



Empowering Digital Literacy for Underprivileged Youth in Jakarta

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ABSTRACT: The research entitled the digital literacy empowerment model for underprivileged youths uses qualitative methods. Researchers use a descriptive type of research to describe the facts, conditions, motivations of the youth in their digital literacy skills. The aim of the research is to provide the most suitable empowerment model for underprivileged youths in Jakarta area. The study was conducted on 70 youths in the Jakarta area, namely the Marunda Rusunawa, Palmerah and Bidaracina areas. This study tries to measure the digital literacy framework, which includes digital skills, digital safety, digital ethics, and digital culture. The study was carried out during the Covid 19 pandemic thus empowering is delivered under strict Covid 19 protocols. The empowering of Digital literacy become very important.

Keywords: Digital Literation, Digital Skill, Digital Safety, Empowerment, Digital Ethics.

Submitted: 07-08-2022; Revised: 15-08-2022; Accepted: 21-08-2022

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INTRODUCTION

In the Industry 4.0 era where digitalization is becoming part of everyday life. This era is triggered by the invention of Internet. It is very important to make sure the readiness of our Indonesian People to survive in this era where information is abundant and that no filter as there is almost impossible to block or even if it is possible, new things would come in just a second from every part of the world. This sounds very scary if we are not ready since this part of digital readiness could cause chaos and the border or nations seems very small in comparison to the physics world where everything is very clear, and this could lead to a disaster to our nation. Many aspects and parts should be involved in this digitalization. We could see that values and norms became less important as being famous, being rich in anyway (look at our social media currently) took the most important things the people especially youth concern. Why Youth? Because Indonesia has a demography bonus in the number of youth and productive age which can then if we seriously pay attention to this important part could bring Indonesia to become the biggest nation. This will be our advantage or disadvantage depends on our preparations.

According to Murdock (1961) the changes that occur are based on a process of cultural change, namely there are four general processes that occur in cultural change. The first is the existence of innovations or new findings. Innovation is a change that is not too big for an existing habit. The second process is social acceptance, which is meant here is that an innovation can be used as part of a culture that must be accepted and socially disseminated to others so that the culture can develop in society. The third process is a selective screening process (selective elimination), which is a process in which innovations that are considered more valuable are taken into one part and innovation that are considered less valuable will disappear by themselves. The fourth or last process is integration, integration means that new habits or habits that can adapt to existing ones are accepted and integrated into a whole.

Murdock's statement implies that a cultural change is influenced by the internal factors of a society. In this case, the internet is still something foreign to certain groups in society, so it is known as the "digital divide" (Gumilar, 2002). It implies that the spread of the internet in Indonesian society was uneven at that time.

In addition, the history of the entry of internet technology in Indonesia is very different from the history of the entry of the internet in other countries. In other countries, such as America, the first entry of the internet was to academics and education circles and then to business circles. Meanwhile in Indonesia, the development of the internet was in fact initiated by the business community so that it was more commercial and then only started to develop towards academia or into the world of education. There are three important factors that determine globalization, especially the rapid flow of incoming information, namely: socio-cultural, socio-economic and access to information and communication technology (ICT) especially the internet.

Almost every level of Indonesian society today has a cellphone. Research company DataReportal said that the number of connected mobile devices in Indonesia reached 370.1 million in January 2022. This figure increased by 13 million or 3.6 percent from the same period in the previous year. Apple CEO Tim Cook reports that throughout 2021 there will be 150 million new Apple devices active worldwide. Overall, the number of active Apple devices has reached 1.8 billion.

This shows that access to information through ICT is quite high. Even for 3T areas (Tertinggal, Terdepan, Terluar - Lagged, foremost, outermost) development is strongly encouraged by the government. Recently, Bakti has implemented the 7904 Base Stations construction project for this 3T area. 3T areas are areas that are classified as underdeveloped, leading, and outermost regions. Left behind means having a low quality of development, where the community is less developed than other regions on a national scale. Then from a geographical point of view, it is in the foremost and outermost regions of Indonesia.

