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Youth's Digital Literacy in the Context of Community Empowerment in an Emerging Society 5.0

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ABSTRACT

The purpose of this study is to determine the level of digital literacy among the member of youth organization (commonly called Karang Taruna) of Cicau Hamlet, Gadobangkong Village, Ngamprah Sub-district, West Bandung Regency, West Java Province, Indonesia, focusing on the use of the Internet in the context of community empowerment in the fields of self-development and economy. Case study methodology is employed, with data gathering approaches consisting of in-depth interviews, documentation studies, and observations of fifteen (15) Karang Taruna member informants. The findings of the study indicate that: The youth digital literacy in computer operation and Information and Communication Technology (ICT) abilities in the internet area are fairly strong, but there is still opportunity for improvement through enhancing infrastructure for stable internet connections and educating youth about the most recent ICT advances. When it comes to creating digital products in a variety of formats and models, youth have a low degree of digital literacy. This is due in part to a lack of imagination and creative thinking skills among digital content creators. Youth require continual training to increase their digital literacy and ability to create various types of digital material, which will contribute to the expansion of Indonesia's creative economy sector. Youth digital literacy must be improved in terms of their ability to collaborate in the digital space, and education about collaboration must be conducted in accordance with digital

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ethics and security so that the youth of the Indonesian nation can collaborate with respect and remain safe from cybercrime. Youth still lack the digital literacy necessary to pick and filter legitimate and hoax-free content. Digital literacy pertaining to the ability to use digital technology for youth economic empowerment is included in the category of lacking because youth are still not literate and digitally proficient in using digital technology to increase income, raise their economic level through business opportunities in the digital space, and use digital wallets for sales transactions. Youth digital literacy in relation to self-development is also still weak and must be focused to add insight into access to information in the digital realm for career development and self-potential. As well as the usage of communities that are favorable to youth growth and self-healing. This study recommends intensive training and assistance for youth in digital content creation, as well as financial literacy education related to capital management and digital-based creative economy business opportunities.

Keywords: *Community Empowerment; Digital Literacy; Society 5.0; Youth*

1. Introduction

The rapid advancement of technology and knowledge can present an opportunity for social progress. Key to economic progress, social development, and youth empowerment may be rational use. However, technology and information do not always have a beneficial effect, and the growth of technology and information infrastructure has not yet reached all sectors of society, particularly the younger generation. Because the application of effective technology and knowledge can facilitate the youth empowerment (Sugiono, 2020). Currently, the development of Information and Communication Technology (ICT) requires the collaboration of all stakeholders. This event has both positive and negative effects on the lives of individuals. However, these effects can be mitigated by the community itself; for instance, by studying and employing these innovations in daily life, many positive effects will be realized, including the facilitation of research and the dissemination of information, as well as the acceleration and simplification of work. In fact, however, the use of ICT in people's everyday life has not been effectively implemented. The quick diffusion of knowledge is a significant challenge in digital age. The quick flow of information contributes to the propagation of erroneous information within a community. It is unquestionably difficult for Indonesians, particularly young people, to be digitally educated and sagacious in their use of technical advancements while avoiding fake news. Digital literacy is the capacity to comprehend and utilize digital information effectively and efficiently in a variety of contexts, such as academics, careers, and daily life (Chotimah & Sutarman, 2020; Nurhayati & Falah, 2020; Todd & Medina Jr, 2019; Winarti et al., 2022). Digital literacy in society is the use of technology in communicating and distributing information through educating the public with the use of technology in the network so that

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individuals are savvy in their technology usage. Communication devices have evolved into gadgets that offer not only telecoms capabilities but also data access.

In the era of transition to the information society, the growth of virtual social networks is the next step. The Indonesians then built a network for sharing information regardless of location or time. In reality, however, there are still a great number of people who are illiterate, which causes them to encounter many barriers when attempting to carry out daily tasks. Digital literacy exists within society to provide insight into how we might progress in the face of technology advancements in Industry 4.0 (Nurhayati, 2021; Nurhayati et al., 2022; Sugiono, 2020). There are four fundamental elements of digital literacy. The first is an understanding in which people are capable of implicitly or overtly comprehending the information offered on the Internet as a means of communication. There is then interdependence and complementarity between the supplied information. There is also a social component, and the final component is curation, or the community's capacity to access, comprehend, and preserve information that will be processed as a positive message. This demonstrates that the younger generation must enhance their digital literacy in order to avoid becoming passive users of digital technology. This is why youth need digital literacy to empower themselves. Based on the description of understanding digital literacy for youth provided, it is required to conduct additional study on the knowledge and understanding of digital literacy in the context of youth empowerment. The significance of this study is anticipated to be the ability to show data on the degree of digital literacy among adolescents, specifically in West Bandung Regency, in the context of community empowerment in the emerging Society 5.0 period, and to offer future strategies to promote digital literacy for youth in Indonesia.

