

## Socialization of the use of Digital Literacy and Media Literacy for Students of SMPN 3 PAINAN

Ade Irma Suryani<sup>1\*</sup>, Nila Afriyansih<sup>2</sup>, Yuherman<sup>3</sup>, Erdawati<sup>4</sup>

Pendidikan Geografi, Fakultas Humaniora Sosial, Universitas PGRI

**Corresponding Author:** Ade Irma Suryani [adeirmaaja1982@gmail.com](mailto:adeirmaaja1982@gmail.com)

---

### ARTICLE INFO

*Keywords:* Socialization, Digital Literacy, Media Literacy

*Received:* 26, Mei

*Revised:* 28, June

*Accepted:* 30, July

©2023 Suryani, Afriyansif, Yuheman, Erdawati: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

Objective devotion to public This was carried out at Painan 3 Middle School which was aimed at SMPN students with the aim of providing socialization in the use of digital literacy and media literacy in order to prepare an intelligent generation to use digitalization, while the title of this service activity was: Socialization of the use of digital literacy, and literacy media for students of SMPN 3 Painan". devotion this is implemented so that add understanding Student related: One). Ability to leverage digital literacy, 2). Ability to utilize literacy media. Results Which expected from Devotion is: 1). Increased Ability to take advantage of digital literacy 2). Increased ability to utilize literacy media , So that the nation's next generation is able to take advantage of digitalization in ease for the challenges of the industrial revolution 4.0 in the future.

---

## INTRODUCTION

The industrial revolution 4.0 is a new challenge in which the melenia generation must be able to adapt to the new challenges of the digital world which requires the community and the younger generation to understand and be reliant on housing from time to time. which at this time can be easily accessed quickly, so with this we need to realign the benefits, how to use this literacy properly and correctly. There is also the notion of literacy in general which refers to a set of abilities and individual skills in reading, writing, speaking, calculating, and solving problems at a certain level of expertise needed in everyday life. And then digital literacy is the ability to use technology with cognitive and technical abilities. Digital literacy tends to be related to technical skills and focuses on cognitive and social aspects and the digital environment .

And furthermore, to prepare for genesis melenia in the future, our genesis must also have media capabilities that are no less important to master in the future, which is a benchmark for the ability to master technology, namely to use mass media intelligently and precisely . To use. Media literacy ability is a person's ability to use various media to access, analyze and produce information for various purposes in one's daily life , which will be influenced by the media around us such as television, film, radio, recorded music, newspapers and magazines. . The media is still supplemented by the internet , even now it can be accessed via cellular phones. So thus we as educators feel obliged to provide material and outreach about the material above , which is very useful for the future . The millennial generation can answer the challenges of globalization and the digitalization or revolution 4.0. The importance of digital literacy intelligence and the future media will answer all problems and make generations able to compete in the international world .

## IMPLEMENTATION AND METHODS

### Implementation Description

This community service activity is carried out through a process of stages,

1. The field survey stage, this is necessary to find out the level of needs of students in schools regarding the service material to be carried out.
2. Stage second team devotion prepare letter mail For legality activity devotion
3. Analyze equipment needed \_ on moment implementation Activities .
4. Devotion team prepare material For presentation in power point form effective And communicative.

Location Activity devotion This implemented in SMP N 3 Painan , district south coast Time devotion To Public done prayer time meeting that is on June 8 2023 and June 9 2023. This activity was carried out from 09.00 WIB to 12.00 WIB in the Class Room of SMP N 3 Painan. The background, this service activity that is carried out is For provide knowledge and direction in using literacy both digital and media, this material is useful for knowing the world of digitalization on students of SMPN 3 Painan . Apart from the benefits, there are also some negative impacts of using digitalized media. This really needs to be socialized in the use of digital literacy and media literacy. Participants in accordance with the

agreement of the school, they present students to activities for each level, namely students in grades 7, 8 and 9 who are representatives of each level. The number of participants is 70 for female students and 50 for male students, a total of 120 students.

### **Activity Method Description**

The problem is that students of SMPN 3 PAINAN still lacks understanding of the utilization and use of literacy both for learning and for future preparation in welcoming the 4.0 Revolution. In order to convey theory about digital literacy and literacy media that are useful for the future, the materials provided burning this by way of lectures and questions and answers as well as guided discussions, and also by way of presenting the material .

### **For the Implementation of Activities**

This service activity is carried out in three stages, namely: The service team stage conducts a field survey and observes what are the problems of students at school and the skills that must be provided to challenge revolution 4.0, The first day the team presents material in PPT form, and your disc question and answer. On the second day the team gave examples for the use of media literacy in the form of cell phones and laptops to become the subject matter literacy they need, whether in the form of cycles, diagrams or contextual literacy.

