

## **EMPOWERMENT THE YOUTH KARANG TARUNA OF BLANTEN HAMLET IN DIGITAL LITERATURE SOCIALIZATION PROGRAM**

Ikrima Fadhilah\*, Ulul Izmi Iftirosiana, Irsyad Fauzan, Khaira Nadila, Nur Azizah,  
Luci Intan Sari, Nurul Aulia, Adelia Mamira, Abdul Ghoni, Rizky Surya Saputra,  
Andi Saputra, Ari Fakhruddin Akhyar

UIN Sunan Kalijaga Yogyakarta  
\*ikrimaf99@gmail.com

**Abstract** - Problems related to the use of online games have received a lot of attention from the wider community. Online games are games that can be played by many people at the same time over the internet. The results showed that adolescents are the most common age group who experience problems with the use of technology, such as the internet, smartphones and online games. As technology develops, awareness of the digital world is very necessary. The greatest potential that young people must have in today's digital era is the ability to use technology, so the main target of the graphic design training work program that is held is centered on the youth of Karang Taruna Dusun Blanten. It is hoped that with this training, Karang Taruna youth can use smartphones wisely or even produce works that are beneficial to the community.

**Keywords:** digital literacy, graphic design training, online game addiction, youth

## 1. INTRODUCTION

Digital literacy is knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, careful, precise, and law-abiding manner in order to foster communication and interactions in everyday life (Nusantara, 2020). In today's era of globalization, technology plays an important role in everyday life. Technological progress is growing rapidly over time where humans are required to be technology literate. Many youths of Dusun Blanten are found playing online games during study hours, instead of taking advantage of advanced technology, they are carried away by the game. Based on the hadith of the Prophet Muhammad SAW, the Messenger of Allah said:

نِعْمَتَانِ مَغْبُورٌ فِيهِمَا كَثِيرٌ مِنَ النَّاسِ: الصِّحَّةُ وَالْفَرَاغُ

The meaning: "Two blessings that many people are deceived in both, namely the pleasures of health and leisure." (Narrated by Bukhari, Tirmidhi and Ibn Majah).

Abdul Fattah bin Muhammad in *Qimatuz Zaman 'Indal 'Ulama* explains, the word "deceived" in this hadith means loss. Many people lose because of the pleasures of health and free time. There are people who are physically fit, but they seem to have no time to prepare for the afterlife because they are too busy with worldly life. There are also people who have enough time to prepare for the afterlife, but are physically unwell. In fact, if you have both, humans can use their time to worship and do good deeds.

Time is precious. Time is so precious, wasting it is the ultimate form of loss, even more dangerous than death. Ibn al-Qayyim Al-Jauziyah rahimahullah said that the meaning: "Wasting time is more dangerous than death, because wasting time will cut you off from Allah and the land of the hereafter, while death will only cut you off from this world and its inhabitants" [Al-Fawaid case 44]. Likewise, there are aphorisms is narrated by Ibn Qayyim Al rahimahullah following Jauziyah, "If you are not busy with good things, you will definitely be busy bad things". (Al Jawabul Kaafi p. 156)

This is a rule in life. If time is not filled with positive activities, it will definitely be filled with negative activities. At least it is filled with useless and useless things. Make programs, plans and life targets for the future so that the days are always filled with positive things and activities. It should be considered and managed properly, the time and age that God has given us. The majority of people are negligent and a waste of time.

Therefore, the socialization of digital literacy is deemed suitable and very much needed for the youth of Dusun Blanten in reducing addiction to playing online games and being able to take advantage of technology by participating in photo and video editing training held by the KKN 109 group of UIN Sunan Kalijaga 2021. It is hoped that with this training The addiction to playing online games for the youth of Dusun Blanten can be minimized, technology can be used wisely and even produce a work that has a positive impact on the community.

Based on previous research conducted by Ayu Latifah et al. In 2020 with the title “Sosialisasi Cegah Covid-19, Teknologi dan Literasi Digital di Tengah Pandemi Desa Mekarjaya” published by the MIFTEK PkM Journal. Digital literacy is the knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, careful, precise, and law-abiding manner in order to foster communication and interaction. in everyday life (Nusantara, 2020). The Covid-19 outbreak that has hit more than 200 countries in the world has presented its own challenges for educational institutions.

