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Pelatihan Literasi Digital Bagi Remaja Pengguna Media Sosial di SMA Negeri 1 Berastagi

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Pelatihan Literasi Digital Bagi Remaja Pengguna Media Sosial di SMA Negeri 1 Berastagi

Digital Literacy Training for Adolescent Social Media Users at SMA Negeri 1 Berastagi

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Abstrak

Kegiatan Pengabdian Kepada Masyarakat ini berjudul *Pelatihan Literasi Digital Bagi Remaja Pengguna Media Sosial Di SMA Negeri 1 Berastagi*. Lemahnya literasi digital menjadi permasalahan yang dihadapi remaja secara global. Remaja merupakan *digital native* di era digital, dengan tingkat terpaan media digital yang tinggi. Perlu ada upaya untuk memberikan pelatihan literasi digital pada remaja sehingga mereka terhindar dari dampak buruk era digital. Metode yang digunakan dalam kegiatan pengabdian ini yaitu pelatihan dengan rincian metode tes kemampuan literasi digital peserta, kuis interaktif, studi kasus dan skenario dari pengalaman nyata peserta, diskusi dari video maupun animasi, pemberian tugas pribadi maupun kelompok. Selain pemaparan materi, kegiatan juga menggunakan medium *games* untuk menggali informasi terkait pengetahuan, pemahaman, dan pengalaman mereka dalam bermedia sosial yang dapat menggambarkan bagaimana literasi digital dipraktikkan dalam kehidupan sehari-hari remaja.

Kata Kunci: Literasi Digital; Media Sosial; Remaja

Abstract

This community service activity is entitled Digital Literacy Training for Social Media Users in SMA Negeri 1 Berastagi. Weak digital literacy is a problem faced by adolescents globally. Teenagers are digital natives in the digital era, with a high level of exposure to digital media. There needs to be an effort to provide digital literacy training to adolescents so that they avoid the adverse effects of the digital era. The method used in this service activity is training with details of the participant's digital literacy skills test method, interactive quizzes, case studies and scenarios from participants' real experiences, discussions from videos and animations, and giving personal and group assignments. In addition to presenting the material, we also employ gaming as a medium to explore information related to their knowledge, understanding, and experiences in using social media, illustrating how digital literacy is practiced in the daily lives of teenagers.

Keywords: *Digital Literacy; Social Media; Teenagers*

1. Introduction

The COVID-19 pandemic is pushing us to spend more time online. For teens, this change is more natural as they were born in the digital age. Virtual spaces provide them with tremendous opportunities but also hide dangers that they are often unprepared for. Studies highlight the serious risks in the digital environment and show that it is important for teens to develop critical thinking and specific skills to protect themselves from cyberattacks, bullying, and fake news.

The results of research conducted on adolescents in Indonesia show that the digital environment, in this case the internet, interferes with student learning activities, provides the danger of crime, the danger of fraud, conditions where not all social media users are polite, to the disruption of family life and communication (Putri & Santoso, 2016).

Teenagers are the most significant users of social media. With digital devices, adolescents open social media anywhere, so strong and broad supervision is needed from various parties. In addition, in digital literacy knowledge, adolescents must understand the ability to use digital literacy because this can cause new problems through content distribution, sharing content, or commenting on status. Mardiana's research results show that adolescents are the subjects who use social media the most, and adolescents believe that social media helps them solve problems, adolescents can change digital literacy and content to make it easier for them to socialize (Mardiana, 2020).

It is undeniable that digital transformation has transformed societies and economies with a deepening impact on everyday life, and points to the need for a higher level of digital capacity in education and training systems and institutions. Technology is just a tool, we can determine its function and value because it is a conscious choice. However, research has shown that without good digital literacy education, it becomes more difficult for students to make the right choices in the use of online technology.

Digital literacy refers to an individual's ability to use digital platforms and resources to search, evaluate, and acquire information (Meyers, 2013). The impact of digital literacy on various domains of life is inevitable. In education, knowledge of digital technologies can help students become lifelong learners and help them engage in the process of acquiring skills (McDougall & Wilkinson, 2018). Digital literacy also affects social empowerment; it helps people stay connected and informed about things that are happening in society.