Based on Presidential Decree No. 63 of 2020 concerning the Determination of Disadvantaged Regions 2020-2024, there are 62 districts that fall into this category. Some of them are, Nias (North Sumatra), Mentawai Islands (West Sumatra), North Musi Rawas (South Sumatra), North Lombok (West Nusa Tenggara), Central Sumba & Alor (East Nusa Tenggara), Donggala (Central Sulawesi), Talibau Island (North Maluku), Nabire & Asmat (Papua), and Wondoma Bay & Arfak Mountains (West Papua).

To carry out fair and equitable development, especially in the field of education, the Indonesian government provides affirmative educational assistance to students in the 3T area.

In fact, it is not only the 3T regions that have underprivileged youth. In the DKI Jakarta area, it turns out that there are a lot of these underprivileged young people. Referring to BPS data, the poverty rate in Jakarta in September 2021 rose 0.02 percent with a total of 498.20 thousand poor people. In addition, BPS DKI also noted specifically that the very poor population increased by 2,000 people, from 144.3 thousand people in September 2021 to 146.3 people in March 2022.

Tabel 1. Badan Pusat Statistik (BPS) – Poverty line, number and percentage of poor people in DKI Jakarta

| Kab/Kota | Poverty line, number and percentage of poor people in DKI Jakarta | | | | | | | | |
|-----------------|---|--------------------|--------------------|-----------------------------------|--------------------|--------------------|---------------------------|--------------------|--------------------|
| | Poverty Line (IDR/Capita/Month) | | | Number of Poor People (Thousand)) | | | Percentage of Poor People | | |
| | 2019 ¹⁾ | 2020 ¹⁾ | 2021 ¹⁾ | 2019 ¹⁾ | 2020 ¹⁾ | 2021 ¹⁾ | 2019 ¹⁾ | 2020 ¹⁾ | 2021 ¹⁾ |
| Kep Seribu | 629 315,00 | 661 852,00 | 670 785,00 | 2,93 | 3,63 | 3,86 | 12,09 | 14,87 | 15,06 |
| Jakarta Selatan | 729 256,00 | 782 731,00 | 792 684,00 | 61,77 | 78,09 | 81,50 | 2,73 | 3,43 | 3,56 |
| Jakarta Timur | 539 510,00 | 581 954,00 | 594 849,00 | 91,51 | 122,73 | 125,37 | 3,12 | 4,16 | 4,28 |
| Jakarta Pusat | 625 177,00 | 672 328,00 | 689 379,00 | 34,13 | 41,92 | 45,10 | 3,68 | 4,51 | 4,94 |
| Jakarta Barat | 517 646,00 | 557 803,00 | 570 330,00 | 84,06 | 110,90 | 113,37 | 3,25 | 4,25 | 4,31 |
| Jakarta Utara | 549 506,00 | 594 240,00 | 609 310,00 | 91,15 | 123,59 | 132,73 | 5,04 | 6,78 | 7,24 |
| DKI Jakarta | 637 260,00 | 680 401,00 | 697 638,00 | 365,55 | 480,86 | 501,92 | 3,47 | 4,53 | 4,72 |

IMPLEMENTATION AND METHODOLOGY

The Method used in this research of empowering digital literacy for underprivileged youth in Jakarta is using Purposive Sampling. The selection of sources is based on the following criterias:

1. Underprivileged Youth in Jakarta Area
2. Youth in the empowering programs held by Train4best and Bulir Padi Foundation
3. Bulir Padi Foundation team

Neuman (2000: 132-133) stated:

“The unit of analysis refers to the type of unit a researcher uses when measuring Common units in sociology are the individual, the group (e.g. family friendship group), the organization (e.g. corporation, university), the social category (e.g. social class, gender, race), the social institution (e.g. religion, education, the family) and the society (a nation, a tribe). Although the individual is the most commonly used unit of analysis. It is by non means the only one”

There are 70 youths as the respondents for the empowerment research. All these 70 youths coming from 3 different areas (Rusunawa Marunda, Palmerah dan Bidaracina).

