

## The Elementary Student's Digital Literacy to Supporting Gold Generation in 5.0 Society Era

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### ABSTRACT

The negative impact of online learning is felt, such as the occurrence of loss of learning, the attitude of students who are less polite, lazy, widespread violence, pornography and porn action, addiction to gadgets, etc. For internet media to be used properly, digital literacy skills are needed. The success of building digital literacy is one indicator of achievement in the fields of education and culture. Introduction to Digital Literacy which was held are collaboration with the UNBAJA Library, and Community Services Unbaja 22, Bank Indonesia (BI), Rajagrafindo Persada Publisher, participants were attended by 100 students from grades 3 to 6. The methods used were lectures, questions and answers, games, role-playing, and hands-on practice. The initial condition is that only a few students know about digital literacy (healthy internet, digital ethics, and e-resources. After the activity is carried out, students able to practice searching for information that is appropriate, polite, and ethical, they have insight into the diversity of information sources, both knowledge, sources of learning, education videos, learning tutorials, and entertainment media events such as films and videos that are appropriate for their age. The negative impact of online learning is felt, such as the occurrence of loss of learning, the attitude of students who are less polite, lazy, widespread violence, pornography and porn action, addiction to gadgets, etc. For internet media to be used properly, digital literacy skills are needed. The success of building digital literacy is one indicator of achievement in the fields of education and culture. Introduction to Digital Literacy which was held a collaboration with the UNBAJA Library, Community Services Unbaja 22, Bank Indonesia (BI), and Rajagrafindo Persada Publisher, participants were attended by 100 students from grades 3 to 6. The methods used were lectures, questions and answers, games, role-playing, and hands-on practice. The initial condition is that only a few students know about digital literacy (healthy internet, digital ethics, and e-resources. After the activity is carried out, students are able to practice searching for information that is appropriate, polite, and ethical, they have insight into the diversity of information sources, both knowledge, sources of learning, education videos, learning tutorials, and entertainment media events such as films and videos that are appropriate for their age.

### INTRODUCTION

Tri dharma of higher education is community service or abbreviated as PKM. Banten Jaya University implements PKM through various activities, one of the activities that are routinely carried out every year is ~~the~~ Community service. In 2022, the UNBAJA has the theme "Optimizing Regional Potential in the Context of Growing a Post-Pandemic Creative Economy". it was carried out in the Pasir Jaksa Village, Kec. Koroncong, Pandeglang Regency which was carried out in various fields and contained in several work programs, one of the programs is in the field of education.

Pasir Jaksa Village is located in Pandeglang Regency and is directly adjacent to Lebak Regency. Geographically, Pasir Jaksa Village has an area of 122.80 ha, with a high-lying topography. The distance from the provincial capital to Pasir Jaksa Village is 28.3 km. Meanwhile, the Pandeglang district government center is 7 km. As for the boundaries, to the north: Tegalongok Village, to the south: Baros Village, to the west: Bangkonol Village, to the east: Sindangsari Village.

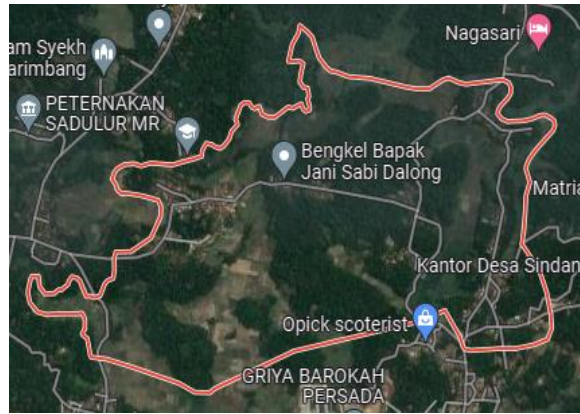


Figure 1. The map of the Pasir Lilin Village

Based on the 2022 Village Profile, the population of Pasir Lilin Village is 1,642 people consisting of 859 males and 783 females. Number of household heads: 459 families, number of household members (RT): 10 RT, number of community units (RW): 5 RW. Most of the population of Pasir Jaksa Village work in the agricultural sector as the majority of the population's livelihood in Pasir Jaksa Village with the following percentages:

