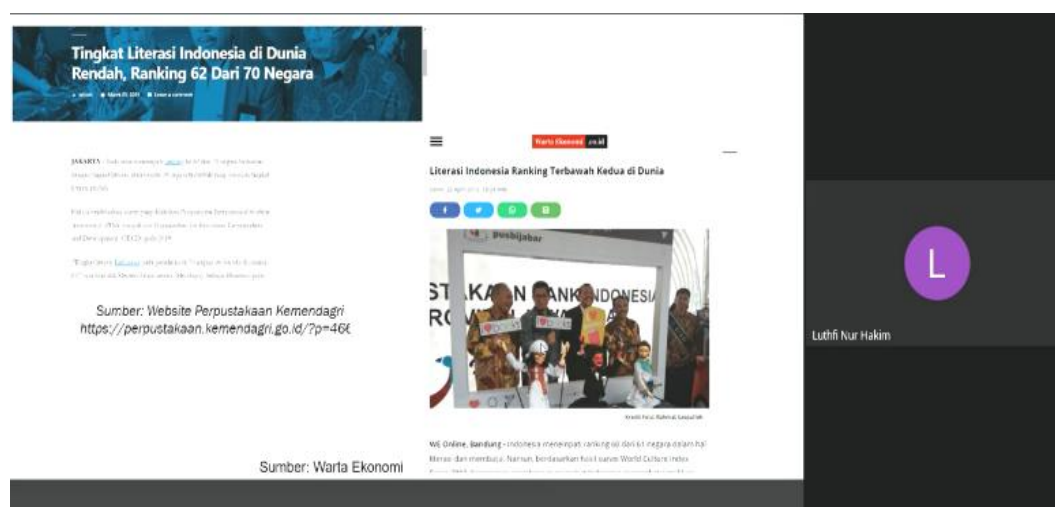


Figure 1. Activity of Providing Digital Literacy Material in Class 5B Through Google Meet
Source: Author's Documentation 2021

