

# Kominfo's Cybercreation Digital Literacy in Social Media

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## ABSTRACT

The digital literacy movement carried out by Siberkreasi is a work program of the Ministry of Communication and Information which has given birth to a formula for digital literacy in Indonesian society with 4 pillars of digital literacy, namely: digital skills, digital ethics, digital culture, digital security. The aim of this research is to see the results of the Kominfo Cybercreation Digital Literacy Movement in Stimulating Generation Z to Use Media Positively, especially in the Depok City area. This research was conducted using qualitative descriptive research methods. Data collection was carried out by interviews and documentation. The research results show that since 2012 Depok City Communications and Information has carried out digital literacy with its first program "healthy internet". This digital literacy program is primarily targeted at generation Z or a group that is very vulnerable to being exposed to negative content and bad internet influences such as cyber-bullying, pornography, online addiction, violence, and even kidnapping via social media (cyber-stalking). This digital literacy program is still running today and collaborates with several other stakeholders with the target of literacy generation Z in Depok City so that they become individuals who have the awareness of creating a safe and comfortable digital space on social media and the internet.

**Keywords** - Cybercreation, Digital Literacy, Social Media

## I. INTRODUCTION

Digital literacy is an individual's interest in attitudes and abilities in using digital technology and communication tools to access, manage, analyze and evaluate information, build new knowledge, communicate with other people in order to participate effectively in society (Sulistianingsih, 2021). The term digital literacy was introduced by Paul Gilster in 1997 in his book Digital Literacy (Shopova: 2014).

In determining the concept of digital literacy, several experts define it as a connection between the skills and competencies needed to use the internet and digital technology effectively (Martin: 2008). Digital literacy is a combination of several types of literacy, namely information technology literacy, information literacy, technological literacy, media literacy and visual literacy which have a new role and are becoming increasingly important with the emergence of the digital environment (Martin: 2008).

Four models of digital literacy modules from the Ministry of Communication and Information as a reference for Indonesian society's literacy program can be seen in the following image. Figure 1.1 below:



Figure 1.1. Four Kominfo Digital Literacy Modules

Figure 1.1 above explains the four digital literacy modules of the Ministry of Communication and Information. The four basic curricula taught include digital skills, digital ethics, digital security and digital culture.

#### 1. Digital Security

The individual's ability to recognize, pattern, apply, analyze, consider and increase digital security awareness in everyday life.

#### 2. Digital Culture

The individual's ability to read, describe, familiarize, examine and build national insight, the values of Pancasila and Bhinneka Tunggal Ika in everyday life.

#### 3. Digital Capabilities

An individual's ability to know, understand and use ICT hardware and software as well as digital operating systems in everyday life.

#### 4. Digital Ethics

The individual's ability to realize, exemplify, adapt, rationalize, consider and develop digital ethical governance (netiquette) in everyday life.

The involvement of various partners in this movement is able to enrich ideas, aspirations and programs on a national scale in how each of them visualizes and realizes the concept of digital literacy (Mauludina, 2020). Based on data from the 2021 Indonesian Internet Service Users Association survey, people aged 15-19 years are the age group with the highest number of internet user penetration, namely 91%, this is in line with the implementation of online learning during the Covid-19 pandemic by the government. indirectly accustom students to always be in contact with internet media (Prihantoro, 2020).

According to the Director of Economic and Maritime Information and Communication, Directorate General of Information and Public Communication, Ministry of Communication and Information Technology, Septriana Tangkary, the average time for accessing the internet for students, which was previously around 3 hours a day, has changed to approximately 8 hours per day due to almost all activities. school is done from home (Kominfo: 2021).

The current technological innovations are influencing the shift in traditional media communication. According to McLuhan in Littlejohn (2009) that the emergence of instant information began with the availability of the internet. The revolution in the field of electronic media occurred as a result of a change in information media which was usually obtained from analog broadcasts to be in the form of electronic media networks. New media research is starting to emerge regarding globalization and media convergence, the internet is becoming an alternative media in presenting information without technical obstacles compared to broadcast models. McLuhan added that in the new media era, internet studies and cyberstudies were developing which attracted the public's attention to digital media which marked the development of new information and communication technology. In new media, technology is developed in the form of digital code that can be connected and operated on all media platforms (Prihantoro, 2022).