The era of digitalization requires individual mastery of digital skills, or what is called digital literacy. There are four frameworks in digital literacy, namely digital skills, digital security (digital safety), digital ethics, and digital culture. Digital skills are the skills to use digital media, such as Google, Facebook for example, and all basic knowledge about social media and digital applications, while digital security is the ability to analyse security features when interacting in the digital world. For example, understanding the existence of a two-step authentication factor in social media.

Digital culture is all creations or the results of human creations that use the internet as a foundation. Literacy is defined as a general understanding that refers to the ability and skills to read, write, speak, calculate, and find solutions at a certain level of expertise. Literacy is closely related to the skills needed in everyday life. This is directly related and cannot be separated from the activity of reading an information. Digital is a word that refers to the use of computerized technology media in a work process. The technology is always connected to the internet. The existence of the use of the internet network causes everything that is digitized to be easily accessible by anyone, anytime, and anywhere.

Thus, digital literacy is a person's abilities and skills in using and utilizing digital media in their daily lives. The digital media in question include: internet, gadgets, communication tools, and others. The existence of this literacy aims to upgrade oneself to make work easier.

Digital Skills

The existence of digitalization in literacy led to the emergence of the concept of digital skills. Digital skills are a person's ability to operate, utilize, and understand technology to obtain, process, and manage information. This ability is indispensable as a need and necessity today. Without this ability, you will be left behind and clueless (stuttering technology).

Digital Safety

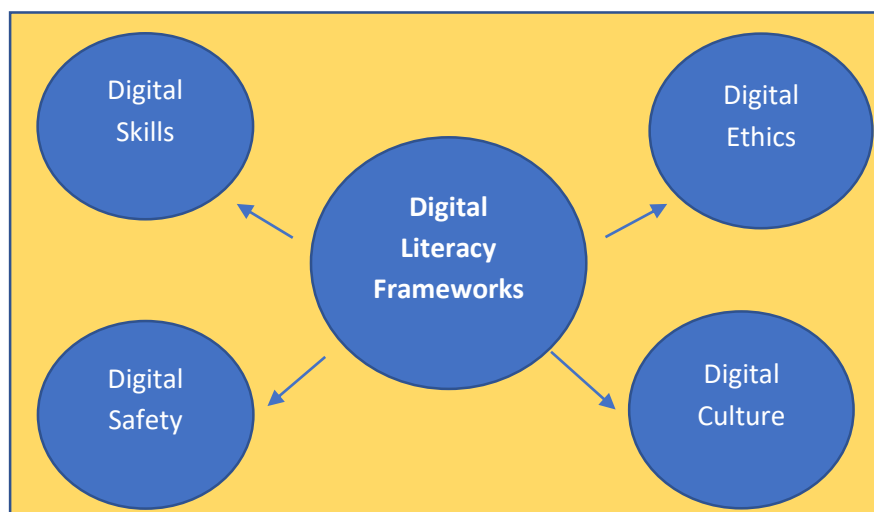
Digital safety is one of the digital literacy frameworks which means the ability to protect yourself and personal data when you are in the digital space. The space in question is all media to access and disseminate information, for example social media, websites, and others. The security of personal data is very important to maintain because the reckless use of digital media is at risk of harm and being misused by irresponsible people for criminal purposes.

