

# Building A Digital Society Through Digital Literacy Programs In Palembang City

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## BUILDING A DIGITAL SOCIETY THROUGH DIGITAL LITERACY PROGRAMS IN PALEMBANG CITY

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### Abstract

The rapid increase in the spread of information and communication technology has resulted in significant changes to people's lives. In today's digital era, digital literacy skills are a very important skill for all individuals. This journal article talks about a digital literacy program held in Palembang City with the intention to build a digital society that is more proficient and skilled in utilizing information and communication technology. The research technique applied in this article is descriptive research with a qualitative approach. Data was collected through interaction with digital literacy program participants and observations of digital literacy programs held in Palembang City. Research findings show that digital literacy mastery programs in Palembang have contributed significantly in building a digital society, especially high school students, who are more skilled and proficient in the use of information and communication technology. Participants of the digital literacy program in Palembang have improved the skills needed to use information and communication technology properly and guaranteed. In addition, the digital literacy program has also strengthened participants' awareness of the importance of privacy and security in the use of information and communication technology.

**Keywords:** Digital Society; Digital Literacy; Information and Communication Technology

### INTRODUCTION

Information technology and communication (TIK) have played an important role in the life of modern society. It has changed many aspects of human life, including in the fields of education, business, and communication. The use of TIK has facilitated various human activities and provided easy access to information and knowledge.

In this digital era, digital literacy is an important skill that everyone must have. Digital literacy is the ability to use information and communication technology effectively and securely. Digitally literate people can utilize information and communication technology to obtain information, communicate with others, and accomplish certain tasks more efficiently.

A digital society is a society that relies heavily on technology and the internet in everyday life. Palembang City as one of the big cities in Indonesia also has people who are increasingly accustomed to technology and the internet. However, there are still many people who do not understand about the use of technology and the internet effectively and efficiently. Therefore, digital literacy programs are needed to help the people of Palembang understand the use of technology and the internet correctly. Unfortunately, many people do not have enough digital literacy skills. For example, the survey results of the Indonesian Internet Service Users Association (APJII) stated that internet users in Indonesia in 2021-2022 have reached 77.2% of the total population of Indonesia (around 210 million people). However, since the existence

of the Electronic Information and Transactions Law (ITE) in 2008, there have been around 114 people experiencing legal proceedings for violating the ITE Law. Furthermore, until December 31, 2020, there were 1,858,554 site contents that had been blocked by the Ministry of Communication and Information and the majority of these sites were pornographic sites (Kominfo, 2021). Another thing that is considered the need for this research, the results of the *Digital Civility Index* (DCI) survey in 2020 measure the level of digital politeness of world internet users when communicating in cyberspace. Indonesian netizens rank bottom in Southeast Asia, or at least polite in making comments in cyberspace. Therefore, digital literacy programs are needed to help people acquire the necessary digital literacy skills.

The government of the Republic of Indonesia through the Ministry of Communication and Information Technology, Directorate General of Information Applications, Directorate of Informatics Empowerment designed the Digital Literacy Program contained in the Digital Literacy Roadmap 2021-2024. The roadmap is formulated in 4 (four) digital literacy frameworks for curriculum preparation, namely Digital Skills, Digital Culture, Digital Ethics, and Digital Safety. Which can be seen in the following figure:

**Figure 1: Digital Literacy Framework for Curriculum**



Source: Technical Guidelines for the Implementation of Digital Literacy Activities of the Indonesian Ministry of Communication and Information 2021

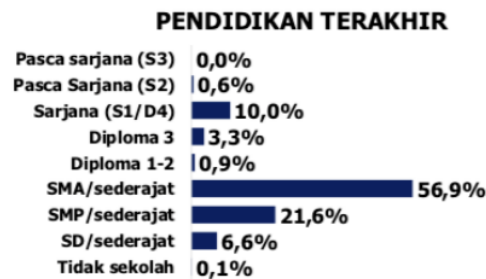
This program is in line with: 1) Presidential Guidelines of the Republic of Indonesia in the 2019 National Musrebangnas related to equitable infrastructure development, structural reforms to improve competitiveness, and human resource development; 2) ASEAN ICT Master Plan 2020, 5th Strategic Focus on Human Resource Development; 3) Remarks by the President of the Republic of Indonesia on August 14, 2020 regarding the acceleration of digital transformation; 4) Vision and Mission of the President of the Republic of Indonesia: Indonesia Towards a Digital Country 2035, by creating and developing the skills of digital talents of the Indonesian people.