2. Literature Review

2.1. Youth Digital Literacy

Digital literacy is the capacity to comprehend and utilize information from many computer-accessible sources. In the realm of technology, particularly information and communication, digital literacy relates to the user's proficiency (Bawden, 2001). The capacity to utilize technology as effectively as possible to facilitate pleasant connections and communication. Digital literacy is a means of enhancing abilities and comprehension in a variety of areas so that digital devices can be utilized appropriately and optimally in a variety of domains, including study, work, and daily life (Nurhayati & Falah, 2020). Youth is an aspect of existence that has a regenerative effect on the lives of individuals. Moreover, younger generation play an essential part in the transformation of this nation and country because they are responsible for influencing the goals and objectives of change in decision-making, have ideas for development, and play an important role in the transformation of nation and country. An Individual with high levels of digital literacy is not just capable of operating technologies, but also of using digital media responsibly (Nurhayati et al., 2022; Saribanon et al., 2020). The relationship between digital literacy, information literacy, and digital media literacy is close. According to Nurhayati (2021), there are several essential components of information literacy: 2) Information processing skills, including sources of information, assessment criteria, briefing methods, manipulation techniques, and presentations. According to Majid & Nurhayati (2020), information literacy is a form of education. It is conducted in order for students to become lifelong learners.

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2.2. Community Empowerment in an Emerging Society 5.0

Society 5.0 is characterized as a human-centered society that achieves a balance between economic advancement and the settlement of social issues through a system that tightly integrates cyberspace and physical space (Fukuyama, 2018). It is very simple and inexpensive for humans to communicate with one another via cyberspace. Using various forms of social media, cyberspace may always alter people's perspectives. As a result of the existence of society 5.0, humans are trained to effectively integrate their lives in the virtual world and the actual world, resulting in harmony that has a positive effect on the quality of human life. The development or lack of economic activities will have a significant impact on the social life of the community; this is the emphasis of Society 5.0, which seeks to combine online and the real world. Life Especially in the lives of millennials and Generation Z, the virtual world of today has become an integral aspect of every individual's life. Originating in Japan, the notion of Society 5.0 enables us to apply modern science (AI, robots, IoT, etc.) to human needs. This philosophy aims to build a society in which people actually enjoy life and are at ease. Society 5.0 was established as a response to the Industrial Revolution 4.0, which was thought to degrade humanity, and was inaugurated on January 21, 2019.

The young of today, who are members of the millennial generation, face obstacles in Society 5.0; therefore, it is important to focus on the role of the millennial generation in the future development of the nation.

In general, Society 5.0 refers to a populace that is capable of resolving a variety of challenges and societal issues by employing innovations and new achievements from the era of the fourth industrial revolution, such as the Internet of Things (IoT), Artificial Intelligence (AI), and Big Data. Society 5.0 leans more towards artificial intelligence, which may aid people in the field of technology and will have a greater capacity to accomplish or analyze something with the assistance of robots, easing heavy work such as analyzing information on a vast scale, which can shorten a job. With the presence of Society 5.0, a new innovation from the industrial revolution, Connected systems in cyberspace are the optimal results that have been obtained from the combination of artificial intelligence and big data technology, which can make the impossible possible in the fields of industry and society.

Community empowerment is the process of awakening the latent potential of individuals, groups, and their environment through the provision of encouragement, awareness of their latent potential and capacity, as well as the management, development, and implementation of various existing programs geared toward effective and life-improving community change (Halawa et al., 2019; Hasan & Nurhayati, 2012; Nurhayati et al., 2021). Every civilization has norms and rules that are collectively agreed upon by its members. The presence of strangers on a certain region must take into account the ethics, customs, and norms of that culture.

In order to increase community welfare, it is necessary to empower local potentials, such as environmental circumstances, human resources, natural resources, and community culture, as well as everything that sustains human life. The employment of information technology can aid in the empowerment of the community. Inevitable is the application of digital information and communication technologies to affect community empowerment. The transition from analog to digital technology is tremendously beneficial for expediting labor and information. However, in addition to the gained benefits, there are challenges to the application of digital technology; hence, digital literacy in community empowerment is crucial (Nurhayati & Falah, 2020).