The steps in implementing this community service activity are as follows:

1. Step 1: The training participants were given material regarding development work on the use of material on digital literacy and media literacy.
2. Step 2: Participants provide the opportunity to discuss the material that has been provided. The opportunity to ask questions is given to clarify matters that are still in doubt.
3. Step 3: Participants practice to take advantage of literacy
4. Step 4: Participants provide guidance on utilizing digital literacy and media literacy for the development of learning materials.

### **Material**

#### **1. Definition of Digital and Media Literacy**

According to Gilster (2007), he broadens the concept of digital literacy as the ability to understand and use information from various digital sources, in other words the ability to read, write, and relate to information using the technology and formats available at the time. Whereas other authors use the term digital literacy to denote a broad concept and link together various competency-based literacy and communication technology skills, but the emphasis is on more "soft" information evaluation abilities and knowledge assembly together with understanding and attitudes (Bawden, 2008; Martin, 2006, 2008). IFLA ALP Workshop (2006) mentions that part of information literacy is digital literacy, defined as the ability to understand and use information in various formats from a large number of resources when these resources are presented via a computer.

With the development of the internet, users do not know or care about where the information comes from, what is important is that they can access it.

From some of the meanings of literacy above, it can be concluded that digital literacy is the knowledge and ability to use digital media, communication tools, or networks in finding, assessing, using, creating information, and utilizing it in a healthy, wise, intelligent, careful, accurate manner, and comply with the law in the context of developing communication and interaction in daily life. Digital literacy is also the ability to use information and communication technology (ICT) to communicate content/information with cognitive and technical abilities. Digital literacy tends to be related to technical skills and focuses on the social cognitive and emotional aspects of the digital world and environment.

Media literacy is a person's ability to use various media to access, analyze and produce information for various purposes in one's daily life which will be influenced by the media around us such as television, film, radio, recorded music, newspapers and magazines. The media is still coupled with the internet, even now it can be accessed via cellular phones. Media literacy comes from English, namely media literacy, consisting of two syllables media meaning media where messages are exchanged and literacy means literacy, then known as Media Literacy. In this case media literacy refers to the ability of audiences to be literate about the media and mass media messages in the context of mass communication. Media literacy can be said as a process of accessing, critically analyzing media messages, and creating messages using media tools (Hobbs, 1996: 20). (Rubin (1998: 99) explains that what is meant by media literacy is understanding the source, communication technology, the code used, the message generated, the selection, interpretation, and impact of the message. So it can be said that the existence of the Internet or this new media makes The Center of Media Literacy (CLM) then uses an expanded definition: information literacy is a 21st century approach to education, video to the internet, and statements of (what) are important to citizens of a democracy.

From the definitions put forward by both communication experts and media literacy activist institutions, it can be concluded that in a long period of time 23 media literacy which was limited to study studies in universities has now moved more advanced to be more organized/institutionalized and the next generation is in touch in an effort to prepare each individual's media literacy skills in the future.

## **2. Digital and Media Literacy Coverage**

Digital literacy includes an understanding of the web and search engines. The user understands that not all information available on the web is of the same quality. Thus, users can gradually recognize which websites are reliable, as well as sites which is unbelievable. In this digital literacy the user can choose a good user machine for his information needs, able to use the pen machine effectively (for example with "advanced search"). In conclusion, digital literacy is a collection of attitudes, understanding skills in handling and communicating information and knowledge effectively in various media and formats. There is a

definition that includes the terms liaising, relating (communicating); those with a record management or dynamic records management perspective mention the terms deleting and preserving. Sometimes the term finding is further broken down into source selection, retrieval and accessing (Davis & Shaw, 2011). Even though digital literacy is important in an age where information is in digital form, another important part that cannot be forgotten from digital literacy is knowing when to use non-digital sources.

The term media includes all communication media, sometimes used the term mass media to reach a warm audience such as television broadcasts and pay, radio, films, newspapers and magazines. Often the term "in all media and formats" refers to the communication and dissemination of information in a variety of different media and formats (text, graphics, photographs, tables, statistics, etc.). Media literacy includes everything from having the necessary knowledge to use old and new media technologies to having a critical relationship to media content. Writings such as Buckingham (2005), Livingstone (2005) state that the trichrome for defining media literacy is having access to media, understanding media and using media. Media literacy recognizes the daily influence on human beings that comes from television, film, radio, music, newspapers and magazines.