This research focuses on building the character of the Digital Society through digital literacy in Palembang City, especially high school or high school students Based on data information from the Ministry of Communication and Information of Palembang City in 2021, The number of internet users in Palembang City reaches around 1.1 million people with internet penetration

of around 62.9 percent of the total population of Palembang City. Through this data, it is illustrated that people's needs in using the internet have been getting higher. Especially in the field of Education since the last COVID-19 pandemic. Until now, it still needs adjustments to people who are not used to the use of digital media such as *smart phones* that cover all activities and transactions through digital media.

As additional information from the results of the 2020 Kominfo RI Digital Literacy Survey, the largest internet users by education level are at the high school level of 56.9 percent, this information can be seen in the following graph:

**Graph1: Internet User Education in 2020**



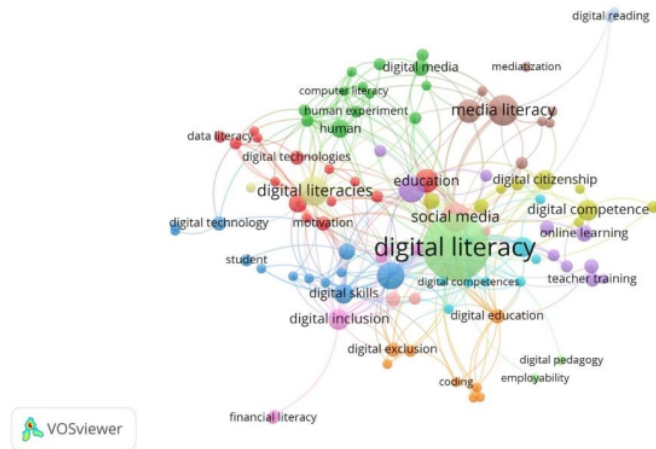
Source: Kominfo RI

Experts have identified several important steps that can be taken to build the character of the digital society in today's technological era. Among them, according to Peter Delisle, a communication expert from the University of Southern California, digital literacy is the ability to use technology wisely and effectively. Therefore people should be provided with Education and training to improve digital literacy, so that they can better access information and understand the impact of Action they are in the digital world (Biggs et al., 2022)

Another opinion from Michael Best, a professor at Georgia Tech, is that building the character of a digital society requires cooperation from various stakeholders, involving governments, technology companies, academics, and the public itself. This collaboration can help to build policies, standards, and best practices in the use of technology (Yunus, 2022).

Based on literature searches on the SCOPUS Index from 2021 to 2023 through the VosViewer application, it was obtained through 234 journals related to Building the Character of Digital Society through Digital Literacy. This search shows that the topic of digital literacy is new and interesting to study further. However, for literature, studies that use digital literacy framework<sup>1</sup> such as those made by the Indonesian Ministry of Communication and Information consisting of Digital Skills, Digital Culture, Digital Ethics, and Digital Safety are still very rarely researched. Here's an overview via VosViewer:

**Figure 2: Literature search on the SCOPUS Index via Vos Viewer for 2021-2023**



The issues faced in Palembang City related to the implementation of digital literacy include signal quality, ability, and public access to attend Digital Literacy webinars independently which are still limited. To overcome this problem, Digital Literacy webinars are often held through watching events. This research targets high school students in Palembang City who have participated in digital literacy programs.

Based on theoretical problems, building the character of the digital community through the Digital Literacy Program in the city of Palembang has not been optimal. However, when analyzed based on the Grindle implementation model, there are some policy content that affects interests. The implementation of the Digital Literacy Program in this case is important and influenced by the Ministry of Communication and Information Technology, especially the Directorate of Information Empowerment. In the context of its implementation, the strategy of actors involved in the implementation of the Digital Literacy Program in the city of Palembang is still not optimal.

Personal norms that show that there is no legal umbrella that has an influence at the Palembang city level in the digital literacy program. In this case, the Digital Literacy program comes from Law Number 11 of 2008 concerning Electronic Information and Transactions and Regulation of the Governor of South Sumatra Province No 6 of 2022 concerning the Regional Literacy Movement, which in its program is still experiencing obstacles (Ministry of Communication and Information, 2016). Implementation also involves several policy factors that cause complexity in the policy implementation stage, which is not only due to several policy factors involved, but also to improve the cognitive abilities of the community itself, socialization is also needed to eliminate the habit of spreading sensitive personal information on social media, and enforce appropriate Personal Data Protection Laws to increase public trust against their personal data.



