



LEARNING OF DIGITAL LITERACY FOR MEDIA FIGHTERS OF DA'WAH EDUCATIONAL INSTITUTIONS AL-BAHJAH CIREBON

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ABSTRACT

Every year, the trend of internet users in Indonesia continues to increase. However, the increase in internet use is accompanied by an increase in the negative impact of digital media on society. For example, the inability to distinguish between credible information and fake news (hoax). Unfortunately, most of the hoaxes circulating are information that has a wedge with religion. Therefore, Telkom University in collaboration with the Al-Bahjah Da'wah Education Institute (LPD) organizes da'wah digital literacy learning for media activists called media fighters. LPD Al Bahjah media fighters are students who manage broadcast media as a means of digital da'wah. Media managed to include YouTube, Instagram, and radio. The training through material presentation and interactive discussion on Digital Literacy Skills was conducted on-site in the LPD Al-Bahjah Cirebon area. Based on the results of observations during this program activity, the digital da'wah literacy learning activities for LPD Al-Bahjah media fighters have been helpful in increasing knowledge and understanding, improving the digital literacy skills of da'wah for LPD Al-Bahjah media warriors at the cognitive level.

Keyword: Digital Literacy, Religion Hoax, Media Fighters, Da'wah Educational Institution Al-Bahjah

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1. Introduction

The level of Indonesian internet users continues to increase every year. In 2019, the increase in internet users reached 8.9% (25.5 million people) from 2018. Internet penetration in Indonesia was 73.7% (196.7 million people) of the entire Indonesian population of 267 million people (APJII, 2020). Entering 2021, the percentage will increase to 78.6%, or to 202.35 million internet users in Indonesia (Bestari, 2022). The magnitude of internet penetration in Indonesia is not matched by the high index of information and communication technology development (ICT Development Index). Indonesia occupies the 114th position in the world or the second-lowest in the G20 after India (Jayani, 2020). One of the ICT Development sub-indices that has the lowest score is digital expertise (BPS, 2019). This problem causes various negative effects such as the massive spread of hoaxes.

Based on the data, the most prominent hoax issues are politics and religion, followed by health issues. These three hoax issues are intertwined, as stated by Samsudin, Chief Editor of the Islamic Guidance Journal of the Ministry of Religion in a seminar (Assifa, 2021). Islamic boarding schools as educational institutions have an important role in fighting and preventing hoax issues related to religion or hoaxes in general because basically all kinds of hoaxes are contrary to religion.

The fear of religious hoaxes was also felt by the media fighters of the Al-Bahjah Educational Institute (LPD) Al-Bahjah Cirebon. Based on the results of discussions conducted by the Telkom University PKM team with the leaders of media fighters, religious hoaxes always occur and require special responses. If it is not immediately prevented, it can cause negative issues that drag on in the community. Media content to counter hoax issues also received the highest attention, marked by the number of viewers. Media fighters have a significant role in providing education regarding hoaxes to their people. Therefore, recognizing and understanding digital literacy skills is urgent for the Al-Bahjah LPD media fighters.

The Al Bahjah Da'wah Educational Institution (LPD) is one of the religious institutions that actively spreads da'wah through digital media such as the @albahjahtv Instagram account and the Al-Bahjah TV Youtube channel. Their social media accounts are managed professionally by Al Bahjah students who are known as Media Fighters.

The number of followers of the two accounts is quite high, namely 82K followers on Instagram and 2.93 subscribers on Youtube. This makes Al Bahjah have great potential as an influencer for citizen groups in warding off hoaxes, especially those with religious themes, through da'wah on social media. By understanding digital literacy skills, it is hoped that media warriors can recognize, respond to, and design media messages to counteract religious hoaxes that are effective and massive.