### **3. Digital and Media Literacy Components**

According to Bawden (2008), the digital literacy component consists of four parts as following:

1. Supporting milestones are:
  - Literation itself and
  - Computer literacy, information, and communication technology
2. Background knowledge is divided into:
  - World of information and
  - Nature of information power
3. Competence in the form of:
  - Understanding of digital and non-digital formats
  - Creation and communication of digital information
  - Information evaluation
  - Knowledge assembly \_
  - Liters of information
  - Media literacy
4. Attitude and Perspective

Media literacy connects the Three Cs, namely as follows: computing, communication networks and content in digital format (digitalized), where the merger itself begins with C (convergence). This media is understood by Flew (2002) as digital media, namely all forms of media content that combine and identify (integrate) data, text, sound and various kinds of images (images) displayed in digital format, and distributed through communication networks such as fiber optics. , broadband, satellite and transmission systems David Buckingham (2007) argues that there are four components in media literacy, namely production, language, presentation and audience.

a. Production

This first component deals with all aspects concerning the production of information in a medium. Where in this case it cannot be separated from a media industry, which of course includes the technology used, journalism practitioners, the flow of news and information to the rules that govern the passage of such information. More than that, production also concerns how the relationship between media and how audiences access information in the media.

b. Language

The second component is that language is one of the most important things in media literacy. Where language is a bridge for the meaning of information conveyed to the public. More than that language here also includes how information is conveyed in a certain point of view. Language here is also related to all matters relating to the meaning of conveying messages to audiences including the use of language, certain codes, combinations of images and words and sounds, as well as the impact of using a certain technology on changes in meaning.

c. Presentation

Presentation is related to how the message is conveyed to the public. The media as a source of information for the public must truly become a source of information that can be accessed by the public. In this presentation it is also more concerned with the influence of messages in the media on social groups or certain issues in society.

d. Viewer

The audience in media literacy is the general public. In this aspect media literacy concerns various matters related to its relationship with the general public starting from who is the target of the message conveyed, the way the media communicates, the way the media reaches its audience to the subjective aspects of the relevant audience, in interpreting messages.

## **RESULTS AND DISCUSSION**

Service activities Utilizing digital literacy and media literacy for SMPN 3 students, to improve students' abilities in learning and prepare themselves to face the challenges of revolution 4.0 in the future. Utilization of literacy that is useful for future generations. The benefits of digital literacy are an attitude of association, an understanding of skills in handling and communicating information and knowledge effectively in various media and formats. There is a definition that includes the terms liaising, relating (communicating); those with a record management or dynamic records management perspective mention the terms deleting and preserving. Sometimes the term finding is further broken down into source selection, retrieval and accessing (Davis & Shaw, 2011). Although digital literacy is important as a place for information in digital form.

It should not be forgotten that another important part of digital literacy is knowing when to use non-digital sources.

Media literacy is a person's ability to use various media to access, analyze and produce information for various purposes in one's daily life which will be influenced by existing media, for example in the form of television, film, radio, recorded music, newspapers and magazines. From the media, it is still added to the internet, even now it can be accessed via cell phones by Saputra, (2018 ). The definition of media literacy uses an approach that covers three areas, namely media literacy means having access to media, understanding media and creating and expressing oneself to use media (Buckingham 2005, Livingstone 2005). etc. Based on the findings of research conducted by Sj Saputra et al, 2018, the importance of knowledge about media also generates enthusiasm for educators and students to provide media literacy to the community.

Proficiency or ability the clear by potter (2004) as following :

1. Analyze/Analyze is ability analytical structure message , packed in the media, exploit concepts base knowledge knowledge For understand context in message on certain media. For example, able exploit information in the mass media For compare statements public , with base theory in accordance realm his knowledge . Competence other Can checked with verbs\_ like, distinguish , recognize error , interpret , and so on.
2. Evaluation/Assessing . After capable analyze , then payload next required\_ is make assessment ( evaluation ). Someone who is capable rate, meaning He capable connect information in the mass media That with condition himself, and make evaluation about security, and quality relevance information That with himself ; is information That very important, ordinary, or basic. Of course the ability to assess whether information is packaged properly or not is also part of its competence. Here, there is a comparison of social norms and values to the content that is being questioned by the media.
3. Grouping/Grouping. Specify each element that is the same in several ways: determine each element that is different in several ways.
4. Induction/Induction . Conclude something pattern in small sets element, then pattern generalization For all element in set the .
5. Reduction/Deduction . Use principles general For explain special .
6. Synthesis/Synthesis . assemble not sure - not sure to in structure new .
7. Abstraction/Abstract. Create short , clear , and description appropriate catch essence from message in a number diminutive word of on message That alone . SJ Saputra , et al 2018.

