

Softskill Improvement Workshop and Millennial Generation Digital Literacy at SMK YP Fatahillah 2 Cilegon City, Banten Province

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Abstract

The millennial generation faces an increasingly complex and ever-evolving environment, especially regarding digital technology and social interaction. The increase in soft skills and digital literacy is significant so that they can succeed in adapting well to this changing world. Workshop material includes understanding the importance of soft skills in the work environment and daily life. To analyze the impact of mild skill improvement such as interpersonal communication, collaboration, and creativity, as well as digital literacy, which includes the ability to use and analyze digital technology wisely. This community service activity aims to provide the millennial generation insight, knowledge, and skills in increasing soft skills such as communication effectiveness, teamwork, creativity, and digital literacy. The SMK Fatahillah 2 Cilegon City activity involved class XII students who became partners in community services. The Methods used are lectures, discussions, and an interactive approach involving participants in various activities, such as role-playing, simulations, and question-and-answer sessions. Completing the training has positively impacted the millennial generation's development, where students could increase their insight into soft skills and digital literacy. They become better prepared for rapid changes, can take the initiative in learning, and have a higher awareness of security and privacy issues in the digital world. Increasing soft skills and digital literacy is necessary for the millennial generation to succeed in various aspects of life.

Keywords: Millennial Generation, Soft skills, Digital Literacy, Technology Adaptation

INTRODUCTION

The rapid development of technology encourages changes from time to time. The millennial generation's presence amid the emergence of sophisticated technology provides effortless access to the desired information. The millennial generation grew up amid a technology revolution, where digital technology has changed the way of interacting, learning, and working.

They are the generation that grew up with the internet, smartphones, social media, and various other digital devices. The variety of social media used in interacting with each other, both in the fields of education, creating social branding, doing business, and even politics, influences the way of thinking and absorbing information without filtering or verifying the data. This resulted in a lot of hoax news popping up, which impacted the point of view of millennials. Therefore, it is necessary to have limits in choosing and using social media to account the information shared for (Askolani & Al'Munawar, 2020). Digital literacy is critical to adapting and succeeding in this increasingly connected environment (Intan et al., 2021).

The positive and negative impacts of the emergence of technology, especially in this millennial era, are the responsibility of all of us, especially in education, to provide digital literacy to students (Darmayanti et al., 2023). The application of digital literacy helps people to be much wiser in using, understanding, accessing, managing, collecting, and evaluating information from sources based on information and communication technology (Fitriani, Yani dan Azis, 2019). This is to create excellent and wise relations and communication using technology as a medium of interaction. Digital literacy skills can make it easier for students to follow the learning process using ICT devices and internet networks. Digital literacy also helps interaction and communication between teachers and students during ongoing learning (Ningrum & Wulandari, 2020).

The challenge of job competition in this generation is intense competition in the global job market. With the rapid development of technology, many traditional jobs have changed or even been replaced by automation and artificial intelligence. Developing soft skills is the key to distinguishing oneself and increasing job opportunities (Kuncoro et al., 2022). Change is happening fast in the world of work and technology. Millennials need to develop the ability to adapt quickly to these changes to remain relevant and competitive in their careers. Besides technical skills, such as the use of certain software and applications, mastery of soft skills is also very important. The ability to communicate well, work in teams, adapt to change, and demonstrate leadership are some examples of soft skills that are important for millennials in building successful careers.

Developing soft skills and digital literacy can encourage creativity and innovation (Yuniarto & Yudha, 2021). With an understanding of technology and the ability to think critically, the millennial generation can find innovative solutions to their problems and opportunities. Empowering millennials with the relevant skills is essential to face challenges and take advantage of opportunities in an ever-evolving world. Therefore, developing soft skills and digital literacy is an integral part of efforts to equip the millennial generation to succeed and contribute to an increasingly connected and changing society and economy.

The millennial generation is a generation that grew up with the development of social media (SARI, 2019). Social media significantly influences interaction, finding information, and building personal and professional relationships. Therefore, digital literacy is essential so this generation can understand the implications and risks of using social media wisely. Digital literacy, according to UNESCO, is the ability to use information and communication technology (ICT) to create, test, use, produce and inform content or information with cognitive, ethical, socio-economic, emotional and technical or technological aspects.

The service aims to increase understanding of the importance of soft skills and digital literacy, strengthen skills in adapting to technological changes, and increase awareness of digital and

ethical issues. By achieving these goals, the millennial generation can better prepare to face an increasingly complex and digitally connected world.

METHOD

The activity was implemented on March 17 2023, at Fatahillah 2 Vocational School at Jl. Letnan Jenderal R. Suprpto Jl. Kubang Sepat No. KM.3, Citangkil, Cilegon City, Banten 42441. The techniques used in the action cover three stages, namely: preparation, implementation, and evaluation. The details of the stages include:

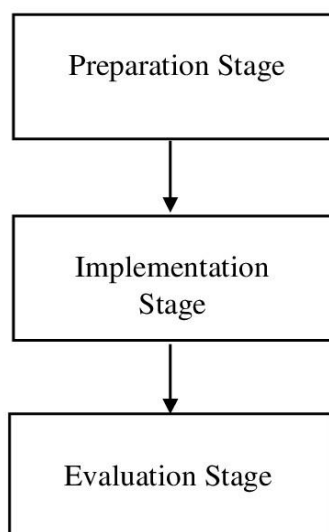


Figure 1. Activity Implementation Method

Preparation Stage

According to Arifudin & Tanjung (2020), the plan is to prepare all community service activities. There are several things to do, including:

- Internal coordination: this activity is carried out by a team to review conceptual and operational preparations;
- Coordinate externally; this activity is carried out with the relevant partner school, in this case, carried out with the Principal;
- Preparation of services activity instruments such as attendance, PPT, discussion media and so on; And
- Preparation regarding the place or location of activities, documentation and other technical preparations.