Digital literacy is the collection of knowledge, skills, attitudes, and values that enable children to confidently and independently play, learn, socialize, and participate in acts of citizenship in digital environments safely and empowering according to their age, culture, and environment. Hiller Spires, a professor of literacy and technology at North Carolina State University categorizes digital literacy clusters as follows: (a) finding and consuming digital content; (b) creating digital content; (c) communicating or sharing digital content. (Loewus, 2016).

Helping youth safely navigate the internet, protect themselves from cyber-attacks, and harassment, and identify fake news while creating their content without compromising their safety. In addition, it will encourage children and youth to develop their critical thinking skills, as well as be able to use and understand technology, search for and manage information, gain self-confidence, and the ability to express their opinions.

Generation Z is quick to absorb digital skills but must be mentored. Digital literacy is critical to the development of children and youth in a variety of areas. This includes engagement in online education, both in formal and informal learning, access to critical information and support related to health and well-being, as well as information seeking about jobs, careers, and entrepreneurial opportunities. Digital literacy involves one's ability to use and optimize media properly and effectively.

Globally, digital literacy is still an issue. A release from the European Commission states that one in three 13-year-old students in Europe lack basic digital skills, and only slightly more than half of 15-year-old students in Europe are taught to detect whether information is subjective or biased (Gospodinova, 2022).

Data released by DataIndonesia.id shows that the internet penetration rate in the 13-18 age group reached 99.16% in 2021-2022. The DataIndonesia.id website citing the Indonesian Internet Service Providers Association (APJII)

shows that when compared to other age groups, the internet penetration rate in the teenage age group is higher than other age groups (Bayu, 2022).

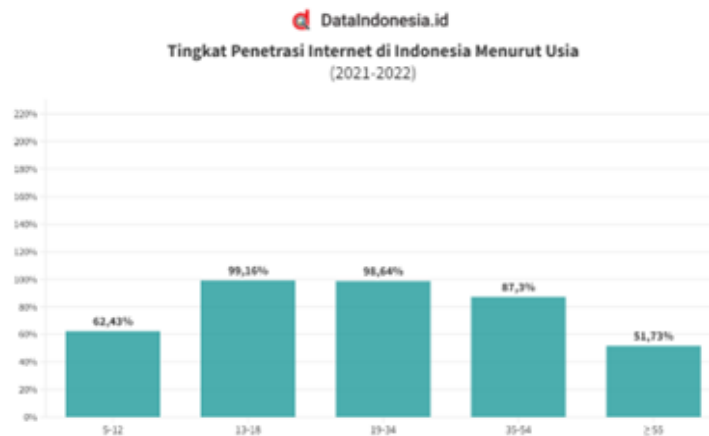


Figure 1. Internet Penetration Rate in Indonesia

Unfortunately, high internet usage has not been accompanied by useful internet usage. The results showed that teenagers who fall into the student category use the internet, in this case, social media, only as a means of entertainment and making friends, not for learning/education or seeking information (Iskandar, 2019). With the ever-growing amount of information on the internet and people's increasing dependence on information, internet skills should be considered an important resource in contemporary society (Deursen & Dijk, 2011).

The internet itself has a big impact on the psychological development of its users, especially teenagers. Prof. Suryani, S.Kp., M.Hsc., Ph.D., Professor of the Faculty of Nursing at Padjadjaran University said that adolescents are very at risk of internet addiction. This is because teenagers tend to have great curiosity, but are still weak in terms of self-control (Artanti, 2023).

Teenagers in the digital era are labeled according to the technology that follows them. Teenagers in this era are referred to as digital natives or millennials. John Palfrey and Urs Gasser describe this group as technology born in the digital era when digital technology is present online (Nureni et al., 2013).

According to Prensky, digital natives love to connect, create, and share content online. They have an online life centered around the internet, where they seek information and interact with others, such as blogging, playing online games, downloading music, shopping and selling online, and socializing through social media networks. Digital natives are active learners, like to get information quickly, can do many things at once, and prefer graphics to text (Ng, 2012).