Previous research that can provide input into this research includes research by Silvana and Darmawan (2018) with the title "Digital Literacy Education among Young People in Bandung City". This research was conducted on 5 young people aged 17-21 years who were active users of social media. The findings obtained in this research show the importance of digital literacy programs to provide positive education about knowledge, understanding and skills in using media, especially social media, especially by the younger generation. This research focuses on forms of digital literacy which include skills in photo-visual literacy, reproductive literacy, branching literacy, information literacy, and socio-emotional literacy (Silvana & Darmawan, 2018). This research focuses on media literacy skills which have 7 (seven) elements including analysis, evaluation, grouping, induction, deduction, synthesis, and abstracting.

## II. LITERATUR REVIEW

According to Martin Lister et al in their book *New Media: A Critical Introduction* (2008) states that new media terminology refers to large-scale changes in media production, media distribution and media use which are technological, textual, conventional and cultural. New media has several characteristics, namely:

### 1. Digital

New media refers to digital media where all data is processed and stored in the form of numbers and the output is stored in the form of digital discs. There are several implications of media digitalization, namely dematerialization or separate text from physical form, it does not require a large space to store data because the data is compressed into a smaller size, data is easily accessed at high speed and data is easily manipulated.

### 2. Interactive

This is the main advantage or characteristic of new media. This characteristic allows users to interact with each other and allows users to be directly

involved in changes to the images or text they access. (Also read: Interpersonal Communication)

### 3. Hypertext

Text that is able to connect with other texts outside the existing text. This hypertext allows users to read text not sequentially like old media but can start from wherever they want. (Also read: Organizational Communication)

### 4. Network

This characteristic is related to the availability of sharing content via the internet. This characteristic involves consumption. For example, when we consume a media text, we will have a large number of very different texts available in various ways.

### 5. Virtual

This characteristic is related to the effort to realize a virtual world created by involvement in an environment built with computer graphics and digital video.

### 6. Simulation

Simulation is not much different from virtual. This character is related to the creation of an artificial world carried out through certain models.

Digital literacy is an individual's interest in attitudes and abilities in using digital technology and communication tools to access, manage, analyze and evaluate information, build new knowledge, communicate with other people in order to participate effectively in society (Setyaningsih, R., Abdullah, A., Prihantoro, E., Hustinawaty, H. : 2019).

The term digital literacy was introduced by Paul Gilster in 1997 in his book *Digital Literacy* (Shopova: 2014). In determining the concept of digital literacy, several experts define it as a connection between the skills and competencies needed to use the internet and digital technology effectively (Martin: 2005). Digital literacy is a combination of several types of literacy, namely information technology literacy, information literacy, technological literacy, media literacy and visual literacy which have a new role and are becoming increasingly important with the emergence of the digital environment (Martin: 2005).

According to Douglas A.J. Belshaw in his thesis "What is Digital Literacy?" (2011) said that there are eight essential elements for developing digital literacy, namely as follows: 1). Cultural, namely understanding the various contexts of digital world users; 2). Cognitive, namely the ability to think in assessing content; 3). Constructive, namely creating something that is expert and actual; 4). Communicative, namely understanding the performance of networks and communications in the digital world; 5). Responsible self-confidence; 6). Creative, doing new things in new ways; 7). Critical in responding to content; and 8). Socially responsible. Cultural aspects, according to Belshaw, are the most important element because understanding the user's context will help cognitive aspects in assessing content.

Diffusion of innovation explains how the process of an innovation is delivered or communicated through certain channels among members of a social system. According to Rogers in the book *Diffusion of Innovations* (1983) it is explained that "Diffusion as the process by which an innovation is communicated through certain channels over time among the members of a social system"

Based on the definition above, it can be concluded that diffusion focuses on a form of communication that is specifically related to the spread of messages in the form of new ideas.

Uses and Gratification Theory is a communication theory that focuses on social communication. This theory adapts a functionalistic approach to communication and media, and states that the most important role of media is to meet the needs and motivate audiences. Therefore, the more these needs are met, the more satisfaction will result (Windahl, Signitzer, and Olson, 2008). Satisfaction and gratification theory is based on two core questions: 1) why are people attracted to certain media? and 2) what kind of satisfaction does the media give people? This theory initially focused on audience motives (Ruggiero, 2000 in Seekhiew, 2009) and then analyzed messages and social systems (Sarkisian, Nikoo,

Saeedian, 1997). In other words, this theory concentrates on how users search for media and the extent to which they feel satisfied with the type, content and way of using it (Amiri, Noori, Basatian, 2012).