Digital Ethics

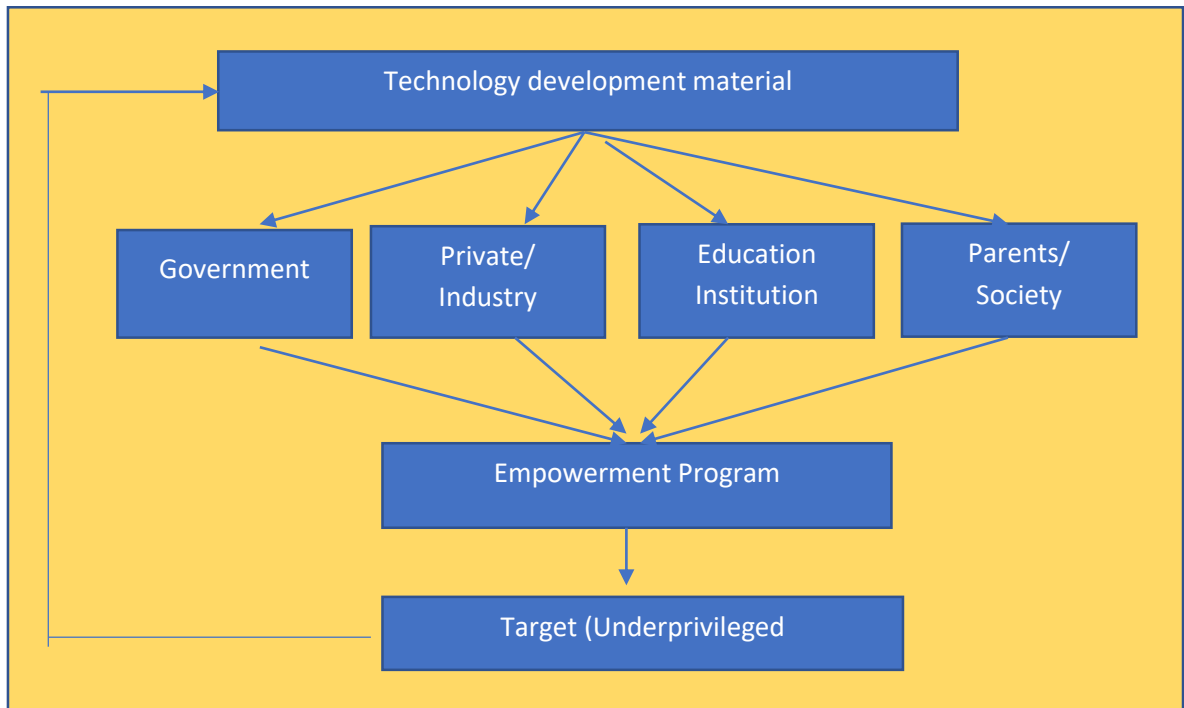
Digital ethics is the ability to be aware of, understand, and apply a digital code of ethics and rules when using digital media. You must understand the code of ethics to be able to have digital literacy correctly and wisely. The purpose of digital ethics is to ensure that digital access users to take responsibility for all their behaviour in media. The code of ethics regulates humans to understand and humanize others in an ethical and healthy manner.

Digital Culture

Digital culture is a concept that contains the idea that technology and the internet can have a real influence in the formation of a person's personality. These influences include behaviour, how to interact with others, think, and communicate. The digital culture that is created must be cultivated with positive values to create a superior and constructive community in their daily lives.



Picture 1. Digital Literacy Frameworks



Picture 3. Digital Literation Empowerment Programs for underprivileged Youth

The delivery of Digital Literation Empowerment Program is implemented in batches. The first programs delivered is the Digital literacy Trainings. We delivered the training program in 3 areas in Jakarta where the underprivileged youths located. First we delivered the training program in Rusunawa Marunda located in North Jakarta was attended by 12 Youths. And then the same program is also delivered in Palmerah located in West Jakarta was attended by 23 Youths and the Third batch of the same program was delivered in Bidaracina located in East Jakarta and it was attended by 11 youths.

The Second programs delivered is the Computer Operator Basic Trainings. We delivered the training program in 2 areas in Jakarta where the underprivileged youths located. First we delivered the program in Palmerah located in West Jakarta and it was attended by 16 youths. And then the second batch took place at Bidaracina, East Jakarta and it was attended by 8 youths.

The RW (Rukun Warga) in those 3 areas has good concerns to their youths and they support our programs in a very good way. In this case the socio-interaction concept by King which involving many parties in the empowerment program could be seen in this empowerment programs.