To anticipate the transmission of Covid-19, the government has issued various policies, such as isolation, social and physical distancing to large-scale social restrictions (PSBB). This condition requires residents to stay at home, work, worship and study from home. One form of learning innovation is to do online or online learning (in a network). However, the implementation cannot be separated from various problems, there are many students who do not know about online learning devices or intermediaries, many also cannot use smartphones properly. The method used in this study has several stages, namely, the input stage, activities, outputs, digital literacy socialization, and data collection. The results of this study indicate that digital literacy is a good influence and additional knowledge for the community and students/children of Mekarjaya Village. The public also does not fully know about digital literacy, especially technology or learning applications that are used especially in the midst of the COVID-19 pandemic. For parents to better direct the use of digital in children for educational purposes so that the learning process from home is carried out properly. It is also recommended to adhere to health protocols in daily life, even though in Mekarjaya Village no one has been exposed to COVID-19. Because it can reduce the potential for the spread of COVID-19 in Mekarjaya Village.

According to research by Roslinda Veronika Br Ginting, et al., in 2021 regarding “Literasi Digital Sebagai Wujud Pemberdayaan Masyarakat Di Era Globalisasi” published by the Pasopati Journal. According to Paul Gilster in his book entitled *Digital Literacy* (1997), digital literacy is defined as the ability to understand and use information in various forms from a very wide variety of sources that are accessed via computers. According to Mochtar Riady (Chairman Lippo Group, 2016), stated that all Indonesian people have used cellphones. With the circulation of cellphones and the large use of the internet, Indonesian people should be able to be said to be empowered in the use of technology, because the Indonesian people can be said to be literate (literate) on various things such as: literacy, information literacy, media literacy so that it can be said that the public is literate. Indonesia is already multi-literate.

The method used in this research is the literature study method, which is a study used to collect information and data with the help of various materials available in the library such as e-books and journals, etc. and collect various scientific literature related to this author's study from various sources. and reviewing and summarizing it for later writing in this article as a new scientific work. The results of this study are a literacy movement program that has a positive impact on the community and the school environment at MA Darul Ulum

Karangpandan. The digital literacy program is able to increase awareness of the importance of the school literacy movement.

The principle of digital literacy development according to Mayes and Fowler (2006) is tiered. There are three levels of digital literacy. First, digital competence which includes skills, concepts, approaches, and behaviors. Second, digital use refers to the application of digital competencies related to certain contexts. Third, digital transformation that requires creativity and innovation in the digital world. The implementation of digital literacy in empowering the community is the first digital literacy in schools. The digital literacy movement in schools must be developed as an integrated learning mechanism in the curriculum or at least connected to the teaching and learning system. The second, digital literacy in the family.

The development of digital literacy in the family can be started and applied from the closest or closest family, such as parents who must be good role models in using digital media. Building interactions between parents and children in the use of digital media can be in the form of discussions, telling each other about the positive use of digital media. Digital literacy in society is the use of technology in communicating and delivering information by educating the public using technology assistance in the network so that people can be wise in using technology.

The conclusion of this study is that literacy that can be developed in the community is school digital literacy where this literacy school must be able to provide computer facilities and internet access, next is family digital literacy where this literacy starts from parents because parents must be role models in creating a social environment which is communicative in the family, and finally digital literacy in society where people can take advantage of today's very fast communication tools and technology to be able to create the most creative and innovative new ideas.

Meanwhile, according to research by Detta Rahmawan, et al., in 2019 entitled "Pelatihan Pengembangan Konten Positif Di Media Digital Bagi Kalangan Pelajar SMU di Kecamatan Jatinangor" published by the Unpad Journal. Media literate audiences are simply audiences who are able to access, select, analyze, evaluate, and use media, and understand the various impacts of using the media (Potter, 1998; Silverblatt, 1995). Media literacy is also related to the concepts of critical awareness, critical choice and social action. Critical awareness is concerned with how one becomes knowledgeable about the media (production, consumption, and distribution or the political economy of media) while discussion is the key in interpreting media messages where the process of interpreting is important in developing a critical perspective.

Critical choice refers to the personal choices of the audience regarding programs in the media or the choice of access to information. Finally, social action, namely actions or behaviors that are carried out based on knowledge of media literacy" (Silverblatt, 1995, pp. 303–305 in Poerwaningtias et al., 2013, p. 29). The research was carried out using several approaches, namely lectures and questions and answers. This method is used to give participants insight into media literacy. This method is interactive so that participants are also facilitated to be able to ask questions related to media literacy. The interactive discussion method is this method used to gather experiences, opinions or participants' curiosity related to positive content in digital media. Through this process, participants are facilitated

to express their opinions or attitudes towards the media and their use. The initial stages of the activity

The initial stage of this activity is to prepare various materials related to positive content to then be submitted to service activities. Through this initial survey, initial contact with teachers can be established to explore various data and needs related to the service program that will be carried out. The activities that have been carried out have been carried out well and according to the plan. Changes that occur in high school students who have received training are mainly in their knowledge of digital literacy concepts as one of the skills that are needed in this digital era, and also understanding to seek more positive content such as those related to education, science, and a variety of useful content. In addition, knowledge is also given about various practical ways of creating content in digital media. Middle-level and upper-level students are already accustomed to using the internet on their gadgets, with smartphones, students can use gadgets anywhere, including at school.