## LITERATURE REVIEW

### Previous Research

Research from Howard Morris, Matthias Rohs titled *Digitization bolstering self-directed learning for information literate adults—A systematic review*. New findings from the study suggest digitalization have changed opportunities for self-learning in informal, non-formal, and formal education settings. However, a key finding of the study is that the affordability of digital technology might be described as a double-edged sword: 1) Digital technology provides ease of access to information, which acts as a driver of independent learning; 2) Increasing volume of information requests available additional learner skills in information literacy – part of being a competent independent learner – to navigate information in meaningful ways. These two co-occurring phenomena may partly explain the widening digital divide that has been noted in recent years (Morris & Rohs, 2021).

Furthermore, research by Sigit Purnama, Maulidya Ulfah, Imam Machali, Agus Wibowo, Bagus Shandy Narmaditya entitled *Does digital literacy influence students' online risk? Evidence from Covid-19*. 2021. In the results of this study, it was found that digital literacy and parental mediation need to penetrate to reduce the impact of online risks in the teaching and learning process. This is the first step for schools and parental vigilance in helping and considering appropriate and safe media using technology (Purnama et al., 2021).

The results of the next research by Everton Knihs (2020) entitled *Young People Participation in The Digital Society: AI-Case Study in Brazil* examines youth participation in digital public through social dialogue in the support of the technology ecosystem to enable internalization through the European Union project networked Youth Research for Empowerment in the Digital Society (WYRED). This result plan aims to allow the fundamental to transfer WYRED's work framework to the Brazilian Youth cadre in terms of the desired social changes; tolerance for different cultures/opinion; mental wellbeing; changes that are needed in education (for example, education with a total orientation); self-image, self-confidence; failure in internet privacy (Knihs & Garcia-Holgado, 2020).

Based on existing literature, research has previously been conducted on digital literacy programs in the past. However, research is currently being conducted on a more modern digital literacy program, namely using four pillars of digital literacy consisting of Digital Skills, Digital Safety, Digital Ethics, and Digital Culture. This is the novelty in this research study.

### Character of Digital Society

Some opinions and definitions from experts about the character of digital society include: Howard Rheingold in the book *Net Smart: How to Thrive Online*, 2012 states the character of digital society is the ability to think critically and sort through true and false information. They can also participate in discussions and respond in constructive ways (Valenti, 2012)

Jason Ohler in his book *Digital Community, Digital Citizen*: The hallmark of a digital society is the ability to understand the importance of privacy, security, and ethics in the use of digital

technology. They can also use technology to improve themselves and the surrounding community (Philip et al., 2017)

Mike Ribble (author of *Digital Citizenship in Schools*): A characteristic of a digital society is the ability to use technology safely, ethically, and responsibly. They can also think critically and creatively in solving problems with technology (Ribble, 2011).

### Digital Literacy

Gilster (2012) suggests that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers and everyday life. Gilster's opinion seems to simplify digital media which actually consists of various forms of information at once such as sound, writing and images (Gilster, 2012).

The concept of digital literacy, in line with the terminology that was developed by UNESCO in 2011, refers to literacy activities, such as reading and writing, as well as mathematics which is related to education. For this reason, digital literacy is a skill (life skill) which does not necessarily involve the ability to use technological tools, informality, in communication, but also the ability to socialize, the ability to use technical tools, in having the attitude, critical thinking, creative, and inspirational as well as digital competence (Nasrullah et al., 2017).