After the Trainings programs, Train4best and Bulir Padi Foundation agreed to provide Certification (BNSP – Badan Nasional Sertifikasi Profesi) or in English

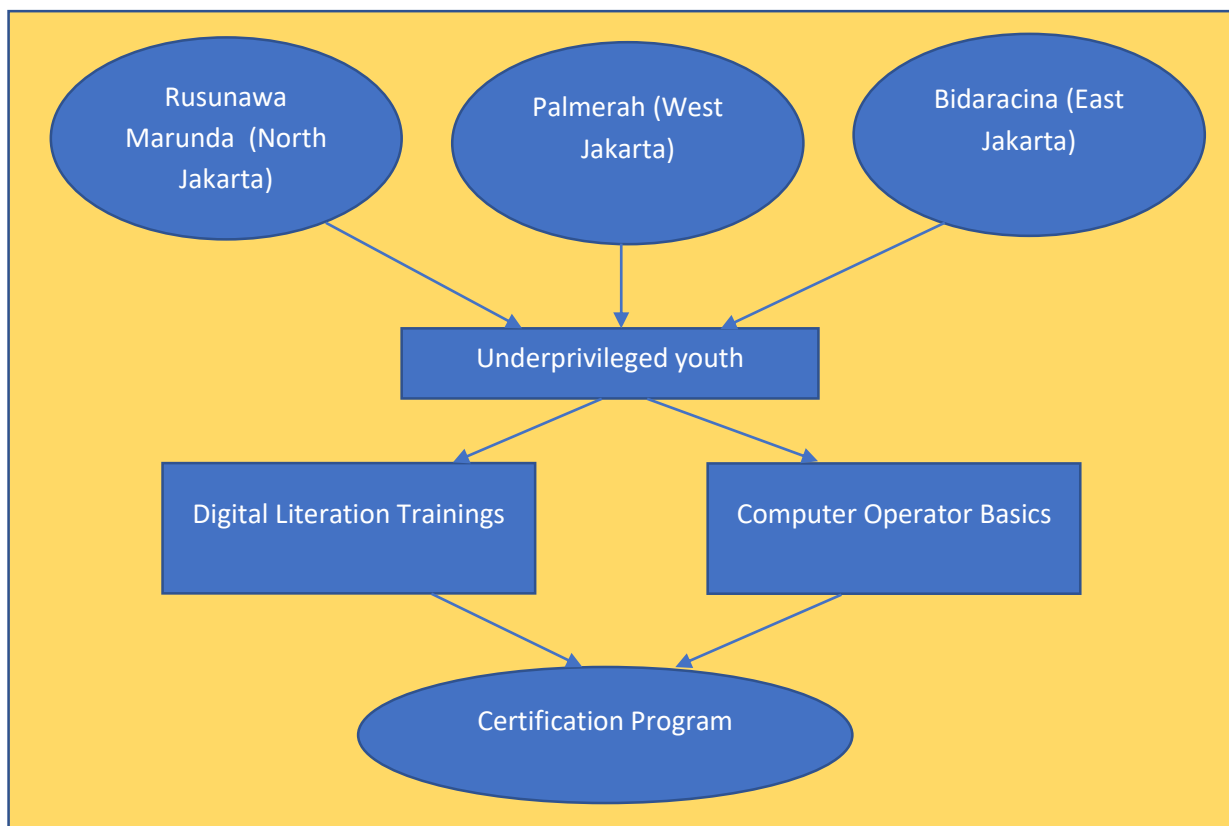
the National Professional Certification Agency. We give chances to those Best 3 participants in every batches to test their Competencies in Digital Literation and Computer Operator Basic Level. The Certification Agency is called LSP - Lembaga Sertifikasi Profesi (Professional Certification Institute). And the LSP that we use in this case is Industry recognized Level 3 Professional Certification Institute. Which means that their Certification is with quite high standards. The SKKNI - Standard Kompetensi Kerja Nasional Indonesia. Our SKKNI is developed by ministry of Communication and Informatics and approved by ministry of manpower.

RESULT AND DISCUSSION

The Empowerment programs did not stop when the training program has finished. We evaluate the programs and let the youths to be certified under national Standard of competency to measure the empowerment programs.