2. Methodology

Based on the problems and achievement of goals, the PKM team emphasizes digital literacy learning on understanding concepts, how digital literacy skills can be used as a solution in countering religious hoaxes. The digital literacy skills provided refer to the Jenkins digital literacy model (2009) with eleven new media/internet literacy skill points (starting from the ability to access, simulation, analysis (verification and evaluation), appropriation, cognitive intelligence, transmedia navigation, negotiation, participation to with collaboration).

Discussions with the question and answer method were carried out after the material presentation session. This session was conducted to contextualize the material for media production activities carried out by media fighters. During the process of delivering

materials and discussions, observations were made to measure the success of achieving program goals. In addition, participants filled out a questionnaire to measure participant's satisfaction in participating in the program.



Figure 1. Documentation of da'wah digital literacy learning for the LPD Al-Bahjah media fighter.

In order to complete the understanding of the concept of digital literacy skills to build critical thinking skills, practical skills material sessions are also provided. There are three other materials given, namely optimization of ABTV broadcast content production management, public speaking, and optimization of social media management. In addition, the Telkom University PKM team also held a sharing session with the leader of the Al-Bahjah Islamic boarding school, namely Buya Yahya. In the sharing session, there is an ongoing elaboration of opportunities for collaboration between the Telkom University PKM team and LPD Al-Bahjah.



Figure 2. Documentation of the PKM Team sharing session with Leader of LPD Al-Bahjah Buya Yahya

3. Results and discussion

3.1. Results

In its implementation, 42 media fighters actively participated until the end of the session. Their responsibilities as media warriors are social media admin, ABTV creative team, graphic designer and editor, PR, IT staff, EO team, Radio Qu team, marketing, media operations, music arranger, programmer, and BMT. The following is a presentation of the main points of the digital literacy skill material presented:

First, is the concept of playing in the digital realm, including how to express yourself as a media warrior. This material emphasizes understanding the ways/strategies so that media warriors can become problem solvers in the digital era.

Second, Simulation, This skill demands that media warriors can learn more from the all-new digital world by conducting various experiments that can become provisions for media warriors. The third is Performance, namely the ability to adopt an alternative identity in improvising and discovering.

Fourth Appropriation, namely the ability to taste and re-mix media content in a meaningful way. The presence of various digital media content must be able to be utilized by media fighters to provide education to the public. Fifth, Multitasking, how is the ability of media fighters in observing the digital environment so that they can become objects and fields of da'wah if there are things that are contrary to religious teachings.

The sixth is Cognition Distribution, namely the ability to interact with tools or applications so that they can expand the network and build the capacity of Al-Bahjah media fighters. Using a variety of applications can broaden the audience and field of da'wah.

Seventh Collective Intelligence, namely the ability to collect knowledge and compare the results of thoughts with others for a common goal. Al-Bahjah media fighters must be able to fuse with the intelligence of other users so that the da'wah carried out is grounded and can be understood by the audience.

The eighth assessment (judgment), is the ability to evaluate sources of knowledge or information. In this context, the media warrior's critical thinking skills are needed to select any information that will be conveyed to the audience. The ninth Transmedia Navigation, namely the ability to explore various da'wah media about an issue in a variety of digital media.

The tenth network (networking), namely the ability to search, synthesize and disseminate information through various channels on digital media so that the da'wah carried out by media fighters can be carried out massively. The eleventh is negotiation, namely the ability to respect differences. So diverse values and understanding in the digital world, media warriors must also understand this diversity so that it becomes a value in preaching.

After all the material was given, a discussion session was held to sharpen critical understanding and practical skills in more specific media production.

3.2. Discussion

The results of observations during the PKM process show the conclusion that the play skills (functional) of the Al-Bahjah LPD media fighter are very good, this can be seen from specific questions such as the concept of making short films, video editing technology, music video launching strategies and The best timeline for major event publications. These questions indicate mastery of technical skills in media content production. With all technical questions answered by the PKM team, an understanding of how to improve these skills to a higher level was obtained.