In the context of community empowerment based on local potential, information and communication technology is used to cultivate people's creativity; for instance, digital applications for data-based and their creations, such as Microsoft Office, Macroflash, and

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Lectora, are utilized for presentations. It can also promote collaboration, for instance by utilizing social networking online apps such as Instagram, Tiktok, Facebook, Twitter, etc. Facilitating communication through the use of Instagram, e-commerce, e-mail, and e-courses that allow community members to communicate with each other, facilitators, leaders, and even stakeholders who tend to aid the academic and non-academic process. Information technology also functions as a learning medium, allowing facilitators and community members to deliver presentations and study independently by using websites and multimedia programs that, for instance, can be used in virtual reality, augmented reality, or fixed reality.

3. Research Methodology

This study was carried out in West Bandung Regency between September 22, 2012 and January 23, 2023. This study used the qualitative approach of case studies to analyze in further depth the primary concerns about youth digital literacy within the framework of community empowerment. a case study is an empirical study that analyzes phenomena in real-world contexts where the borders between phenomena and contexts are not clearly discernible and uses information from multiple sources (Sugiyono, 2019). Among the data collection methods employed were observation, in-depth interviews, documentation, and combination/triangulation. 15 members of the Karang Taruna (Youth Organization) in Cicau Hamlet, Gadobangkong Village, Ngamprah Sub-district, West Bandung Regency have been chosen as informants based on certain characteristics that are consistent with the purpose and objectives of the study. The informants age between 17-27 years old, consists of 6 male and 9 females. Data analysis entails organizing data, laying it out in units, doing synthesis, structuring it into patterns, selecting which ones are significant and worth studying, and generating conclusions.

4. Results and Discussion

4.1. Results

4.1.1. Youth Digital Literacy Related to ICT Ability

According to the findings of interviews and observations, all informants said that their smartphones had a 4G internet connection that worked effectively. The majorities of respondents have adequate computer operation skills and believe they understand how to use a computer for a variety of reasons, including typing and learning-related tasks. Only three out of fifteen respondents claimed to be unable of using computers due to a lack of facilities. When asked about their ICT literacy on internet, the majority of informants indicate that they are proficient. Only four of the fifteen respondents said that they lacked ICT skills on internet.

4.1.2. Youth Digital Literacy Related to Digital Content

Fifty percent of informants are unable to create products in a variety of formats and models using digital technology. They acknowledge that they lack the necessary creative thinking skills to produce a range of digital products. Only four respondents answered "competent" in regards to the ability to think imaginatively when developing a variety of digital content. In contrast, the majority of respondents stated that they lacked the ability to think creatively in order to produce a range of digital contents. Only 30% of respondents stated they had the ability to guarantee security when developing with digital technology, whilst 70% indicated they do not. Six of fifteen respondents indicated that they did not consider security when creating with digital technologies.

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4.1.3. Youth Digital Literacy Related to the Ability to collaborate in the Cyber Space based on Cyber Ethics and Security

The majority of respondents indicated that they are able to effectively participate in cyber spaces such as WhatsApp groups, Facebook groups, and Telegram groups. Only one respondent indicated they lacked sufficient in digital participation skills. 70% of respondents claimed they had sufficient ability to use digital media features to interact effectively in cyber space, while 30% felt they were less capable of communicating using digital technology media. However, when asked about their ability to express ideas in order to interact in a secure and ethical manner in cyber space, only 30% of informants said that they had adequate competence. Seventy percent of respondents stated that they lacked the skills and understanding of digital ethics and security necessary to communicate their thoughts in cyber space. Similarly, 60% of respondents stated that they cannot comprehend the audience in the digital realm. The remainder responded that they were able to comprehend the audience demographics in the few WhatsApp groups with which they were familiar, such as groups for school alumni or groups connected to their hobbies. 70% of respondents admit to being severely weak in the ability to guarantee security when interacting with digital technologies. 7 respondents indicated that they did not understand the ethics governing the distribution of information on social media, whereas 8 respondents indicated that they did understand the ethics governing the distribution of information on social media, such as requesting permission from the copyright holder or content creator prior to reposting or disseminating the content. According to ethics and security, 30% of informants never read the details of the message before disseminating it on social media, while 70% of informants responded that they always read the message in detail before distributing it. Seven out of fifteen respondents indicated that they were able to contribute while dealing with material in the cyber space, including editing, making positive and valid remarks, and validating information in the cyber space.