The goals and objectives of youth empowerment include:

1. Cultivate a sense of responsibility for students to surf the internet properly and correctly
2. Cultivate curiosity for students to increase their knowledge in the digital world and develop themselves
3. Provide equal opportunities to develop themselves in the field of information technology

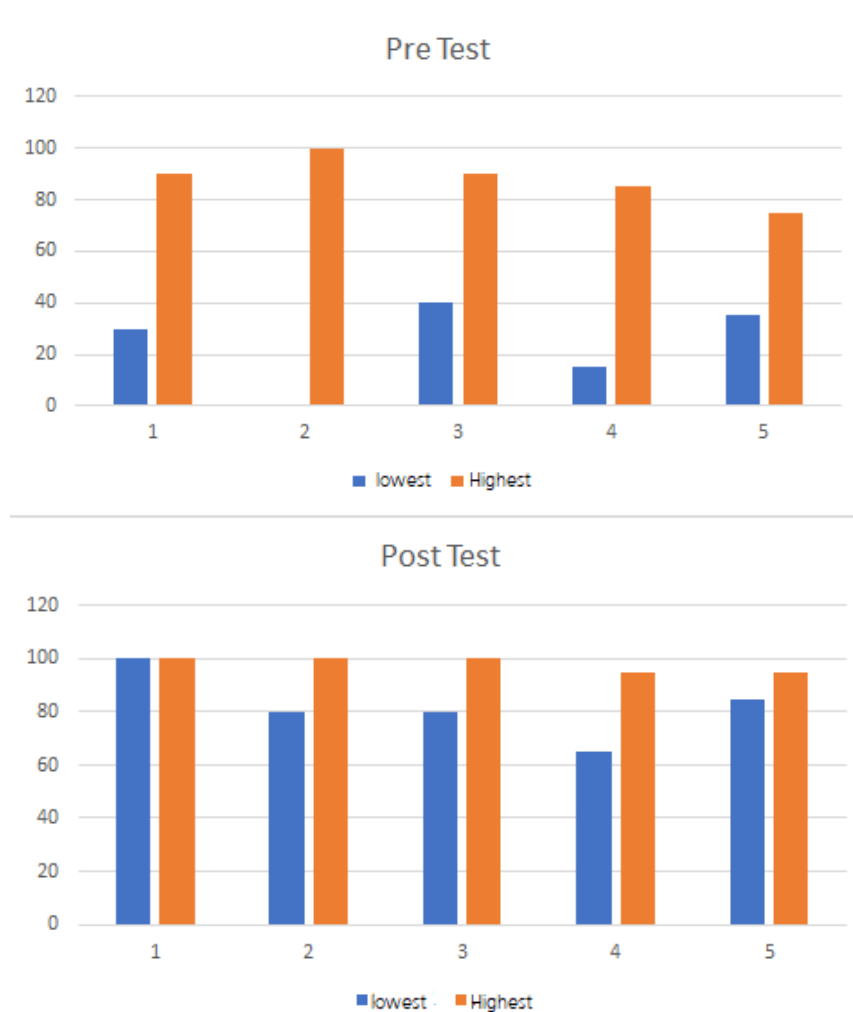


Picture 4. Research Methodology diagram

The trainings result is shown in the tabel 2 below:

Tabel 2. Pre-Post Training result per batch

| No | Training | Batch | Pre- Test | | Post Test | |
|----|--------------------------|-------|--------------|---------------|--------------|---------------|
| | | | Lowest Score | Highest Score | Lowest Score | Highest Score |
| 1 | Digital Literation | 1 | 30 | 90 | 100 | 100 |
| | | 2 | 0 | 100 | 80 | 100 |
| | | 3 | 40 | 90 | 80 | 100 |
| 2 | Computer Operator Basics | 1 | 15 | 85 | 65 | 95 |
| | | 2 | 35 | 75 | 85 | 95 |



Picture 5. Pre-Post Test results of the underprivileged youths

The trainings were designed in interactive mode, offline with strict Covid19 Protocols. The training delivery methods is including role play, open discussions, practical exercises in Fun and creative ways. The delivery of trainings we considered as successful trainings we can see from the result of the post test and the significant increased of scores compares to pre-test score at the beginning of the course.

