Generating Digital Literacy Website: Upgrading the Understanding of Digital Literacy at SMA Yuppentek 1 Tangerang

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Abstract— This community service initiative introduces a website and Android-based application system to enhance digital literacy among educators at SMA Yuppentek 1, Tangerang. The prevailing issue pertains to the misuse of digital media, which significantly impacts societal well-being. Adolescents, being prolific users of digital platforms, face heightened vulnerability to various crimes stemming from their social media engagements. To address this, preventive measures necessitate an elevation of the partners' proficiency and comprehension in digital literacy. The initiative emphasizes social humanities and information systems, channeling efforts into fostering literacy and constructing website and Android applications to fortify the practice of digital literacy. The implementation strategy encompasses meticulous stages of preparation, execution, and reporting. The primary focus during the implementation phase centers on comprehensive solutions, comprising educating on digital literacy, providing insights into applications pertinent to digital literacy, crafting digital literacy applications, and formulating a digital literacy module. This program aims to foster a sustained understanding of digital literacy in youngsters, empowering educators to navigate and mitigate challenges posed by digital media misuse among adolescents. By equipping them with the requisite tools, it strives to fortify the capacity of educators in addressing the complexities inherent in adolescent digital engagement.

Keywords—Application, digital literacy, website, senior high school, understanding.

I. INTRODUCTION

The partner in community service with this community-based empowerment scheme is SMA Yuppentek I, Tangerang, which is one of the technology-based schools in Tangerang. This school is located on Jl. Perintis Kemerdekaan I No.1, Tangerang City, was initially established to meet labor needs in line with industrial development in Tangerang. This school is under the Technology Education Improvement Business Foundation. This foundation has several work units such as Madrasah Ibtidaiyah (MI), Middle School (SMP), High School (SMA) and Vocational High School (SMK). The SMA Yuppentek 1 was founded on August 18, 1983. Based on data from the Ministry of Education and Culture, SMA Yuppentek is in the accredited category A with a score of 93. The number of teachers is around 58 teachers with 428 male students and 428 female students. 621. There are 29 study groups occupying 36 classrooms. (Kemdikbud, 2023)

The vision and mission of this school are in accordance with the command's commitment on preparing society for the industrial era 4.0 or even society 5.0. In accordance with this commitment, it is hoped that schools will play a role in preparing society for developments in information and communication technology. The phenomenon most closely linked to people's lives is the use of social media through websites and Android-based technology. Almost all groups have utilized this technology. Likewise, students at SMA Yuppentek 1, are users and utilize this technology. As a high school institution, of course it faces teenagers with an age range between 16 years and 18 years, with details of <16 years 14 students, 16-18 years 960 students and >18 years 75 students. These students are spread across level 10 with a total of 376 students, level 11 with 318 students and at level 12 with a total of 355 students. (Kemdikbud, 2023)

Adolescence in general is a period of searching for identity. Unfortunately, the increase in use of technology has also been accompanied by an increase in it abuse. Younger generation, already familiar with the digital world. Whereas is much content on the Internet that is not suitable for children under the age of 17. (Azzahra, 2021) In other studies, it shows that there is a tendency for students to use technology, they are not able to use technology appropriately. Indonesian people, especially students, prefer using technology for entertainment and negative things. (Harmoko, 2021)

Therefore, the function of schools as educational institutions is needed. School's function not only to convey knowledge as an intellectual aspect, but also other aspects such as behavior and motoric aspects which are the basic capital for students to be able to take part in society (Uda Awak, 2023). In this case, the school aids with teenager to develop according to their characteristic (Annisa Nurhasanah, 2019) Knowledge about the digital world

must be recognized at an early age and known as digital literacy skills. (Meyers et al., 2013)There are several benefits of being digital literate: students can have skills to think critically, know the credible information on the Internet, and receive and believe them. (Puspitasari et al., 2022) There is a significant digital literacy using android-based e-modules on aspects of technical skills, critical understanding, and communicative ability in the medium category. (Dewi et al., 2022) Also, teachers can use various images and sources to support online learning if students have already mastered digital literacy skills and can attract students interested in online learning (van Laar et al., 2020)