4.1.4. Youth Digital Literacy Related to Ability to Distinguish between Valid and False Information

Only five out of fifteen respondents were able to search the cyber space for information. Moreover, 70% of them admit that they lack the necessary skills to locate information in cyber space. 70% of informants claim they do not know enough about how to obtain and sort data in information search engines, whereas 30% of informants say they do. Similarly, 70% of respondents stated they were unable to select material accurately from social media or cyber space. In terms of the ability to evaluate while dealing with material in cyber space, seven of the informants admitted that they already had sufficient insight, while the remaining nine thought they lacked sufficient insight. Eight informants responded that they had appropriate critical thinking skills when dealing with material in cyber space, while the remaining seven claimed to have none. 70% of respondents stated that they did not comprehend the consequences of failing to verify digital information; only 30% of respondents stated that they comprehended the consequences of failing to verify digital information, namely falling victim to hoaxes and receiving invalid and misleading information. 9 respondents stated that they were aware of the negative impacts of using digital media that were inconsistent with digital ethics and security, such as criminal law related to defamation and criminality such as fraud and other cybercrimes, while 6 respondents stated that they were unaware of these negative impacts.

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4.1.5. Youth Digital Literacy Related to Ability to Use Digital Technology for Economic Empowerment

Nine respondents indicated that they were able to use digital technology to boost their income, whilst six others stated that they were unable to do so. They use digital media to increase their income by: 1) selling their own photos; 2) promoting products through digital media; 3) creating groups on social media to sell or creating marketplace accounts; 4) researching other businesses; 5) becoming dropshippers; and 6) making social media the primary promotional medium for promoting the products they sell. Six respondents indicated that they had not used digital media to expand their networks and discover business opportunities, whereas nine respondents indicated that they had. All respondents claimed to be quite familiar with numerous marketplace programs, including Shopee, Tokopedia, Lazada, TikTok Shop, Facebook, Blibli, eBay, Bukalapak, and Zalora. However, only 9 respondents were able to access digital wallet applications, marketplaces, and digital transactions in an ethical and secure manner, while the remaining 6 respondents were unable to do so. All respondents stated that they are accustomed to using digital wallet applications like OVO, DANA, Shopee Pay, QRIS, and LinkAja, particularly for purchase transactions at marketplaces, ready-to-deliver food orders, e-toll payments, interbank money transfers, non-cash food payments at restaurants, and payments for routine needs such as credit purchases. All respondents reported that their digital wallets are not frequently utilized for sales transactions on online marketplaces or social media platforms. These young adults use digital wallets 2-3 times per week on average, and some use them daily. Regarding business capitalization, all respondents responded that they had never utilized online business capital loans.

4.1.6. Youth Digital Literacy Related to Ability to Use Digital Technology for Self-Development

Regarding self-development, nine respondents reported that they were able to access material that was valuable to their self-development, whilst six respondents indicated that they were not yet able to do so. Eight respondents have used digital technology to get skill-enhancing trainings, whereas seven have never done so. According to respondents, they used digital technology to develop themselves by: 1) accessing tutorials that can provide a virtual material experience; 2) participating in multiple online trainings; 3) exploring the latest information related to self-development; 4) sharing information related to self-competence so that many experts invite them to collaborate; and 5) participating in webinars.

4.2. Discussion

4.2.1. Youth Digital Literacy Related to ICT Ability

Based on the findings of study on young digital literacy about the capacity to operate computers and ICT abilities on internet, it falls under the category of "very excellent." Youth digital literacy will be adversely affected by a shortage of resources, such as internet connections, resulting from geographical constraints, restricted finances, and a dearth of devices. The better the internet connection, the more it will boost the degree of digital literacy of youngsters in computer operation and ICT abilities on internet. In addition to boosting internet connectivity, ICT capabilities can be enhanced by continuing to educate adolescents about the use of ICT and the most recent ICT advances. Digital literacy interventions such as mobile phones, mobile health tools, media exposure, access to the internet, internet-based educational strategies, and social media exposure are effective in empowering adolescent girls to access health services and information as well as improving their access to educational resources.

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However, there is inconclusive evidence about the efficacy of digital literacy to improve youth's access to financial services and economic empowerment (Meherali et al., 2021). The empowerment through improving youth's digital literacy related to computer operating knowledge and internet ICT skills has become extremely vital (Novanana, 2022; Nurhayati, 2021; Nurhayati et al., 2022; Nurhayati & Musa, 2020).