With graphic design training, the youth organizations can reduce their addiction to playing games and change useless habits into useful ones. Based on the background of the problem above, the main problem in this study is how graphic design training can reduce addiction to playing games for the youth of Karang Taruna Dusun Blanten. From the formulation of the problem above, the purpose of this study is to reduce the habit of wasting time of the youth of Karang Taruna Dusun Blanten in playing games and replace it with useful things such as designing attractive product advertisements that they sell, because most youth work in the field of digital. It is hoped that with this training, Karang Taruna youth can use smartphones wisely or even produce works that are beneficial to the community.

## **2. METHOD**

The method used in this study is a qualitative, which is a research procedure that uses descriptive data in the form of written or spoken words from the people and actors observed (Wina Sanjaya, 2013:59). The implementation of community service in the form of digital literacy is carried out using the direct socialization training method at the Mushola of Dusun Blanten. In providing digital literacy seminars, there are stages in its implementation, namely the planning stage, the socialization stage, the implementation stage, and the evaluation stage. Following are the steps:

### **A. Planning Phase**

As technology develops, awareness of the digital world is very necessary. Therefore, we plan to hold graphic design training for the people of Blanten hamlet. We realize that the most potential to take advantage of the digital young people era, so we make the youth of Karang Taruna Bina Warga Dusun Blanten as the main target of this work program.

At the planning stage, the person in charge first talked to the Karang Taruna representatives to ask what their needs were. The conclusion of the conversation is that young people have a desire to master editing skills. Then we plan the implementation of this work program by determining the date of implementation,

finding sources, preparing the necessary equipment and forming a small committee consisting of consumption section, equipment section, publication section and presenters.

### **B. Socialization Stage**

After the work program is well planned, then the socialization stage can be carried out. In the socialization stage, we did by explaining the work program to be held was graphic design training in the form of poster and video editing training on the Karang Taruna meeting agenda. In addition, we also announced the training event in the whatsapp group so that other residents than youth can also take part in the training.

### **C. Implementation Phase**

This work program consists of two sessions. The first session was poster editing training which was held on Monday, August 16, 2021 at Majelis Ta'lim Koran, Blanten hamlet at 14.30-17.00 WIB. the second session was video editing training which has been held on Sunday, August 22, 2021 at 20.00-22.00 WIB at the same place. This work program is intended for young people, but the enthusiasm of the residents for this program is so great that the participants who attend this training are not only young people but also children and adults. The number of participants who participated in this training was 29 people.

### **D. Evaluation Phase**

This work program was able to run well thanks to the cooperation of all parties. The participants were able to understand the training material well as evidenced by the posters and videos grading color made by the participants. At this stage, we suggest to the youth of Karang Taruna to start beautifying the feed Instagram of Blanten hamlet with the knowledge that has been obtained from graphic design training. This is done as a follow-up effort of this work program.

## **3. RESULTS AND DISCUSSION**

This training activity is carried out offline in the form of direct face-to-face with the presenters and participants so that the implementation can be carried out properly, participants can directly ask questions or learn by doing. This method is very effective because participants can immediately practice the material provided, and increase the enthusiasm of participants who are starting to learn new things.



(a)



(b)

**Figure 1 (a) graphic design training poster, 1(b) video editing training poster**

This graphic design training has two sessions, the first session is held on August 16, 2021 at 14.30 to 17.00 WIB at *Majlis Ta'lim* Dusun Blanten. In this session, Nurrochman gave the training. He was the first winner of creative video in the 56th UNIMMA birthday. Participants were attended by youth groups and KKN students, totaling 29 people.

This graphic design training via smartphone focuses on the Picsart application which the committee has distributed one day before the event, so that young people can download applications and other editing materials. The design material that will be made together is a lively poster of the 17 August competition.



**Figure 2. Enthusiastic participants following the training**

The second session of graphic design training was held on August 22, 2021 at 20.00 to 22.00 WIB which was a follow-up to the first session, namely video editing training which was filled by KKN student, Irsyad Fauzan. He has experience in video editing and has made content on YouTube many times, therefore he wants to share his experiences with youth organizations in Dusun Blanten. While the video editing training focuses on cinematic videos and color grading settings on videos through

the Kinemaster application, which was distributed one day before the event took place. The speaker explained the editing steps while monitoring the participants. The speaker also explained about how to calculate youtube and statistics Youtube adsense.