Based on the description above, teenagers are active users of digital media, especially social media (Hari Ariyanti, 2018).The use of digital media has increased, especially during the Covid-19 pandemic. (Teknologi & Bali, 2020) therefore it is necessary to understand this phenomenon in a simple way that is easy to understand. This can be seen in digital crime and fraud, such as through online loans, online buying and selling or through social media. The victims of this crime and fraud are very diverse, not only adults, but also teenagers and children. (Dahono Y, 2019) This is because the users of this technology are very diverse. Even among the community, it is found that young children have utilized digital media, both passively and actively. From just watching short YouTube or TikTok shows or buying goods up to uploading videos or live streaming (Daulay et al., 2023)

Unfortunately, the lack of understanding regarding ethics and security in digital media has put users at a disadvantage even without realizing it. For example, you unknowingly transfer and charge by an online loan, or uploaded the misused video, or hate speech (Eka Putri & Erland Hamzah, 2022) Therefore digital literacy is important to protect society from cyber crime (Eka Sila & Mochamad Taufik, 2023) On the other side, schools are a forum for the insemination of understanding at the community level. Through teachers, schools are expected to be role models for society, especially Senior high school students (Amrullah, 2020) which are dominated by teenagers which quite large users of digital media. In terms of learning success, it cannot only come from the students but also from the environment, motivation, and student interaction. To address these challenges in online education, higher education institutions need to provide professional development for instructors, training for learners, and technical support for content development. (Kebritchi et al., 2017)

Based on the partner situation analysis, the problem was developed from two focus areas, namely understanding digital literacy (social humanities) and generating website and Android-based applications (information systems). The problem explained into four details, namely, education and understanding of digital literacy, increasing the positive use of digital technology, generating website and Android-based applications managed by teachers and creating guidelines for understanding and evaluation that can be understood and accessed by users, especially students. This guide and

evaluation are in the form of a module that is easy to read. This guideline also proves that this activity is continuable and the output measurable to achieve the goal and solve the problem. Based on these problem conditions, creating digital literacy application is necessary which contributes to students' understanding of digital literacy and makes it easier for teachers to provide education materials about digital literacy. (Greene et al., 2014) The digital literacy program and the applications offered are new for the school and novelty form of learning. The website and android technology offered to partner is a knowledge management system design to facilitate knowledge recoding and encourage effectiveness in sharing information with users as well as science and technology developed from the team member research (Samsinar & Marini, 2019). This view is in line with Rila Setyaningsih, that cyberspace needs to be addressed by strengthening digital literacy through the use of digital technology (Setyaningsih et al., 2019). The technology that is not only learned by students but also understood by the teachers (Erstad et al., 2015)

II. METHODS

The method of implementing activities is adjusted to partner problems. The problem was developed from two focus areas, namely understanding digital literacy (social humanities) and generating website and Android-based applications (information systems). It explained into four detailed priority problems. Based on methodology, the implementation of PKM is designed in the form of education which includes lectures (sharing knowledge), questions and answer (Q&A) and discussions, creating web-based applications and Android, testing, training on the use of the website, evaluation, and monitoring. The PKM implementation method will be conducted in three stages:

A. First stage.

Preparation for program implementation: discussions with the school institution include strategies for implementing the program in achieving objectives, technical implementation, administration and sharing additional information regarding the situation and conditions of participants. The university Team continues by submitting permits and proposals to the university and school as a partner. At this stage, each party has its own role.

B. Second stage.

Implementation: carry out programs that have been agreed upon with partners regarding problem solving that actively involves partners. In the form of sharing knowledge about digital literacy for students and teachers, creating a website that involves teachers, especially school's digital literacy team regarding the content and coverage. The methods used in implementation include: first; sharing digital literacy education knowledge about the benefit of digital literacy for people's life, ethics and

security, second; sharing knowledge about digital application, its use and its scopes third; workshops and practice on how to login the application, how to upload data, how to cross check data, download data and share data, fourth; formulating digital literacy module and guideline to conduct digital literacy website. Meanwhile the targets for implementing activities are formulated based on solving problems faced by the partner. The relationship between problems, solutions and output targets achieved can be seen in table 1.