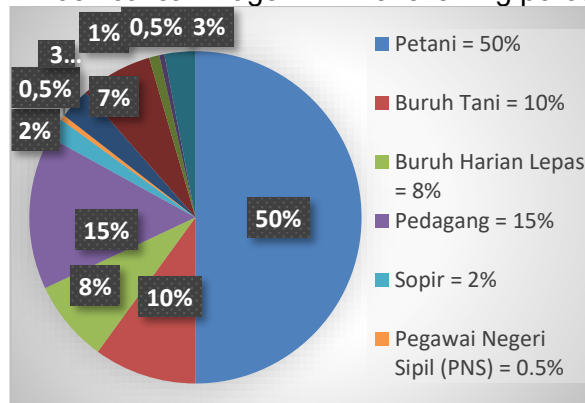


Figure 2. Population Demographics of Pasir Lilin Village

Pasir Jaksa Elementary School is located in the administrative area of Pasir Jaksa Village, located right next to the Pasir Jaksa Village Hall. The students come from several sub-villages around Pasir Jaksa Village. online learning has changed the educational paradigm at Pasir Jaksa Elementary School, where the use of smart gadgets/cell phones is a separate requirement, amidst the limited economic conditions of the community. As an effort to bridge the internet network difficulties, the SDN and the Pasir Jaksa Village Office have installed wifi for community learning accessibility, including for students in the village. However, unfortunately, based on the narrative of village officials and several teachers, students have not been able to optimally utilize internet access for education, this can be seen in using wifi only to play games and watch YouTube shows. This was the initial thought for carrying out Digital Literacy activities for Pasir Jaksa Elementary School students. The aim is to improve students' ability to access digital information via the internet appropriately and to add insight, knowledge, and experience suitable for them so that they can develop their knowledge and themselves well.

The Indonesian Child Protection Commission (KPAI) noted that during the last 4 years, the number of violence against children has continued to increase. Finally, in 2014 there were 5,066 cases. The average increase in cases starting in 2011 was 1,000 cases of violence. There are 10 categories of violence against children, including violence in the family, educational institutions as well as pornography, and *cybercrime*. In particular, there were 322 cases of violence against children triggered by social media and the internet in

2014. The number continues to increase from 2011 with around 100 cases. Sexual crime via the internet is a high category of cases. For example, the number of victims of sexual crimes continues to rise. Until 2014 53 children became victims. While there are 42 child perpetrators of online sex crimes, 163 child victims of pornography are from social media. Finally, 64 children were in the expo used pornographic media in videos and uploaded them on social media (Ulfa, 2015).

The digital influence factor has a tremendous impact. In several cases, children become victims of sexual violence. The perpetrators were inspired by pornographic content on social media, the internet, cell phones, and so on. This shows that the influence of the digital world today is indeed extraordinary," said KPAI chairman Susanto, to reporters at the Ministry of Women and Children Protection (KPPA) office (Ikhsanudin, 2019). The number of children who became victims of *online sexual crimes* was 329 children, the perpetrators 299 children online sexual crimes, 426 child victims of pornography from social media, 316 child perpetrators of possession of pornographic media, pictures, videos, etc., 281 child victims of bullying on social media and 281 child perpetrators of bullying on social media 291 children, said Bintang in detik.com (Chaterine, 2020).

The above conditions create particular concerns, considering that currently, the internet has become one of the learning media for students of various ages ranging from kindergarten, and elementary to tertiary institutions, and the wider community. Education aims to humanize humans, in other words, the hope of education is for the generation of a nation that has broad scientific insights, qualified experience, and strong faith and piety so that they are not only scientifically intelligent, emotionally intelligent, and spiritually intelligent (Solihati et al., 2020). Unstoppable media exposure has resulted in parents and teachers trying to direct meaningful and responsible information-seeking activities for their children/students.

5.0 society era is a process of collaboration between humans as the center (*human-centered*) and technology as the basis (*technology-based*). It means. Education in the 5.0 era is an educational process that focuses on human development as beings who have reason, knowledge, and ethics supported by today's modern technological developments. Even though they are in a hurry to welcome the era of *society 5.0*, it seems that the government has prepared the concept of independent learning, driving teachers, and driving schools as an answer to the coming of the *society 5.0* era. The freedom to learn that is echoed by the government is an effort to change the teacher-centric mindset to become collaboration-centric. This means that the teacher is not only a source of information, but students can also complement what the teacher conveys through other learning resources they have. So that teachers and students will collaborative become *problem solvers* in the educational process. In addition to curriculum preparation and adequate facilities for education in the era of *society 5.0*, teachers are expected to be able to ensure that the curriculum runs optimally, therefore, teachers must have several main and supporting competencies such as *educational competence, competence for technological commercialization, competence in globalization, competence in future strategies* as well as *counselor competency*. Teachers also need to have a technology-friendly, collaborative, risk-taking attitude, have a good sense of humor, and teach as a whole. Whether or not the face of our education is good or bad in the era of *society 5.0*, of which is determined by the teacher as an *agent of change* who has a very strategic main role. This is the biggest challenge for teachers to immediately prepare themselves to adapt to the era of *society 5.0* with all the problems that will be faced (Laila, 2021).