**Figure 3. Participants are following the direction of instructor in editing video**

Based on the table 1., participants do not only fill in the name column but also the email and telephone number column. This is intended to keep the training participants connected with our community service group, so that our group does not immediately end on the day of the training but can continue until now or in the future. .

After the training, the youth were satisfied with the material presented in the training, both in the first and second sessions. The proof is that there are youths who say that material related to video editing, namely youtube adsense is very useful for them to be even more enthusiastic in their work so that they can make money on the youtube platform. In addition, the youth youth groups are also no longer negligent with games that are not useful.

We hope that by holding digital literacy socialization in the form of graphic design and video editing training, the youth of the Blanten hamlet youth community can take advantage of existing technology such as mobile phones and laptops to work so that they can be productive in the media, especially during the current pandemic.

**Table 1. Trainee List Table**

Number	Name	Email	Phone Number	Job Code	District	Kode Pendidikan	Gender
1	Luci Intan Sari	luciintan@gmail.com	82229730503	2	3308	6	P
2	Irsyad Fauzan	Irsyadfauzan52546@gmail.com	82143599789	7	3308	10	L
3	Nungky safitri Audy Permata	nungky880@gmail.com	81292281830	9	3308	10	P
4	Sari	audypermata09@gmail.com	89607967178	1	3308	6	P
5	Riski Novian R Ahmad	Riskinovian69@gmail.com	85803083667	6	3308	6	L
6	Mustaqim	ahmadmustaqim@gmail.com	85727544574	1	3308	6	L
7	Azis Prastowo Aldito Yusuf	itsmeazis3@gmail.com	85803083648	1	3308	5	L
8	Alamsyah Bonang Yusufa	alditoyusuf.spm@gmail.com	85727175909	9	3308	4	L
9	Rahmatian	bonangyusufa.r@gmail.com	85742985936	2	3308	10	L
10	Yuba	Ayubatinulad@gmail.com	81559566825	1	3308	5	L
11	Nur Azizah	noerzizah3@gmail.com	89625078555	2	3308	10	P
12	Bima Arif Ferdian	Bima Ghafara	85231151054	1	3308	5	L
13	Priantoro	arifferdian46@gmail.com	85878031116	1	3308	5	L
14	Khaira Nadila Rizky Surya	khairanadila.dila@gmail.com	81327179101	2	3308	10	P
15	Saputra Ulul Izmi	rizkysoerja@gmail.com	82136539291	2	3308	10	L
16	Iftirosiana	Anaulul24@gmail.com	85641100229	2	3308	6	P
17	Reza Pahlevi	Rheza.p.r007@gmail.com	816347371	9	3308	6	L
18	Sri Murti	kiranamurty09@gmail.com	82133031220	8	3308	6	P
19	Riska Aprilia	raprilia088@gmail.com	85727064307	9	3308	6	P
20	Bayu Choirunisa	bagusbayu7@gmail.com	85872935282	9	3308	10	L
21	Romadhoni Arif Ferdian	nisaromadoni619@gmail.com	85875380469	2	3308	9	P
22	Priantoro	arifferdian46@gmail.com	85878031116	1	3308	5	L
23	Catur Andrian	caturrandrian@gmail.com	85741455527	3	3308	6	L
24	Azis Prastowo Ridho Amirul	itsmeazis3@gmail.com	85803083648	1	3308	5	L
25	Sakti Ahmad	ridho.blanten123@gmail.com	85726379022	1	3308	6	L
26	Mustaqim	ahmadmustani12@gmail.com	85727544574	1	3308	6	L
27	Naufal	mahardikanaufal.077@gmail.com	85782235743	1	3308	5	L
28	Yangga	Yanggasablon@gmail.com	85602417716	7	3308	6	L
29	Reza	Rheza.p.r007@gmail.com	816347371	9	3308	6	L

#### 4. CONCLUSION

Conclusions in the service of the KKN 109 group at UIN Sunan Kalijaga 2021 regarding the socialization of digital literacy for the empowerment of youth in the Dusun Blanten went smoothly in the implementation process. The socialization was carried out in 2 meeting sessions and besides that there was also guidance from KKN members until the end of the service period.

From some of the responses of youth organizations to the socialization of digital literacy in the form of graphic design and video editing training, they were very satisfied with the material presented in the training, thus increasing their enthusiasm for working in the media during pandemic times like now, and also make their days more productive.

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