The President has appointed the Ministry of Communication and Information Technology to draft a Digital Literacy Action Plan 2021-2024 that includes several different references from the international and national levels. In this action plan, four digital literacy skills have been formulated to structure the curriculum, namely Digital Skills, Digital Safety, Digital Ethics, and Digital Culture, which will be explained as follows: 1) Digital Skills are the ability of individuals to recognize, use, and utilize ICT hardware and software as well as digital operating systems; 2) Digital Safety encompasses an individual's ability to identify, prevent, minimize, analyze, and respond to digital security threats in everyday life. Digital Safety ensures that individuals can maintain their own safety in a digital environment that is "one, formal" and has touched other positive instruments; 3) Digital Ethics, according to Cyberkreasi & Deloitte (2020), is the ability of individuals to understand, follow, adapt, respond, consider, and adhere to the principles of digital ethics in everyday life. Digital media must be managed in an ethical manner, in accordance with prevailing values, morality, and cultural norms; 4) Digital Culture is the ability of individuals to understand, appreciate, establish, examine, and shape values, norms, and principles related to security, policies, and national interests in everyday life. According to Miller (2012), the characteristics of digital culture can be explained through the types of technical processes involved, the types of cultural forms that emerge, and the types of digital cultural uses (Kominfo et al., 2020).

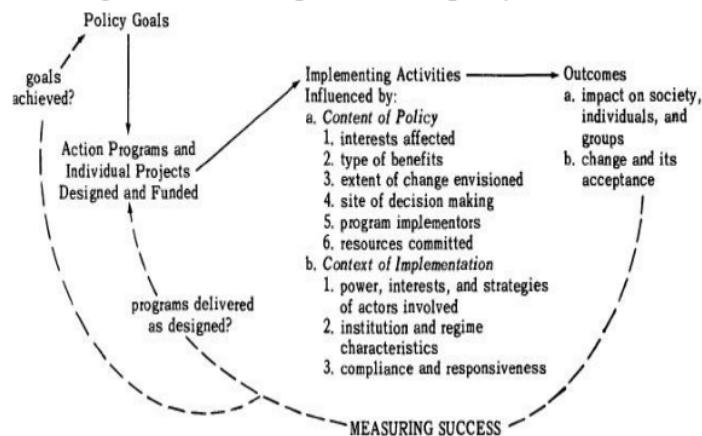
Based on the review of the literature that has been reviewed, it has not yet been possible to research the implementation of the digital literacy program and it is based on the four pillars of digital literacy which consist of Digital Skills, Digital Safety, Digital Ethics, and Digital Culture so that this becomes novelty in research.

This study capitalizes on the policy implementation model developed by Marilee S. Grindle. The Grindle model is determined by the substance of the policy in the context of its actual implementation. The core concept is policy has been changed in form, so then the implementation of the policy is then implemented.

The success of a policy depends on the extent to which the policy is implemented in terms of its implementation, that is, the completeness of the contents within the context of the policy. The contents of the policy include: 1) Well-known interests in the policy (Interest Affected); 2) Type of benefit which is alkaline (Type of Benefits); 3) Desired level of change (Extent of Challenge Envision); 4) Location of decision making (Site of Decision Making); 5) Implementing the program (Program Implementer); 6) Available resources (Resources Committed).

In terms of the context of implementing the signal (Resources Committed) includes: 1) Qualifications, interests in the strategy of the actors involved (Power, Interest, including the Strategy of Actors Involved); 2) Institutional Regime Characteristics; 3) Compliance and Responsiveness (Merilee S Grindle, 2017). The implementation model of Grindle can be seen in the following figure:

**Figure 3: Model Implementation policy of Grindle**



Information on measuring digital literacy skills in Indonesia is still unsatisfactory or at a moderate level, according to the Indonesian Ministry of Communication and Information (Kominfo). The information and digital literacy sub-index had the lowest scores. However, the index score for the Central region of Indonesia is higher compared to the Western and Eastern regions of Indonesia. Therefore, it is necessary to increase the ability to identify *hoaxes*. If people can recognize *hoaxes*, chances are they will not spread *hoaxes*. However, this is related to the cognitive abilities of the individual himself.

Road map that has been formulated by Kominfo in four categories of digital literals for curriculum preparation, namely Digital Skills, Digital Safety, Digital *Ethics*, and Digital



*Culture* which will be explained as follows: 1) *Digital Skills* is an individual's ability to know, understand, and operate ICT hardware and software and digital operating systems; 2) *Digital Safety* includes an individual's ability to identify, learn, analyze, and handle digital security in everyday life. *Digital Safety* aims to enable individuals to maintain their own safety in the digital world and avoid negative risks; 3) Cyber creation & Deloitte (2020) defines *digital ethics* as the ability of individuals to realize, model, adapt, respond, consider, and apply ethical principles in everyday life in the digital world. The use of digital media must be done in an ethical manner, in accordance with good values, attitudes, and behaviors; 4) *Digital Culture* includes the ability of individuals to understand, appreciate, build, examine, and form good values, such as Pancasila and Bhinneka Tunggal Ika, in everyday life in the digital world. According to Miller (2012), the hallmark of digital culture is the use of the type of technical processes involved, the type of emerging cultural forms, and the type of digital culture experience carried out (Astuti et al., 2021).