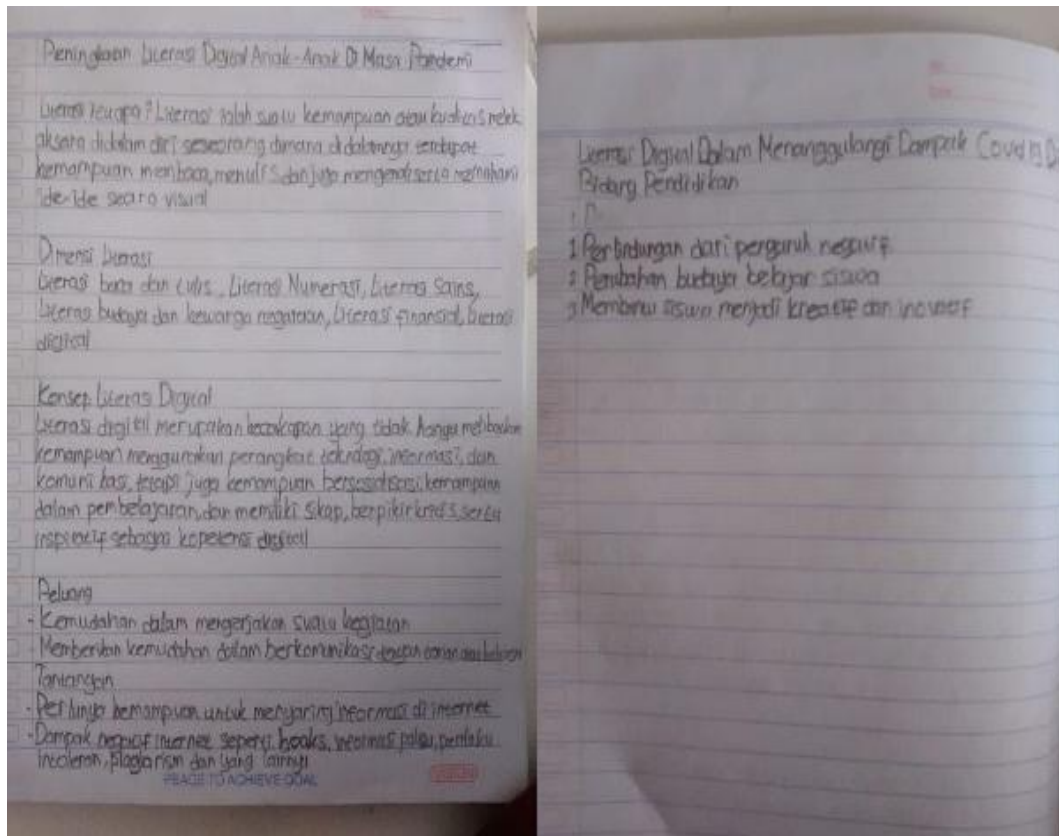


Figure 2. Student Notes When the Presentation Is Finished
Source: Author's Documentation 2021

The research team then proceeded with the socialization process, focusing on the role of digital literacy in assisting children in understanding their parents' perspectives. The team employed infographic media created through the Canva application to facilitate socialization. The infographic presents a comprehensive overview of digital literacy, delving into its definition, advantages, and the various activities that can facilitate children's comprehension of this concept, both within the context of formal education and during informal familial interactions. As illustrated in **Figure 3**, the infographic design is intended to facilitate comprehension of digital literacy.



Figure 3. Digital Literacy Socialization in the Form of Infographics
Source: Author's Documentation 2021

Making Digital Literacy Educational Media for Students

In an effort to support initiatives aimed at enhancing literacy, the service team developed an educational video focused on promoting digital literacy among children during the pandemic. This video was subsequently disseminated by the author through the YouTube social media platform. The video was created using the Canva application. The content of the video is composed of material previously created by the author in the form of other media. This material is then adapted into a video format and modified to ensure effective conveyance when viewed, as illustrated in **Figure 4**.



Figure 4. Digital Literacy Education Video
Source: Author's Documentation 2021

In addition to fostering socialization, the service team provided assistance by engaging in collaborative learning with teachers from SDN 158 Babakan Sari Babakan Surabaya to discuss streaming services and supporting applications. This initiative was undertaken as a strategy to enhance digital literacy competencies and as a form of assistance for the educator who was engaged in the study of applications for streaming in the development of educational activities at the institution. The ensuing discussions and experiments proved to be of considerable interest. As illustrated in **Figures 5** and **Figure 6**, the documentation of the activity is available for review.



Figure 5. Spontaneous Discussion with Teachers and Other UPI Students
Source: Author's Documentation 2021



Figure 6. Photo with Mrs. Eli, Principal of SDN 158 Babakan Sari Babakan Surabaya
Source: Author's Documentation 2021

Discussion

In the implementation of digital literacy in schools, teachers play the most significant role because the implementation of digital literacy will be centered more in the classroom (Suwanto et al., 2022). This has been going on long before the rise of digital learning, where digital literacy education is focused on the use of information and communication technology carried out in school computer laboratories or other places provided by schools in organizing digital literacy education. If it is related to pandemic conditions, the digital literacy skills that must be mastered by teachers are related to the use of existing digital technology to be used as tools and media for digital learning, such as for communication, to obtain and convey information based on pedagogical principles and their relation to the educational methods used (Ningsih et al., 2021).

Digital literacy skills are not limited to educators in formal educational settings; parents also play a pivotal role in cultivating their children's digital literacy competencies within the domestic environment. Parents play a pivotal role in fostering their children's digital literacy from an early age. In the context of implementing online learning, it is imperative for parents to comprehend the subject matter that their children will be studying. This understanding can facilitate the identification and mitigation of potential obstacles that may hinder the learning process (Haryanto et al., 2022). The integration of digital literacy instruction into educational curriculums should extend beyond the scope of students, encompassing the involvement of parents as well. This approach is pivotal in ensuring that parents do not encounter impediments when it comes to providing assistance to their children in their learning endeavors (Ahsani et al., 2021). Conventional learning models presume that the responsibility for children's education is entrusted to educators, while digital learning environments demand parental involvement to support, guide, and assist their children's learning process (Rice & Ortiz, 2021). Within the domain of digital literacy, parental assistance can manifest in the provision of direction and the supervision of children's utilization of digital technology.