UNICEF notes that there are several issues faced by adolescents in the digital world, namely: Low digital skills among adolescents. Only 57% of young people (aged between 16 and 19) reported having basic or higher digital skills, well below the EU average of 82%. Many adolescents experience online violence. A UNICEF survey noted that more than 1 in 7 adolescents under the age of 18 reported having suffered from online violence, particularly on social media. Many adolescents are victims of misinformation. UNICEF research found that only 57% of adolescents reported taking an active stance and alerting their friends if they encounter fake news. The rest choose to be passive. Digital engagement among adolescents is still low, even though adolescents are active users of the internet. Data from UNICEF shows that 77 percent of adolescents use social media daily, and 89 percent own a personal smart device. However, very few are interacting positively.

To address this issue, adolescents need to have a healthy awareness of internet use and practice balanced usage habits. Adolescents need to understand the dangers behind internet use so that efforts are needed to adopt safe and healthy internet use. Education on digital literacy has become very important in the digital age. In an increasingly digitally connected world, digital literacy has become essential for everyone to function well in the digital

environment, harness the positive potential of technology, and protect themselves from the risks and dangers that may exist.

UNICEF has developed a method to improve digital literacy in young people. The method developed by UNICEF is not only to improve digital skills but also to build critical thinking in the digital world. Some of the points emphasized are: 1) how adolescents can protect themselves from online violence and how they respond to online harassment; 2) protect themselves from cyber attacks and crimes; 3) recognize fake news and facts and how to report them; 4) develop critical thinking and make informed decisions about their behavior online; 5) create their content without endangering themselves; 6) Prevent engagement and spread of unethical incidents by teenagers.

SMA Negeri 1 Berastagi became a partner in Community Service activities through the Hutanabe Marsipature Mono Year Service scheme. This scheme was chosen as part of the service team's participation in building the hometown. The hope is that teenagers at SMA Negeri 1 Berastagi can not only improve personal digital resilience but can act as agents of change for the surrounding community, especially for peers, and fellow teenagers in their neighborhood.

2. The Method of the Research

This training uses several methods that are tailored to the age of the teenagers who are the targets of this activity. The activity methods that will be carried out are:

- Participants' digital literacy skills test. The participant's digital literacy skills test is part of the mapping related to the basic digital literacy skills of the participants. Through this method, the service team can have basic data related to participants' knowledge, understanding, and experience of digital literacy.
- Interactive quiz. Interactive quizzes are processed through games to explore aspects of participants' knowledge, understanding, and experience in using digital platforms. This method can also bring participants closer to the community service team so that the communication that takes place is expected to be two-way and interactive.
- Case studies and scenarios from participants' real-life experiences. Case studies bring real context to the training. This helps trainees to understand how to integrate their personal experiences in the context of digital literacy. Case studies also allow participants to analyze situations, identify problems, formulate solutions, and make informed decisions.
- Discussion from videos and animations. Videos and animations have an important role as effective tools to convey information and demonstrate.
- Personal and group assignments using smartphone devices.

3. Result and Discussion

3.1. Results and discussion of the pre-test of participants' digital literacy skills

Digital literacy knowledge, understanding, and experience are important in this modern era because advances in information and communication technology have changed the way we work, learn, communicate, and live. The unlimited access to information allows users to seek and use information to the greatest extent possible effectively.

Based on the results of the pre-test, the majority of participants are active social media users. Instagram, WhatsApp, and TikTok are the three social media commonly used by participants. In their use, participants usually use social media to communicate and interact with others. In addition, social media is also used as a medium to obtain entertainment and seek information from the participants.

To find out the participants' level of knowledge about the terms of crimes that occur on social media, the team gave several examples of words such as; hoax, cyberbullying, hate speech, and scamming. As a result, 61.8% considered only some of these words to be crimes on social media. Participants revealed that these words still sound

unfamiliar to them and they do not know their meaning. In giving examples of actions that include cyberbullying, 84.2% (64 participants) agreed that all examples shown are behaviors that include cyberbullying. However, 15.8% thought that only some actions were categorized as cyberbullying.

When asked about participants' experiences with social media crime, more than half of the participants, 85.5%, had experienced social media crime. In overcoming this, participants gave quite diverse attitudes, ranging from just ignoring it and not making a big deal out of it, to preferring to delete their social media accounts to avoid being attacked by other social media crimes. If it cannot be resolved properly and has been done excessively, participants also choose to report it to the authorities.