Table 1. Problems, Solutions and Targets

No	Problem	Solutions	Target output
1	The misuse of digital media	Education about digital literacy	Generate an understanding of: 1. Understanding the scope of digital literacy 2. The importance of digital literacy in everyday life 3. Benefits of using digital literacy
2	The variety of digital media that has not been utilized properly	Education about applications that related to digital literacy	Generate an understanding of: 1. Digital applications and its diversity 2. The use of existing digital applications. 3. Utilize digital applications
3	Digital media that is appropriate and easy to apply	Generate applications that related to digital literacy based on websites and Android	Generate the understanding of: 1. How to open the application 2. How to run it 3. how to use it 4. How to maintain the application
4	Continuable the use of information technology and digital media	Create digital literacy modules as a guideline	Generate understanding of: 1. Function of the module 2. Utilize the modules

C. Third stage.

The final stage is evaluation and reporting: tend to find out whether the PKM implementation is running according to the program, monitoring and evaluation is carried out regarding program sustainability.

III. RESULTS AND DISCUSSION

A. Results

The implementation of community service (PKM) is based on the partner's problems Yuppentek I High School in Tangerang City on implementing web and Android-based digital literacy. Understanding digital literacy for both teachers and students is important because of the need for community competence to support the government's commitment to the industrial era 4.0 and even society 5.0.

Schools are expected to play an active role in preparing them regarding developments in information and communication technology. The real form that peoples use the most is social media on digital platforms. Almost all people have social media accounts, especially teenagers (school age). Some even have more than one account on the same social media platform. Even though digital media is very familiar and embedded in everyday life, its use and utilization require expertise to avoid crime and actions that harm oneself and others. the focus of some of these problems, namely:

1. Education and understanding about digital literacy, especially what can and cannot be done when using digital media. This includes an understanding of digital safety. One of the problems that arise in society, including those faced by teenagers, is lack of understanding how to use digital media safely and using it positively.

2. Increase the positive use of digital technology. Responding to various forms of negative impacts from digital media. Several developers have developed applications to check and control the use of digital technology. Unfortunately, it is not familiar yet among the public, including teenagers. Therefore, in this PKM, sharing knowledge by introducing to several existing applications to open participants' insight and understanding.

3. Responding to the lack of understanding and the use of these applications, website and Android-based applications need to be managed by teachers. It is hoped that making this application will make it easier for teachers and students to get appropriate and needed information correctly.

4. To ensure the understanding and success of the program, ongoing educational facilities are needed as a guide and evaluation of understanding that are easy to learn and accessible for users, especially high school students. This guide and evaluation, in the form of a module, is easy to read. This guide is also a form of continuity activity, and that the achievement of its output targets can be measured.

B. Solving Activity

The initial activities carried out at PKM require two types of expertise to help solve partner problems. The type of expertise is about digital literacy as a social aspect in digital media and information technology expertise regarding the generating and the use of web-based digital media and Android applications. Meanwhile, to solve all partner problems in SMA Yuppentek 1 Tangerang, so that it meets the partners' wishes, synergistic collaboration between experts is needed in solving problems. The solutions offered include education (sharing knowledge), website and Android-based digital media creation as well as digital media training about the application that has been created by Budi Luhur team. In this case the Budi Luhur team is responsible for the entire process of implementing PKM activities, from education (sharing knowledge) and understanding, training, mentoring to the evaluation stage. The method from the results of implementing PKM

activities will explain the stages or steps that has been taken in resolving the solutions offered to overcome problems at SMA Yuppentek 1 Tangerang. All activities are planned to be carried out within six months. PKM activities were preceded by preparations for the implementation of activities and outreach activities with teachers and the literacy team at SMA Yuppentek 1 Tangerang. Socialization activities are carried out with the aim of informing the methods and scope of material that will be delivered to students regarding digital literacy, the activity agenda, activity objectives, and the parties involved.