The level of education also affects a person's ability to analyze, evaluate, and summarize various issues or news that are developing. What is right and what is not right, and also what is good and what is bad. Every social media user or the person who interacts in the digital world must master this ability (Hidayanti et al., 2021). In digital literacy itself, we also have to develop good attitudes or behaviors so that digital literacy can run normally (Raden Kania et

al., 2021). Digital literacy must develop the capabilities of the audience. Apart from that, it is also accompanied by the development of behavior, such as the development of emotions, and the feelings of other people, namely empathy in understanding information (Raden Kania et al., 2021). This is in the form of moral maturity to withstand moral consequences. In this way, you can understand the bad things that might happen to the information being disseminated and how to deal with it (Adyawanti, Introduction, and Center 2016) (Nabila, 2022). The pandemic situation forced all of society to leave the old era and switch to 5.0 society. The era of society 5.0 is an era of integrating physical and virtual space ( *cyberspace* ) to facilitate various community activities in carrying out their work (Fatchurahman, 2022).

SDN Pasir Jaksa has internet access during school hours, after school students can still take advantage of the internet network available at the Pasir Jaksa Village Office, so they can access information properly. This condition should ideally be balanced with the skills to find and obtain information quickly and accurately so that they are expected to become the golden generation who have scientific excellence, are critical, creative, and have good character. The purpose of implementing digital literacy is to create students/younger generations who have the skills to find digital information sources effectively and efficiently, on target, and responsibly and can increase the level of thinking of students in solving various kinds of problems and have superior character and highly competitive in the future, as the golden (superior) generation (R Kania et al., 2021).

With the rapid development of information and communication at this time educational institutions should be able to implement and familiarize themselves with digital literacy to realize a quality learning process (Olii et al., 2021). Character education can use several applications, namely, the use of *podcasts* which can train brain stimulation so that they focus more on the sense of hearing in digging up information, can also use Google and YouTube in providing biographical text material (Ulfah, 2020). Digital literacy is a person's ability to use and utilize digital media as a communication tool wisely and cannot be separated from the role of parents (Ningsih et al., 2021).

## METHODS

Introduction to Digital Literacy which was carried out at Pasir Jaksa Elementary School, Kec. Koroncong, Kab. Pandeglang. The activity was held in collaboration with the UNBAJA Library, and KKM program 22, Bank Indonesia (BI), Rajagrafindo Persada Publisher, Pasir Jaksa Village Officials, and Pasir Jaksa Elementary School attended by 100 students in grades 3 to 6. The methods used were lectures, questions, and answers, educational games, *role-playing*, and tracing practice. sources of information (e-resources) directly. The activity was supported by tutors from the lecturers who took part in the Digital Literacy activities as well as UNBAJA KKM 22 trying to organize activities in an interesting and enjoyable by inserting ice breaking and giving awards to students. With this activity students are expected to have the ability to prevent hoax news, have good digital ethics, and have the ability to search for information effectively and efficiently, so that they can optimize the existence of the internet as a source of learning, play and work in supporting their knowledge and creativity and improve critical thinking skills.

Literacy information Extension Activities; Digital Ethics, Healthy Internet, E-Resources, and Book Donation for Education in realizing the golden generation in the 5.0 era will be held on 18-20 August 2022 at Pasir Jaksa Elementary School, Kec. Koroncong, Kab. Pandeglang. The activity was carried out using two combined classrooms so that it could accommodate 100 participants consisting of students in grades 3, 4, 5, and 6 of SD. Attended by 12 lecturers as speakers/tutors, 14 students from the 22 KKM Program, 2 elements from the Pasir Jaksa Village Apparatus and the Principal, and 8 teachers and administration staff. The total number of Participants is 150 people.