The pre-test results also showed that 32.9% had committed several actions that fall into the category of cyberbullying, such as; using harsh words, mentioning other people's physical deficiencies, uploading photos/videos that embarrass someone, and ostracizing and hijacking social media accounts. This is related to the participant's understanding of what behaviors are included in social media crimes.

In addition, many participants, 64.5%, did not know about the Electronic Information and Transaction Law (UU ITE). A similar percentage also occurred in the participants' digital literacy knowledge, where they had never heard of the term. According to the understanding of some participants, digital literacy is an activity of reading and searching for information from social media, the ability to communicate and analyze information in digital media, as well as one's ability to calculate every action that will be taken when social media. Related to this, half of the participants, 55.3%, did not know how to use a safe and healthy digital space. Through the pre-test results, we can see that the participants' knowledge and understanding of digital literacy still need to be improved.

3.2. Material delivery sessions to participants

After giving the pretest to the participants, the activity continued with the interactive quiz. The quiz was processed into a game and conducted in groups. The questions included guessing pictures related to terms in the digital world, general knowledge tests, and questions about the participant's knowledge and understanding of digital literacy. In this session, the participants were enthusiastic about answering every question given. Each group member competed to be able to answer and win the interactive quiz session. On questions about knowledge and understanding of digital literacy, participants were able to know and understand various actions that can and should not be done in digital media.

Then, the activity continued with the delivery of material by the speakers, namely Lidya Andanda and Iffah Zulfa Imaroh who are the General Manager and Executive Producer of USUMEDIA. Lidya Ananda explained about healthy material in social media. Currently, the use of social media is like a double-edged knife, because the existence of social media can make it easier for users to communicate, interact, and find and disseminate information more easily and quickly. On the one hand, the use of social media can also bring negative impacts, such as the rampant spread of hoax information and hate speech, cyberbullying and fraud. Lidya Ananda also presented some real-life examples of cases regarding the negative impact of using social media.

Participants were also introduced to the regulations of the Electronic Information and Transaction Law (UU ITE) which regulates the use of information technology and electronic transactions. Iffah Zulfa Imaroh also explained that freedom of expression in social media does not mean unlimited. Instead, in using social media, people must apply ethics in social media, applicable norms, and of course laws and regulations. For the use of social media to bring benefits to its users and society, Iffah Zulfa Imaroh also explained several ways to create good content. The material delivery session was well received by the participants. Some participants then asked several questions related to their experience in using social media.



(a) Opening of the training activities by MC



(b) Interactive quiz session for participants



(c) Presentation of material by resource persons



(d) Participants are listening to the material delivery Session

Figure 2. Activity implementation at SMAN 1 Berastagi



(a) Group photo with the best trainees



(b) Photo with the community service team

Fig. 3. Photo with the community service team and training participants

3.3. Student Involvement and MBKM Recognition

This community service activity was carried out by involving 5 students who were the implementing team in the field and the activity designer. To facilitate the recognition process, the team involved students who took courses

taught that were in line with the expected outcomes of this activity. Two courses directly intersect with team members and are related to the duties of the service team, namely 1) Publicity, and 2) Digital Media Production.

These two courses have CPL / CPMK that are by community service activities, namely:

No.	Subject	CPMK	Course Outputs Related to Service Activities
1.	Publicity	CPMK 17: Students can analyze how the media works. CPMK 27: Students can form networks with supervisors/colleagues/peers outside their institutions. CPMK 32: Students can produce creative products in the field of applied communication science and public relations.	The output of community service activities is in the form of media coverage, both online and print media.
2.	Digital Media Productions	CPMK 22: Students can analyze the development and implementation of science and technology. CPMK 33: Students can produce creative products in the field of applied communication science journalism.	1. Materials of community service activities. 2. Event design of community service activities. 3. The output of community service is in the form of news in the media, especially digital media using the YouTube and Instagram platforms. 4. Video of community service activity.

4. Conclusion

The school management welcomed the community service activities designed by the community service team. The school management pays attention to the importance of digital literacy for teenagers, especially teenagers at SMA Negeri 1 Berastagi to minimize the negative impact of social media on teenagers. Class participants have high enthusiasm for digital literacy training activities, because as active users of social media students must have a good understanding of how to use social media. The use of games as a training tool is considered quite effective because it can build an active atmosphere for training participants. The implementation of community service activities involving students still adjusts to the CPMK expected in the course that will be recognized.

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