Implementation Stsge

According to Hanafiah et al.(2022), all community service activities follow the initial stages. This is the training stage that is carried out by covering the following:

- Performing preparation activities such as putting up banners and projectors;
- The activity was carried out with a duration of 180 minutes from 9.00-12.00 WIB consisting of seminars and workshops.
- Participants consisted of class XII students from all majors, with a total of 73 participants.
- The material is delivered using PowerPoint, with examples of its application in everyday life and questions and answers.
- We are giving prizes to students who ask and answer questions.
- Program implementation assistance.
- Doing a photo session together for documentation.

Evaluation Stage

According to Tanjung et al.(2020), the stages are in order to measure how far the community feels the actualization of service and activity achievement indicators. This third stage is the follow-up stage, consisting of:

- Evaluation and reflection on the program.
- Prepare the final report of community service activities.
- Preparing manuscripts for publication in community service journals.

RESULTS AND DISCUSSION

The activities carried out in the hall of SMK YP Fatahillah 2 Cilegon – Banten is workshops on improving soft skills and digital literacy involving class XII students who are partners in implementing community service. The executors of this community service activity consist of lectures and students at the PGRI Banten Polytechnic. Was carried out this activity for one day, which was carried out with several stages of program implementation. The following is the documentation of the performance of community service:



Figure 2. Opening of PKM Activities



Figure 3. Submission of Materials

The process of implementing the presentation of training material runs in two phases. The first session was held at 09.00 – 10.30 WIB, with the material presented as an introduction to digital literacy about the importance of using technology and digital security in the current use of social media. Then the second session was held at 10.30 – 12.00 WIB, and the material provided was about soft skills, namely non-technical skills used in interacting with others (intrapersonal) and oneself (interpersonal). How to behave with others, self-regulation, and setting life and career goals. Gave all material to class XII students at SMK Fatahillah 2, Cilegon City. The methods used in sessions one and two are lectures, discussions, and questions and answers. The stages of implementing the activity are shown in Figure 4.



Figure 4. Stage of Activity Implementation

The pretest in session one is a pre-activity to understand how far the level of student interpretation of the internet, digital marketing, social media, and the marketplaces is. The second stage is delivering primary material about the essentials of digital literacy in general, starting from the introduction and knowledge of what components and tools are needed and mastered to be able to take advantage of digital media applications both through computer operations and smartphone (Da et al., 2023) based mobile applications and the like to specifics about security digital. In the final phase, an assessment is carried out to test the level of success of the activities in session one. At this stage, students can digest the distributed material, then carry out discussions and ask questions about related material.

In the second session, the material presented was about soft skills in behaving towards oneself and others, from conveying understanding to technically arranging words well when talking to others. The first stage is holding a pretest as a pre-activity to see how far the students understand soft skills. The second stage is delivering material about soft skills, starting from the introduction, the importance of understanding intrapersonal and interpersonal behaviour to the obstacles. The third stage is to assess the success of the training activities by evaluating them.

Discipline and willingness to attend students showed good enthusiasm for the implementation of this activity, especially during the discussion and question and answer sessions, students were very active in asking questions, asking for more personal presentation of material until they felt they could understand and be able to put it into practice. Initial success can be seen from the ability of students to practice directly making their social media devices safe by using different passwords on each social media account and providing examples of soft skills correctly.



Figure 5. Question and Answer Session

During the activity, students were allowed to respond to any material presented by the resource person actively. After the presentation of the material is complete, there is a question and answer session, which is intended for students who have questions or express opinions related to the material that has been presented. The PKM team is ready to provide directions and resource persons to answer any questions. In the question and answer session, the PKM team gave 30 minutes. At the end of the event, they selected five people from the best questioners who received prizes from the team and speakers.



Figure 6. PKM Team with Partners

The final evaluation of this activity went well, and the students gave enthusiasm (Lutvi & Liansari, 2021). Overall, this activity is designed to provide an understanding of the importance of having soft skills and digital literacy amid rampant crime in cyberspace, as well as provide flexibility and comfort because it is carried out in a relaxed and friendly manner (Kania et al., 2023). The condition of the PKM participants ensured that, after attending education and training, students understanding of soft skills and digital literacy began to increase. To preserve the abilities and capabilities of soft skills and digital literacy as they continue to grow, students are encouraged to promise to use the social media they have created for positive needs and valuable learning.

CONCLUSION

Community service activities can positively contribute to the students of SMK Fatahillah 2 Cilegon City. Increasing soft skills and digital literacy is crucial for the millennial generation to succeed and contribute optimally in an increasingly digital and complex world. These skills provide a solid foundation to face future challenges and take advantage of the opportunities in the digital age.

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