4.2.2. Youth Digital Literacy Related to Digital Content

According to the study's findings, youth digital literacy in relation to digital content creation is still severely insufficient. Youth are not yet digitally literate, particularly in terms of inventive and creative use of digital technology to create digital content in a variety of models and formats. This indicates that Indonesian youth must increase their digital literacy and digital abilities in order to create digital material that can contribute to the nation's creative economy. Innovation resulting from human creativity is the most important factor for the growth and development of the digital content sector, so that it can continue to release unique products through many efforts such as digital marketing literacy and other educative socialization for improving youth's empowerment (Juliasih et al., 2022; Musa et al., 2022; Nurhayati, 2020; Nurhayati et al., 2020). Consequently, it is crucial for young people to develop their creative and inventive thought processes. Youth's ability to create digital material can be enhanced by a number of means, including: 1) active on social media, 2)exploring the new ways in using social media platforms features, 3) exploring the success strategies of social influencers in creating innovative contents. The digital content industry is one of the industrial sectors believed to play a vital role in both enhancing economic growth and fostering social sustainability in an emerging Society 5.0 (Sugiono, 2020). Therefore, youth's ability in creating digital contents has to be improved sustainably.

4.2.3. Youth Digital Literacy Related to the Ability to collaborate in the Cyber Space based on Cyber Ethics and Security

Although youth can already use the digital space as a place to express ideas, communicate ethically and safely, and actively participate in cyber space, they must direct these skills toward collaborating with digital audiences ethically and safely in order to develop themselves, maximize their potential, expand networks, contribute insights to advance the business, and engage in other positive activities. This culture of positive collaboration must continue to be conveyed to the youth for them to fully utilize their digital literacy for their self-development, the nation's, and the country's benefit. In addition, the research findings indicate that youth still require knowledge of cyber ethics and security when communicating and collaborating in cyber space (Revilia & Irwansyah, 2020). Etiquette and civility standards are crucial for communication, especially in digital media. The ethics of communication can be examined through a firm grasp of grammar, early instruction in good manners, the ability to comprehend, and a restraint on inquisitiveness concerning the privacy of others (Turnip & Siahaan, 2021). Cyber ethic and security awareness improvement are crucial for preventing Indonesian youth from becoming victims of cybercrime, receiving false information, or participating in the production of unethical comments, internet violence, and other undesirable behaviors.

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4.2.4. Youth Digital Literacy Related to Ability to Distinguish between Valid and False Information

The outcomes of this study indicate that youth digital literacy in terms of their ability to pick and filter information still needs improvement. It is also related to the analytical and critical thinking skills of young people, who are frequently less able to choose reliable sources of information. If social media users do not have excellent filters, they will be disoriented by the content, causing them to lose consciousness while enjoying the media (Silvana et al., 2020).

4.2.5. Youth Digital Literacy Related to Ability to Use Digital Technology for Economic Empowerment

The outcomes of this study indicate that youth digital literacy in terms of their capacity to use digital technology for economic empowerment is still inadequate. This is in line with Nurhayati et al. (2020) findings to make every effort needed to improve digital marketing literacy for marginalized society. Numerous young Indonesians remain consumers, unable to use technology to obtain access to a better economic level. Young people are familiar with digital wallets, but are not yet prepared to become active participants in trade and sales, remaining merely as consumers. Young must be trained to use digital technology as entrepreneurs or business owners, so that a growing number of youth can use digital technology for the economic empowerment of the nation (Kurnia & Astuti, 2017; Novianti & Riyanto, 2018).

4.2.6. Youth Digital Literacy Related to Ability to Use Digital Technology for Self-Development

Findings from this research indicate that youth digital literacy regarding the use of digital technology for self-development can still be improved by providing education on how to access information for self-development, access to communities that can provide a conducive atmosphere for youth self-development, access to information about youth career planning, and access to opportunities to solve personal problems that may hinder youth productivity.

5. Conclusion

The youth digital literacy in computer operation and ICT abilities on internet are fairly strong, but there is still opportunity for improvement through enhancing infrastructure for stable internet connections and educating youth about the most recent ICT advances. When it comes to creating digital products in a variety of formats and models, youth have a low degree of digital literacy. This is due in part to a lack of imagination and creative thinking skills among digital content creators. Youth require continual training to increase their digital literacy and ability to create various types of digital material, which will contribute to the expansion of Indonesia's creative economy sector. Youth digital literacy must be improved in terms of their ability to collaborate in the digital space, and education about collaboration must be conducted in accordance with cyber ethics and security so that the youth of the Indonesia can collaborate with respect and remain safe from cybercrime. Youth still lack the digital literacy necessary to pick and filter legitimate and hoax-free content. Digital literacy pertaining to the ability to use digital technology for youth economic empowerment is included in the category of lacking because youth are still not literate and digitally proficient in using digital technology to increase income, raise their economic level through business opportunities in the digital space, and use digital wallets for sales transactions. Youth digital literacy in relation to self-development is also still weak and must be focused to add insight into access to information in the digital realm for

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career development and self-potential, as well as the usage of communities that are favorable to youth growth and self-healing.

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