Research Sholihatin, et al. (2021) explained that there are 5 aspects of digital literacy competence, namely information or data literacy, communication or collaboration, security, digital content creation, and problem solving. Research using mixed methods through surveys or interviews shows that of these five aspects, Accounting students at FEB UPN Veterans East Java have been included in the neat category in the aspects of information or data literacy and aspects of communication or collaboration, while for the other three aspects, improvement is still needed. The key to improving digital literacy competence is by guiding students to think critically, apply digital media, manage online identities, deal with digital disturbances, implement digital experiences, and get out of the comfort zone. Research by Eva Lutfi Fakhru Ahsani, et al. (2021) which aims to examine the implementation of digital literacy in learning at the Indonesian Elementary School in The Hague (SDIDH) with a qualitative descriptive research type using interview and documentation techniques, reveals that the application of digital literacy in the implementation of learning is a form of access to information to make it easier for students to Sufficient learning needs during the Covid-19 pandemic. The obstacles that arise in the development curriculum are the Hague Education rules and always instilling the traits of nationalism and instilling part of Indonesian cultural diplomacy. This is overcome by preparing knowledge related to information and communication technology so that it is more creative and innovative in carrying out courageous learning during the Covid-19 pandemic.

## **CONCLUSIONS AND RECOMMENDATIONS**

Media literacy is a person's ability to use various media to access, analyze and produce information for various purposes in the daily life of someone who will be influenced by the media. The rapid growth at this time is strongly influenced by technological advances, so that various forms of media are emerging that are developing at all levels of society. According to Gilster (2007), he broadens the concept of digital literacy as the ability to understand and use information from various digital sources, in other words the ability to read, write, and relate to information using the technology and formats available at the time. Whereas other authors use the term digital literacy to denote a broad concept and link together various competency-based literacy and communication technology skills, but the emphasis is on more "soft" information evaluation abilities and knowledge assembly together with understanding and attitudes (Bawden, 2008; Martin, 2006, 2008), IFLA ALP Workshop (2006), From the above definition, it can be concluded that media literacy is the ability of students to use various media to access, analyze and produce information for learning purposes and literacy of one's digital abilities to access digital literacy based on computerization.

## ACKNOWLEDGMENT

On this occasion the author would like to thank the service activities team who have planted suggestions and thoughts so that community service activities are carried out in accordance with expectations. And then the author would like to thank for the support and contribution of suggestions to the campus, the chancellor, the dean and thank you too party to school for its cooperation so that this dedication activity goes well.

## REFERENCES

- Adiarsi, Gracia. 2015. Internet Media Literacy Among Students.
- Ahsani, EL, Romadhoni, NW, Layyiatussyifa, EL, Ningsih, WN, Lusiana, P., & Roichanah, NN (2021). STRENGTHENING DIGITAL LITERACY IN LEARNING IN INDONESIAN ELEMENTARY SCHOOLS DEN HAAG. Elementary School: Journal of Elementary Education and Learning, 228-236.
- EGChTUz1nDU accessed December 26, 2018
- Hariyanto, Yuniarin. 2017. Descriptive Study of Media Literacy Among Youth in the City
- Mutaqin, Misbah Zaenal. 2016. Media Literacy Among Rural Youth in Lamongan Regency: Airlangga University.
- Potter, W. James. 2005. Media Literacy. Third edition. London: Wise
- Putra, I Kadek Adhi Dharma. 2017. Definition , Purpose , Conditions \_ \_ And Function Seminar Education . Singaraja: University of Education Ganesha Press.
- Remotivi, 2014. Folding Indonesia in Television News. (<https://www.youtube.com/watch?v=>
- Sholihatin, E., Swasti, IK, Kusumastuti, E., Febrianita, R., Aprilisansa, ID, Widoretno, AA, et al. (2021). IMPROVING DIGITAL LITERACY IN THE NEW NORMAL ERA: A CASE STUDY OF ONLINE LEARNING STUDENTS OF ACCOUNTING UPN VETERAN EAST JAVA. Journal of Integrative Accounting, 83-103.

Tamburaka, Apradi. 2013. *Media Literacy: Intelligent Mass Media Audience Media*. Jakarta: Rajawali Press.

Tegeh, I Made, et al. 2013. *Education Seminar*. Singaraja: University of Education Ganesha Press.

Use of Social Media in Surabaya.