Various media can be used in digital literacy education as well as digital learning for students to support both activities. The simplest example is the use of social media as one of the elements of digital technology that is most widely and easily used by all groups. Social media can be used as a medium for disseminating information or materials related to digital literacy (Novitasari & Fauziddin, 2022). Another media that can be used is the e-learning application, which provides features that are specialized for learning and teaching

activities in the network (Rahmatullah, 2019). Media selection certainly needs to be returned to the readiness of access owned by educators and students.

During the pandemic, the integration of technology with classroom instruction has emerged as a valuable tool for educators seeking to enhance their pedagogical practices. Consequently, educators are obligated to rethink and reconceptualize the pedagogical content they offer, ensuring that it aligns with the technological tools in use (Wijayati & Khafidhoh, 2022). Furthermore, the capacity of educators to develop technology-based learning activities must be taken into consideration. This includes their aptitude to adapt to the integration of technology in learning and to evolve with the shifting landscape of learning concepts (Andarwulan et al., 2021).

Conversations with educators at SDN 158 Babakan Sari concerning digital literacy, the utilization of streaming services, and digital learning support applications can serve as an effective preliminary step to identify challenges in the implementation of digital learning media during the distance learning process. Discussions pertaining to these two subjects are regarded as being of significant importance and relevance to the socialization that is also provided to students and parents, as well as the problems that commonly occur in distance learning during this pandemic. This assertion is particularly salient in the context of the creation of digital learning media, which plays a pivotal role in the learning process (Soemantri, 2019). Discussion activities carried out by teachers in an effort to identify and solve problems faced in learning activities also have the aim of being a means of exchanging ideas, information, and experiences so that a conclusion can be reached that can be used as a solution to the problem (Amiruddin, 2022).

A comparison of the present author's service activities with those previously carried out by other researchers reveals a notable distinction. The author's approach involves the implementation of socialization through material delivery, accompanied by a pre-test and post-test to assess teacher comprehension prior to and following the socialization session. This method was employed to ensure the efficacy of the socialization process and to measure changes in teacher understanding (Fitriani et al., 2023). Subsequent to this preparatory phase, training or workshops emphasizing direct engagement with the material presented can be implemented as a more concrete training modality. The provision of mentoring by presenters is an essential component of evaluating the effectiveness of socialization and training processes. It also serves as a pragmatic approach to enhancing digital literacy competencies among teachers and students (Asari et al., 2019; Arigiyati et al., 2021; Diputra et al., 2020).

CONCLUSION

The increasing role of digital literacy cannot be denied at this time. With the ongoing distance learning activities carried out at school, students and teachers also need to improve their understanding of digital literacy in order to streamline the search for information needed through digital media and avoid the negative effects of digital media. In this wave 1 Thematic KKN activity that the author participated in, the author chose to provide experience and understanding of digital literacy to students, parents, and teachers of SDN 158 Babakan Sari Babakan Surabaya, located on Jl. Babakan Sari I No.173, Babakan Sari, Kec. Kiaracondong, Bandung City.

The activities carried out by the author during the Kuliah Kerja Nyata (KKN) period at SDN 158 Babakan Sari Babakan Surabaya, namely attending classes and providing material on digital literacy to class 5B students and teachers through the help of PPT and Google Meet media, socializing digital literacy to parents, making videos that are uploaded to YouTube media, and spontaneous discussions that occur regarding streaming with teachers and service teams. It takes seriousness to continue to improve digital literacy skills for both teachers and students.

AUTHOR'S NOTE

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