**Figure 3.** Preparation for the location



**Figure 4.** Ice Breaking with Litdig partners

Tutors and PKM participants gather at the UNBAJA Library to prepare various needs for digital literacy activities such as laptops, in focus, digital cameras, various souvenirs from sponsors, books to be donated, various snacks for participants, and other equipment. We left at 07.00 WIB to the location of the activity. The event started at 08.00 WIB with *ice breaking* and light games guided by KKM UNBAJA 22, the aim was to increase students' concentration and enthusiasm so that they were ready to receive the material. Furthermore, at 08.30 WIB the program was opened by the Principal, and remarks from the Head of the UNBAJA Library, Ms. Raden Kania, and the Head of the Pasir Village Welfare Section, Mr. Muksin.

The first material was delivered by Mrs. Tifani Intan Solihati, and Mrs. Nur Hidayanti together with Mr. Rudianto discussing digital ethics and healthy internet. First of all, students are shown a presentation about *cyberbullying*. Then the students were stimulated to tell about the various shows that were shown through the shooting screen from the in focus. After the students answered the various shows that were shown, then tuto gave an explanation and understanding to the participants of the importance of ethics and behavior, and character in preventing bad things. Before moving on to the next material the students took part in *ice-breaking* for approximately five minutes to restore their focus. The next material is about cyber crime. Data security is conveyed by showing a piece of film about it, then students are allowed to answer and digest what they are watching. Then the tutor explains the importance of data security and protecting personal data properly. Protect yourself from searching in vain and dangerous for children.

The next material is the introduction of *E-Resources* which are sources of information, namely various sources of knowledge, learning, recreation, and training of various skills for internet-based students, either in the form of text, images, or videos. The material was delivered by Mrs. R. Kania, Head of the Library who is also a permanent lecturer at UNBAJA. Initially, students were initiated into what media they often access when surfing the internet,

it turns out that most of them search for information using the *Google search engine* directly. Most students like to read comics, story books, and video shows, especially from *YouTube* and various social media (TikTok, Instagram, Facebook), and only a small number are familiar with sources of knowledge and skills appropriate to their young age. Then the tutor conveys several digital library alternatives that students can access, such as IPUSNAS, BSE (Electronic School Books), EPERPUSDIKBUD, EPERPUS (Gramedia), etc. The tutor also added how to prevent hoax news with 5W + 1 H, like reliable news. Then the event continued with *ice breaking* and questions and answers (by giving souvenirs from the sponsors), to stimulate curiosity and hone students' critical thinking.



**Figure 5.** Introduction to Student *E-Resources*



**Figure 6.** Training Participants (Elementary School Students)

UNBAJA PKM participants (Lecturers), Rajagrafindo Persada Publisher, and UNBAJA Library through the Care Library program donated books as a stimulus so that students are more diligent in reading and studying and filling their free time with reading. Inspiring the late BJ Habibi who spent 7-8 hours/day reading, he was successful as a global scientist and was recognized as a person who was intelligent, noble, and genius.



Figure 7. handover of book donations

With socialization related to digital ethics (*hoaxes, cyberbullying, hate speech, etc.*), healthy internet, and *e-resources*, it is hoped that children will have a qualified foundation in the internet, students will be better at processing information on the internet, and be wiser in cyberspace. As well as being able to select and sort the correct news, able to protect data and documents that are personal and not easy to be provoked and lulled by fakes in cyberspace.

## CONCLUSION

The internet is a gift, but it can be a disaster when technology can only control us, humans, without ethical code. Digital ethics is offered as a guideline for using various digital platforms consciously, responsibly, with integrity, and upholding the values of virtues between people in presenting themselves, then interacting, and participating using the internet. Socialization regarding healthy internet and the negative impacts of the internet ran smoothly and there were no obstacles. The internet is present not only with positive effects but also has many negative impacts. From the entire series of activities in this community service program, several conclusions can be drawn, namely that healthy internet training activities have been carried out according to the desired targets and also training participants have received motivation, knowledge, and insight about ICT and using the internet healthily and safely. Knowing the information about the impact of internet use both from the positive and negative sides. Students can develop self-skills through the internet. With this healthy internet training, it is hoped that the dangers of the internet can be avoided from the negative side. Know tips on how to surf healthily and safely. The school also accepts book donations. Hopefully what has been implemented, can be useful for all involved in it.

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