Information and communication technology is often referred to as information and communication technology (ICT). Generally, information and communication technology can be translated as all technology related to the retrieval, grouping, processing, storage, dissemination and presentation of information (Asmani, 2011). Information and communication technology includes two elements, namely information and communication technology. Information technology includes all activities related to processes, use as a tool, manipulation and management of information. Meanwhile, communication technology is related to the use of tools to process and transfer data between devices.

Munir (2009) said that, "information and communication technology is everything that helps in the process of recording, storing, processing, retrieving, delivering and receiving information". Meanwhile, Isjoni and Ismail (2008) define, "information and communication technology is a combination of a set of technologies, especially computer microelectronics, communication technology that provides assistance in the process of collecting, storing, processing, delivering and presenting information data through various media".

Based on the definition above, it can be concluded that information and communication technology is technology related to the retrieval, collection, processing, deviation, dissemination and presentation of information through various media.

### III.METHODOLOGY

In this research, the object is Depok City's cybercreation and digital literacy program in stimulating generation z to be able to use social media positively. Meanwhile, the subjects in this research

are referred to as informants or sources, namely: Depok Young Communication and Information Expert Public Relations Officer, Depok Literacy Activist, Chair of the Depok City Children's Forum, Depok 15 SMAN Student, Putra Bangsa High School Student, Rahmanyah SMAIT Student.

This research uses a qualitative approach, namely a research approach that reveals certain social situations by describing reality correctly, formed by words based on techniques for collecting and analyzing relevant data obtained from natural situations (Komariah and Satori, 2017).

This research uses the constructivism paradigm. According to Creswell (2014), in the social constructivism paradigm, individuals try to interpret various meanings. This research aims to understand social events or incidents that are characteristic of the constructivism paradigm. In the constructivism paradigm, language is no longer only seen as a tool for understanding objective reality and separated from the subject of conveying messages, but is also considered a central factor in communication activities and social relations.

In this research, data collection was carried out by means of interviews, observation and documentation. The interview method was used to obtain data regarding the cybercreation program and its implementation in the young generation of Depok City, especially high school students as the current generation Z. Observation is a data collection technique by making direct observations used to complement the data obtained from interviews. Documentation is a record of events that have passed and is presented in the form of writing, pictures, documents, making the results of interviews or observations more trustworthy or credible.

#### IV. RESULTS AND DISCUSSION

##### **Depok City Cybercreation Digital Literacy Program Dissemination Strategy**

The strategy carried out by the Depok City Ministry of Communication and Information in disseminating

digital literacy programs from 2012 until now is through:

1. Healthy and safe internet socialization activities in Depok City. This healthy internet socialization activity is carried out from the sub-district level to the sub-district level throughout Depok City.
2. Mobile Community Access Point (MCAP) visits to schools and community activity centers in Depok City.
3. Seminar and webinar activities on digital literacy cybercreation by collaborating with practitioners and literacy activists.

The discussion or theme presented in each activity is related to the 4 pillars of Digital Literacy, namely: Digital Ethics, Digital Culture, Digital Skills (Digital Capability), and Digital Security. The target of this digital literacy program is the young generation in Depok City. The reason why this program was carried out by the Depok City Communications and Information Public Relations Agency was in response to the current conditions, namely that based on data from the Indonesian Child Protection Commission (KPAI) in 2011-2014, it was recorded that 1,022 children had become victims of pornography and online crime in Indonesia.

In Depok City itself, in 2012 it was stated that cases of violence against children were increasing. Based on data reported by the Depok City Police (Polres), it is stated that there are 20 cases reported every month. Based on this data, the Depok City Ministry of Communication and Information Public Relations Agency created a public relations communication strategy regarding digital literacy to increase awareness of the dangers of the internet and the importance of using the internet in a healthy, intelligent, safe and productive manner in society. The main target of the program is the young generation or teenagers because they is a group that is very vulnerable to being exposed to negative content and bad internet influences such as cyber-bullying, pornography, online addiction, violence, and even kidnapping via social media (cyber-stalking).