## METHODOLOGY

This research uses a qualitative approach with data collection techniques in the form of observation, interviews and documentation. Research informants consist of digital literacy organizers ranging from the management level, Regional Leaders, Runners and Liaison Officers (LO), digital literacy resource persons, Palembang City Communication and Information, lecturers and Palembang people who have participated in digital literacy programs in this case high school students, organized by Kominfo RI. Data analysis is carried out using content analysis techniques.

The analytical technique used in this study is qualitative analysis technique. According to Miles, Huberman and Saldana (2014), there are three lines of activity involved in qualitative analysis that are interrelated. These activities are Condensation, Display, and Conclusion Drawing/Verification. In addition, the analytical technique used in the Digital Literacy program as an effort to Build the Character of the Digital Society in Palembang City is a qualitative analysis technique proposed by Miles, Huberman and Saldana (B.Miles, Matthew, A.Michael Huberman, 2014).

## RESULTS AND DISCUSSION

Research on building the character of the digital community through the Digital Literacy Program in Palembang City focuses on three things including policy analysis, implementation context, and policy results. Important policy content is influenced by the interests involved, including interests that support and maintain policy implementation that includes all interests of groups involved in policy content.

Based on the results of the interview, it can be seen that the Digital Literacy Policy, is a policy implemented to improve and build the character of the Palembang City Digital Community in the digital realm and improve the ability of the community to understand information in the digital realm entering the era of 4.0 and the era of disruption where all aspects of life are influenced by technology. Community character is an attitude or personality that must be

developed in everyday life, especially in today's digital era. Digital literacy, especially *digital skills*, is needed to grow the character or personality of the nation, especially the people of Palembang City. With the *digital skills* of the people of Palembang, it can facilitate work that initially feels complicated to be easy because of the sophistication by utilizing digital devices.

In terms of the importance of who influences and is influenced in the Implementation of Digital Literacy Policy as an effort to Build the Character of the Digital Society in Palembang City, through interviews with informants, information was obtained that Digital Literacy is a movement that cannot be done by one institution, everyone must be involved so as not to be left behind including the Government/Communication and Information, the Community, and Stakeholders. In *Digital Skill* relates to individuals in knowing to understand digital operating systems in everyday life. It is known that the Government tends to have an interest in making news in the media or the digital world so that journalists who are impartial and can convey the truth without fear are needed.

The results of this study also show that digital literacy programs are very effective in helping Palembang people understand the use of technology and the internet correctly. People who join this program have better knowledge about how to use technology and the internet to communicate, find information, and transact online. In addition, the program also helps raise awareness of the importance of cyber security and online privacy.

Digital literacy programs are very important in helping people understand technology and the internet properly. In the digital era like now, people who do not understand the use of technology and the internet will be left behind and find it difficult to adapt to the times. Therefore, the government and relevant stakeholders need to continue to encourage digital literacy programs so that people can access information and services online safely and efficiently.

In the *case of Type of Benefits* (type of benefits) in the Policy Content seeks to show or explain that in a policy there must be several types of benefits that show the positive impact produced by the implementation of the policy to be implemented. In this case, a policy that provides factual benefits (not just formal, ritual or symbolic) to many actors is easier to implement than a policy that is less useful. Through interviews with informants, information was obtained that Building Digital Community Character through digital literacy programs in Palembang City include: Helping Individuals understand information can add to individual insights; Improve the ability of individuals to be more critical in thinking and understanding information; Increase the mastery of individual 'vocabulary', from various information read; Improve individual verbal skills. Digital literacy can improve an individual's focus and concentration; and increase individual ability in reading, stringing sentences and writing information.

Building the Character of the Digital Society in Palembang City through digital literacy programs is expected to improve the ethics of members of the digital community in Palembang City in the digital realm, such as not spreading *hoaxes*, not behaving with negative connotations in the digital realm, being able to process information obtained from digital media wisely, and so on. This activity is also useful in increasing the awareness and knowledge of the people of

Palembang City about *E-commerce* so that it can create a new opportunity to improve economic conditions for themselves, as well as others.