This socialization activity also seeks agreement with the SMA Yuppentek 1 Public and Student Affairs Division and the school's Literacy Team about the implementation schedule, material which delivered and the evaluation techniques. The first solution to the problem is digital literacy education. This education is carried out in the form of socialization. This solution is based on an understanding of digital literacy which is understood as the ability to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a well, wise, intelligent, careful, precise, and law-abiding manner. to foster communication and interaction in everyday life. Understanding includes what can and cannot be done in utilizing digital media. It was agreed that the socialization would be held on Wednesday, August 30, 2023, from 08.00 to 12.20 WIB at SMA Yuppentek 1, Tangerang with class 12th participants. Meanwhile, the following activities would be carried out flexibly with the school literacy team as the driver of literacy activities, especially those related to creating websites and Android applications as well as training for literacy teams.

Other activities related to the preparation and completion of PKM activities include the following:

1. Preparing the location for PKM socialization activities and time allocation. This preparation was carried out considering the number of participants consisting of 9 (nine) classes and considering that there were teaching and learning activities at the same time.
2. Preparing material to be delivered in the form of digital literacy by focusing on digital security both as an individual and communally.
3. Preparing evaluations to determine students' first understanding of digital security, understanding of the material and final understanding after material delivery and re-understanding of the material.
4. Preparing games related to the material and case examples as parameters for participants' understanding of the material.
5. Coordinate with the student team who will help carry out activities as a facilitator for implementing activities.
6. Preparing a digital literacy module, as a guideline regarding the use of websites and applications, a short guide to digital literacy and digital media and several materials that will be uploaded to the generated website and applications.

This preparation stage involved the literacy team from SMA Yuppentek 1, Tangerang so that it was in line with the needs. The complete module is taken from the Ministry of Communication and Information (Kominfo) digital literacy module. The short module is a summary including digital media security guidelines and procedures, reporting steps and ethical guidelines.

C. Implementation of Activities

The first activity is in the form of sharing knowledge and understanding about digital literacy, especially what can and cannot be done in using digital media. This includes an understanding of digital safety carried out on the appointed day, Wednesday, August 30, 2023. Before the activity started, the team was invited to review school activities considering that it was still a new school academic year. The school conducts basic leadership and national defense training for new students in 10th grade, as well as paving the way for digital literacy activities.

Considering the existence of learning activities in class and room capacity, the implementation of digital literacy education is divided into 2 (two) sessions, namely at 08.00-10.20 and 10.40-12.20 WIB. The first session was attended by 5 groups of grade 12th (twelfth) from 12.V, 12.VI, 12.VII, 12.VIII and 12.IX at the Vidya Loka Hall. Meanwhile, the second session was held in a large meeting room. The activity immediately started with an introduction from the PKM Team and began with an ice breaking guided by the student team. Ice breaking game related to literacy and is a form of participants' empirical understanding of literacy. The activity continued with sharing knowledge by delivering the digital literacy material by the PKM Team, Anggun Puspitasari, as can be seen in the Figure 2, with the title "Protect before Connect". The material emphasizes awareness of security in digital media, what can and cannot be done in digital media. Tricks and tips to avoid digital crimes and the bad effects of digital media addiction. In general, participants including students and teachers have more than one social media. Students who are Gen Z are already used to digital media, and they even seem to be unable to separate themselves from digital media.

Figure 2. Material Delivery and Ice Breaking Activities in the First Session in the Vidyaloka Hall

Daily use of digital media makes it difficult to differentiate between reality and virtual media. This

phenomenon is often part of the beginning problems in interactions on digital media. The more interactions in digital media, the more problems arise from social media activities. This reality is proven by several questions asked by students, both during material delivery activities in the forum and outside the forum. In fact, the school, represented by teachers, hopes that there will be further activities related to digital literacy. Some students experience problems that start from interactions on social media. Meanwhile, they often don't find the right place to ask questions regarding this condition.

The activities above, answered the first and second problems, regarding the misuse of digital media and the variety of digital media that have not been utilized properly. At the first activity a as can be seen in the Figure 3, questionnaire was also presented by the PKM team to both students and teachers to determine the participants' basic understanding of use and utilization.