This is in line with the statements of the informants who stated that it is important for the younger generation to be well digitally literate.

"My colleagues and I created various innovations and communication strategies so that children and teenagers in Depok City could be smarter in using the internet for productive things such as creating applications that are useful for society, selling online, making educational games, and so on. . Apart from that, these innovations are also carried out so that children and teenagers can learn about digital media literacy by knowing the bad impacts of the internet, so that they can choose content that is safe and dangerous for themselves even if they are not accompanied by their parents, as well as to growing public and other stakeholders' confidence in the importance of this movement. In this way, it is hoped that the community will be able to provide support and be willing to actively participate in helping the government in carrying out this campaign for the common good"...(Nurlita, 2022).

The same thing was also confirmed by informant 2 who stated the importance of literacy among teenagers.

"Cybercreation is a collaborative movement between the Ministry of Communication and Information, the Ministry of Education and Culture and related parties in digital literacy activities, whose existence initiates activities to increase digital literacy among the world of education, especially students starting from middle school and high school"...(Rumiyati, 2022).

#### **Solutions to Facing Obstacles in Implementing the Depok City Cybercreation Digital Literacy Program**

The obstacle faced by the Depok City Ministry of Communication and Information is limited human resources, when compared to the total population in Depok City. So, to overcome this obstacle, the Depok City Ministry of Communication and Information together with volunteers from the community, academics, practitioners and students, joint media carried out digital literacy according to their respective contributions and abilities. One example is

collaborating with the media to inform the wider community about digital literacy and a healthy internet on a massive scale.

#### **Evaluation of the Results of Depok City Cybercreation Digital Literacy Program Strategy Implementation**

The main function of evaluation in this case is to provide information that is useful for making decisions in determining policies that will be determined based on the evaluation that has been carried out.

Without evaluation, the effectiveness of the programs implemented will not be visible. So program evaluation has the aim of preparing data and information as well as recommendations for policy makers in deciding whether to continue, improve or stop a program. As stated by Informant 1 as follows:

"To reduce the negative impacts of the internet, the Depok City Government needs to continue to campaign for the Healthy, Safe, Smart and Productive Internet movement to all levels of society so that they have the awareness to protect their families and the environment from the dangers of the internet"...(Nurlita, 2022)

Therefore, the Depok City Government continues to innovate programs to educate its people so that they become digitally competent and "literate".

## **V. CONCLUSION**

Based on the results of the research and discussion in the previous chapter, the following conclusions can be drawn:

1. The Kominfo Cybercreation digital literacy movement in Depok City began in 2012 with the first programs InCakap (Healthy, Capable, Safe and Productive Internet) and MCAP (Mobile Community Access Point) which visited schools. Depok City Ministry of Communication and Information also facilitates seminars and webinars on digital literacy cybercreation by collaborating with practitioners and literacy activists. By organizing programs and events related to digital literacy with the community

represented by the existing literacy community, it has had a positive impact on increasing the digital literacy of the younger generation in the city of Depok. In the "Depok ICT Award" award program, it can be seen that the young generation in the city of Depok has good digital skills. The young generation of Depok City also understands how to create a comfortable and safe space in using social media, as stated by Adia as the chairman of the Depok City Children's Forum who was the informant in this research.

2. Factors that influence the success of the cybercreation program in Depok City include the large number of people who actively join literacy activist communities such as the Children's Friends Internet Community, the Indonesian Digital Family, the Instagram Video Community, Kode Margonda, and so on. The birth of literacy ambassadors among the younger generation also helps the spread and socialization of digital literacy among themselves, as is done by the Children's Friends Internet Community (KISA). The participation of other stakeholders who care about digital literacy in Depok City really helps the digital literacy program reach all communities in Depok City, for example the media, literacy activist forums, healthy internet communities, Depok City children's forums and many others. This shows that the responsibility for community literacy is the responsibility and role of all Depok City residents themselves. Meanwhile, the inhibiting factor is limited human resources, in this case the number of personnel who are literate and the number of audiences who will be literate is very different, so that forms of cadre formation such as literacy ambassadors are carried out among middle and high school students in order to maximize digital literacy activities among generation Z. in Depok City. Another inhibiting factor is more about limited funds, so stakeholders and communities who care about digital literacy are involved to play an active role in digital literacy of the younger generation or generation Z in Depok City.

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