Furthermore, the results of the analysis are based on *the Extent of Change Envision* (the degree of change to be achieved). Every policy has targets that want and want to be achieved. *The content of policy* to be explained at this point is that how much change is to be achieved or wants to be achieved through a policy implementation must have a clear scale. In this case, a policy that demands significant changes in attitudes and behavior will be more difficult to implement, while policies planned to achieve long-term goals will also encounter difficulties in the implementation process compared to policies that actually have a direct benefit impact on the target group.

Based on the results of interviews with informants, <sup>1</sup> can be seen that the *Extent of Change Envision* (the degree of change to be achieved) in the Implementation of Digital Literacy Policy as an effort to Build the Character of the Digital Society in Palembang City, among others, Increasing the ability of the community in *skills* In the digital world, increasing public knowledge in ethics in the digital world, increasing public understanding in maintaining personal data safety in the digital world, and increasing cultural skills in the digital world.

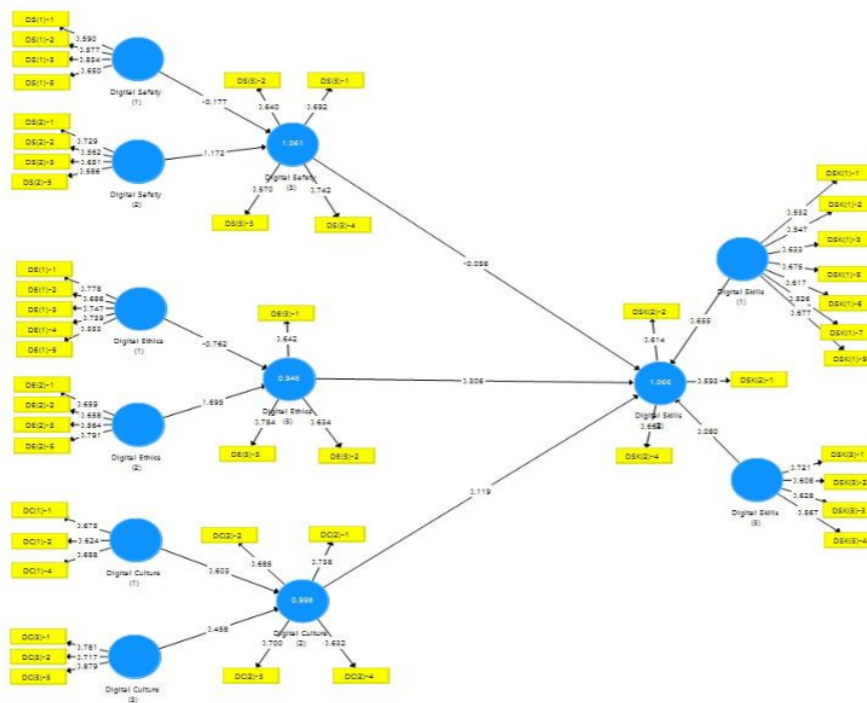
*Site of Decision Making* (Location of Decision Making) in a policy plays an important role in the implementation of a policy, so in this section it must be explained where the decision making of a policy to be implemented. A decision is a choice made from two or more alternatives. Decision making in a policy <sup>1</sup> plays an important role in the implementation of a policy, the location of decision making in the implementation of Digital Literacy as an effort to build the Character of the Digital Society in Palembang City.

In an interview with informants, it was known that Digital Literacy Policy Actors as an effort to build the Character of the Digital Society in Palembang City include the Government, in this case the Ministry of Communication and Information in collaboration with universities, communities, NGOs, schools, professional associations, mass organizations and the media. Decision Making based on the initiation of the Ministry of Communication and Information and the Cyber Creation Team, as well as based on the community's need for digital literacy Decision Making is carried out together in providing knowledge such as *workshops*, webinars or conducting socialization.