In skill performance, at first, the media warriors were not too confident in presenting themselves. This can be seen from discussions about public speaking skills, how to build closeness with the audience, how to overcome dependence on reading scripts, and also how to package content for veiled sisters. After getting answers from the PKM team, the media fighters got an understanding of how to dare to present themselves and be proud of the identity of the da'wah media fighters they have.

In the skill of appropriation, at first, the media fighter of LPD Al-Bahjah has not been much creative with cultural approaches and trends that are emerging in society. There is also the question of how to package hoax content so as not to offend certain parties. Regarding ABTV Instagram content with veiled speakers, solutions can be provided through appropriation skills by mixing and matching media content with culture and trends that are packaged based on the values of LPD Al-Bahjah.

In multitasking skills, the question arises about how to manage the time between activities as a student and the routines they have and their role as media fighters so that they can consistently make short films. Then the question of speaking skills when doing radio broadcasts so that the sentences that come out are in line with the content that has been thought out and planned. With structured answers regarding the stages of short film production and tips on mastering public speaking material, media warriors gain an understanding of multitasking skills.

In the distribution of cognition skills, collective intelligence, judgment, transmedia navigation, as well as negotiation skills, initially, these were the lowest skills possessed by media warriors. This is marked by many questions about the concept of content creation, especially in sudden situations, how to respond to unexpected events when doing public speaking, and how to create informative and interesting content. Weaknesses in terms of concepts that require a lot of media research and knowledge can be filled with structured answers from the PKM team. Mainly to expand the analysis of media content with high ratings.

In networking or networking skills, the PKM team provides technical answers regarding the creation of a timeline for publishing content/events, opening opportunities for citizen journalism from students to display creative content regarding daily activities at LPD Al-Bahjah, tips for collaborating with influencers/institutions/ public figures in promoting music videos on all media platforms, as well as how to build engagement through social media.

From the exposure of the observations, the media fighters of Al Bahjah have gained knowledge and understanding of digital literacy skills that have not been mastered. Through reciprocal discussions that occurred, Al-Bahjah media fighters have found solutions to the problem of religious hoaxes in particular and content development and media management in general, through understanding digital literacy skills.

Furthermore, the results of the satisfaction questionnaire following the PKM which were filled out by participants reached 90.5% on the answers agree and strongly agree.

Table 1. Recap of participant satisfaction results

Assessment of activities	Number of factors that matter				
	Strongly disagree	Don't agree	Neutral	Agree	Strongly agree
Activity materials according to the needs of partners/participants	-	-	3	23	16
The material presented is very useful	-	-	1	36	5
The implementation time of this activity is relatively appropriate and sufficient	-	13	7	22	-
The material presented is clear and easy to understand	-	-	-	36	6

The committee team provides good service during the activity	-	-	-	6	36
The community hopes that activities like this will be continued in the future	-	-	-	10	32
Total	0	13	11	133	95
Percentage		5,2%	4,4%	52,8%	37,7%
Total agree and strongly agree (%)		90,5%			

3.3. Output

The outputs of the program for Digital Literacy Learning Da'wah for LPD Al-Bahjah media fighters include two publications in the mass media, video documentation, and program scientific articles that will be published in the Telkom University Charity journal, and the continuation of collaboration between Telkom University and LPD Al-Bahjah.

4. Conclusion

The implementation of the community service activity "Digital Literacy Learning for Media Warriors LPD Al-Bahjah" was successful. From the results of observations, especially during discussions, it can be concluded that the goal of PKM towards understanding the concept of participants' digital literacy skills has been achieved. In the recap of the questionnaire on satisfaction with the implementation of PKM, the assessment of the media warriors who answered 90.5% for answers agreed and strongly agreed. The PKM team persona is also considered friendly and responsive. The suggestion in this PKM is the sustainability of the program by deepening the material (on each digital literacy skill) and assisting practical skills until they are mastered reliably by media fighters. Through periodical sustainability, it can be measured the increase in digital literacy skills of media warriors in critical areas through integrative research.

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