Figure 3. Question and answer session

Based on the summary of answers, it shows that overall, the participants understand digital literacy, in fact 39.7% really understand the material provided. This can be seen in Table 2 in the details of follow-up questions related to the application of this understanding. The percentage of participants' answers to questions number two to ten were all above 50%, this shows that this understanding is not just literacy, but has become part of everyday life in acting on digital media.

Table 2. Basic understanding of digital media use

No	Question	Answer			
1	After taking part in digital literacy, do you really understand the importance of digital literacy?	39,7% Strongly Clear	60,3% Fairly Clear	0% Poorly Clear	0% Not Clear
	Question	Yes		No	
2	Can you differentiate between hoax and real news?	98,3%		1,7%	
3	Do you know how to report fake news?	93,9%		6,1%	
4	Do you check the veracity of the information you receive on digital media?	93,9%		6,1%	
5	Have you ensured two-way verification on your device	84,3%		15,7%	
6	Do you delete data before reselling the device	88,7%		11,3%	
7	Do you understand the use of OTP?	89,6%		10,4%	
8	Do you regularly delete history on digital devices?	74,6%		25,4%	
9	Do you log out regularly after using the application?	53%		47%	
10	Do you always confirm the URL of the site you visit?	90,4%		9,6%	

This questionnaire is the first condition of participants regarding digital literacy. Next, further evaluation will be carried out to determine changes in the condition in participants' attitudes and understanding of digital literacy.

The next activity is to answer the second problem. The need for digital media that is suitable and easy to apply. This activity can only carry out a progress demo on Wednesday, October 4, 2023, because the website is not yet ready. The progress demonstration was held in the large meeting room at 10.00 WIB which was attended by Mr. Mohamad Alamsah S. Kom as a student affair at SMA Yuppentek 1 Tangerang, Mrs. Cindy Permatasari, SS., a representative from the IT team and Mrs. Riska Novita, S. Hum. from a representative of the literacy team. This activity is also to obtain input from the literacy team and IT team of SMA Yuppentek 1 Tangerang regarding the need to support the implementation of school literacy.

The school literacy team was formed in August 2023. This is the team in the school which formed to overcome digital literacy needed. The existence of the PKM team activities really helps the school, especially the literacy team in carrying out its duties. The school's target plan for literacy until 2024 is still at the familiarize condition. This plan is in line with the PKM Team program. The website which is developed by the team will be managed by the school literacy team and will be monitored by teachers. Since it was formed, the school literacy team still uses Google Form (g-form) which is shared via WhatsApp group at the first session subject class as literacy activities. Literacy activities are carried out every day which include

reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, cultural literacy, and financial literacy. To be noted that the learning model at SMA Yuppentek 1 Tangerang is "moving class" based on specialization. So that classes and teachers are adjusted to student interests. This method is applied to grades eight (VII) and nine (IX). With this method the teacher does not only focus on one class as homeroom teacher. This method facilitates the teacher's role in monitoring students in understanding digital literacy. The digital literacy website as can be seen in the Figure 4 developed by the PKM team is a type of knowledge management system (KMS) and e-learning. This website is also planned to be a discussion forum, sharing information, and implementing school literacy programs.
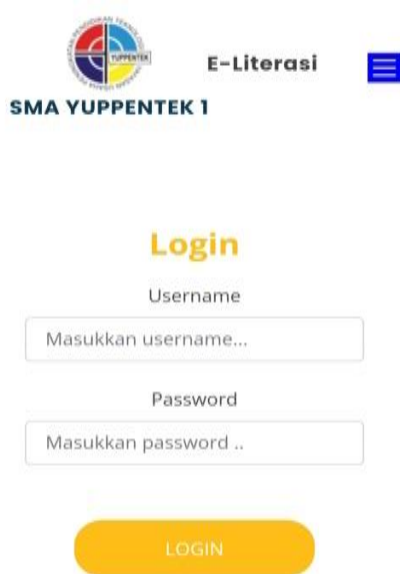