The study tested data consisting of Digital Safety, Digital *Ethics*, *Digital Culture* and *Digital Skills*. These indicators can affect digital literacy, from several indicators processed by researchers with questionnaire data of 94 resource persons consisting of Palembang City students. Then the data is processed using the SMART PLS Application to confirm or reject the findings of the indicator performance. Based on the data above, researchers obtained the percentage of Palembang City students' response to digital literacy with *Digital Safety* indicators 1.061, *Digital Ethics* 0.946, *Digital Culture* 0.998 and *Digital Skills* 1.066. Of the four pillars of digital literacy, Digital Skills became the highest indicator in 94 speakers, drawing conclusions that Digital Skills are able to effectively and evaluate digital literacy skills in using social media platforms, presentations on changes in existing digital information can

influence Palembang City students on digital literacy. The following is a picture of the results of data processing through the SMART PLS application:

Figure 4: Indicators affecting Digital Literacy



Source: SMARTPLS Application Data Processing (2022)

The next analysis relates to *Resources Committed* (resources used). In this case, the implementation of a policy must also have supporting resources so that the implementation of the policy runs well. Policy implementation must be supported by supporting resources so that its implementation runs well.

Based on the results of the interview, it can be concluded that the resources involved in the implementation of the Digital Literacy Policy as an effort to build the Character of the Digital Community in Palembang City, in the form of physical resources that must be supported by adequate facilities (tools and resources). technology-based exhibition) and non-physical resources in the form of determining experts or experts who play a role in providing knowledge about Digital Literacy as an effort to Build the Character of the Digital Society in Palembang City in order to achieve the target. In terms of the availability of resources, more than enough, many competent experts have been used as resource persons or to be used as resource persons in the future. In terms of participants, many community members have also begun to be aware



and interested in participating in activities. However, it's just that the obstacles are sometimes problematic internet conditions and people's ability to use them. The most powerful challenge of digital literacy is the flow of a lot of information, as well as the ability of individuals to use information and communication technology in sometimes people are unable to sort out information that can be true or false.

In terms of implementation context as a factor that influences implementation activities according to Grindle characterizes the interaction between policy makers, policy implementers and policy users in an interactive model that is influenced by policy environment variables. In this case, the context of the implementation of the Digital Literacy program as an effort to build the Character of the Digital Society in Palembang City is analyzed through indicators, including: a) Power, Interests and Strategies of the actors involved, b) Characteristics of Institutions & Rulers and c) Compliance and Responsiveness. Through the results of the interview, it can be seen that the power factors, interests and strategies of the actors involved contribute to the implementation of efforts to build community character through digital literacy programs this.

The results of a policy within a certain period of time determined will be reviewed, to subsequently become feedback for all levels of policy that are expected to improve or improve the policy. Building the Character of the Digital Community through the Digital Literacy program in Palembang City, this outlines the indicators of policy results, including a) Influence on Society and b) Change and Acceptance by the Community. Based on the results of interviews with informants, especially high school students, it was found that participants who had participated in digital literacy gained new experience and knowledge about the four pillars of literacy digital. Starting from those who have never participated in webinar to know how to attend webinars via zoom meetings, then students also began to know that there are important digital ethics and digital safety to be applied in using digital media such as social media. Because if it is not applied, it can have a negative impact to legal implications.

## CONCLUSION

Digital literacy programs are essential in helping to build a competent digital society. In Palembang City, this program has proven effective in increasing public knowledge about the correct use of technology and the internet. In a broader context, digital literacy programs can also help improve people's skills and competitiveness in the digital era. Therefore, digital literacy programs need to be continuously encouraged and improved to ensure that people can access information and services online safely and efficiently. Especially for high school students, where currently learning media also use more digital technology. Likewise, information to continue studies to the university level is currently registration to various universities using more online internet media.

Based on the four pillars of digital literacy, namely digital skills, digital culture, digital ethics and digital safety, all of which are important for the public to know, especially high school students. However, the results of the analysis of the SMART PLS application, the digital skill pillar is a more important pillar and is in great demand as basic knowledge of knowing the



digital world. Therefore, it is hoped that digital literacy programs can continue to be carried out in Palembang City and elsewhere as an effort to build a more skilled and skilled digital society.

As a recommendation for the government and other related parties, the government should continue to improve infrastructure related to digital literacy infrastructure, such as expanding a stable internet network, improving the community's economy by developing various businesses online. Because the need for digital technology must certainly be accompanied by increasing the ability of the community economically. This is related to every community today has the need to buy quotas and internet subscriptions for important purposes or to meet the needs of knowledge about digital literacy.

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