The LSP who took part in this empowerment program is LSP TD - Lembaga Sertifikasi Profesi Teknologi Digital which is based in Yogyakarta and Jakarta area. The Certification process delivered in the TUK - Tempat Uji Kompetensi (Competency Test Location) that is Train4best in South Jakarta. The result of Certification is that all the youths who took the certification are recommended as competence youth in Digital literation and Computer Operator Basics.

Here are the units of Competencies that the youth took in the Professional certification delivered by LSP TD:

- J.63OPR00.002.2 - Using the Operating System
- J.63OPR00.003.2 - Using Peripheral Equipment
- J.63OPR00.004.2 - Using Basic Word Processing Software
- J.63OPR00.005.2 - Using Basic Spreadsheet Software
- J.63OPR00.006.2 - Using Basic Presentation Software
- J.63OPR00.016.1 - Identifying Security Aspects of User Information

These are the listed competency units that the youths should be able to show that they are a competence human capital.

From the interview (research) of this empowerment programs, the respondece shows their interest and skills that they could use to be able to compete and also as the demand in Industry 4.0 where the digitalization would take place in advance.

As we could not classified the internet only as a tool in digitalization. IT as a socio-technical network. Information Technology is generally characterized as a tool used to meet human needs for information and tools that regulate information systems, while many questions arise related to the socio impact it causes. There are two concepts regarding ICT in organizations/ societies, namely the Standard (Tool) Model and the Socio-Technical Model (See King, 2000). The following are the ideas expressed by King regarding the socio-technical model: "The Concept of Computerized information systems as "socio-technical networks" is one such idea that helps understand the character of new electronics information spaces, such as discussion lists, groupware, electronic conferencing systems and e-journals."

Tabel 3. Standard (Tools) Models and Socio-Technical Models

| Standard (Tools Model) | Socio-Technical Models |
|---|--|
| ICT is a tool | ICT is a socio-technical network |
| Business model is sufficient | Ecological view is also needed |
| One shot ICT Implementation | ICT implementations are an ongoing social process |
| Technological effects are direct and immediate | Technological effects are indirect and involve different time scales |
| Politics are bad or irrelevant | Politics are central and even enabling |
| Incentives to change are unproblematic | Incentives may require restructuring (and may be in conflict) |
| Relationships are easily reformed | Relationships are complex, negotiated, multivalent (including trust). |
| Social effects of ICT are big but isolated and benign | Potentially enormous social repercussions from ICT (not just quality of worklife, it's overall quality of life). |
| Contexts are simple (a few key terms or demographics) | are complex (matrices of businesses, services, people, technology history, location, etc) |
| Knowledge and Expertise are easily made explicit | Knowledge and Expertise are inherently tacit/implicit |
| ICT infrastructures are fully supportive | Additional skill & work needed to make ICT work |

CONCLUSION

Digital literacy in this era of technology especially telecommunication and Informatics Technology is a very crucial skill. The nation is counting on it as the information is abundant and that the youth are very fragile and in their teenage years of age, they still need our guidance and support.

1. The empowerment program needs to have support from many stakeholders.
2. The underprivileged Youth could easily absorb the information, knowledge and how to behave in the digital world. Unfortunately they should have access to the technology in more intense way as some of the youth came from very poor family and they do not even try to use the laptop or computer.
3. This is our responsibility to prepare our young people to struggle and compete in the digital era or digital world as we do have the demographic bonus of productive ages.

ACKNOWLEDGEMENT

Our gratitude to Bulir Padi Foundation, for the collaboration in developing our young people in this 3 area in Jakarta (Rusunawa Marunda, Palmerah and Bidaracina) as well as to the Karang Taruna and RW for their supportive actions and attentions. We do have that our programs and collaborations could continue in the future.

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