Figure 4. Digital Literacy Website developed by the PKM Team

Teachers and students can interact on this website as a media for discussion and information forums. Students can communicate about existing problems or phenomena related to digital media, such as confirming news about school assignments, news circulating on social media, including discussing other things that are of concern both within the school environment and related to students. Furthermore, as can be seen in Figure 5, as the name, "E-Literasi" this media functions as school literacy education. The school literacy team upload a form that teachers and students must fill out regarding the school literacy program topic.
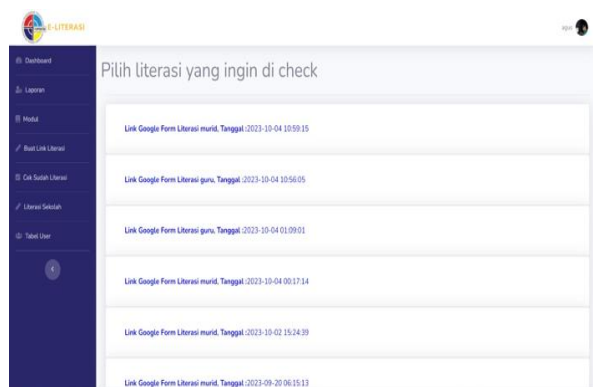

Figure 5. Link literacy menu at Digital Literacy Website developed by the PKM Team

Referring to figure 5, after the school literacy team, as the website admin, uploads the Google literacy form link, so the teacher and students fulfilling the form as specified date and time. Next the website admin will check the forms that have been completed. Through this digital literacy website, teachers and schools are helped in monitoring and evaluating students' understanding of digital literacy. In general, it also facilitates the performance of teachers in educating synergistic with parents and guardians.

Generating applications based on website and Android as a solution to increase understanding of digital literacy for both students and teachers. This application is also a form of control and learning media and evaluation of literacy achievements. The applications that are developed and managed by the school literacy team differentiate from other existing applications. Based on a knowledge management system, this application is devoted to students and teachers at SMA Yuppentek 1 Tangerang. This is in accordance with the school's vision and mission to prepare the generation for the industrial era 4.0 and even society 5.0. As a school with driving teachers (Guru Penggerak), this application is a forum for the school literacy team which was formed in August 2023.

Generating the applications will be easier for school literacy teams to achieve the goal of increasing understanding of digital literacy, including reading and writing literacy, numeracy literacy, scientific literacy, cultural literacy and financial literacy. So, this application is designed for teachers and students considering the need to improve literacy understanding of both.

The social humanities focus point was chosen that to increase understanding of digital literacy requires changes in attitudes and behavior. Therefore, literacy is carried out every day as habitual activity before learning in the class begins. This change requires information system media to support in attitude change. This program was effectively carried out over 8 months from preparation, implementation, evaluation and reporting. However, the school will continue to implement the programs to increase digital literacy by utilizing applications that have been developed. Cheating by students in conducting on literacy habits is a challenge for the program, especially in controlling the work process. Did the students do it by themselves or cheated. It becomes an obstacle in

measuring the level of understanding qualitatively. To overcome the obstacles, the school has planned another program as a form of measuring digital literacy achievements qualitatively such project by learning.

IV. CONCLUSION

The advancement of information technology, particularly social media, has remarkably streamlined the fulfillment of human needs. Yet, amidst this progress, inherent limitations and disparities in access create avenues for irresponsible actions, adversely impacting society. As stewards of technology, individuals bear the responsibility to wield it for constructive purposes. High school students, particularly teenagers, stand as active participants in this digital realm. Equipping them with an understanding of the positive potential of digital media is pivotal for nurturing their capabilities and enhancing their overall quality. The pivotal role of educators, especially in schools, becomes increasingly imperative given the swift evolution of digital interactions and information. Digital media serves as an invaluable educational tool, complementing traditional learning methods. By harnessing digital literacy and E-Literasi applications, teachers can play a crucial role in elevating students' comprehension of digital literacy, fostering a generation adept at responsibly navigating the digital landscape. Future endeavors should explore innovative methods to integrate digital literacy seamlessly into educational curricula, ensuring comprehensive and continuous development in this vital area. Other future work will focus on research into the use of the develop application such as statistical analysis regarding the number of downloads, participation rates, and the future usage to gain valuable insights into the acceptance and effectiveness of the application in the field.

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