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**PISCES****Proceeding of Integrative Science Education Seminar**Journal homepage : <https://prosiding.iainponorogo.ac.id/index.php/pisces>**Article****Implementation of The Jari Cerdik Program to Foster Digital Literacy Culture in MIN 1 Kota Madiun**Najwa Mumtazah Aziz<sup>1</sup>, Nanda Siska Putri Pratama<sup>2</sup>, Nurul Kasana<sup>3</sup>, Mukhlison Effendi<sup>4</sup><sup>1,2,3,4</sup> Institut Agama Islam Negeri Ponorogo[najwamumtazah03@gmail.com](mailto:najwamumtazah03@gmail.com), [siskan236@gmail.com](mailto:siskan236@gmail.com), [nurulkasana328@gmail.com](mailto:nurulkasana328@gmail.com),  
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**ABSTRACT**

The Ministry of Education and Culture's National Literacy Movement in 2016 was a major step for the government in overcoming the low literacy culture in Indonesia. However, the development of this movement has not met the government's expectations. Many schools still have difficulty implementing a culture of literacy, including digital literacy, due to the lack of role models and uniform education from the government regarding this program. Among the schools that pay attention to this is MIN 1 Madiun City. This school develops digital literacy in the learning field called Jari Cerdik. This program is in the form of a learning video which can be accessed on the MIN 1 Madiun City YouTube channel. This research uses descriptive research methods using a qualitative approach. In collecting data, researchers used several techniques, namely through interviews with related parties. Meanwhile, the data validity checking technique uses triangulation techniques and uses data analysis techniques, namely inductive, which is to start analyzing the data and lead to general conclusions. In this way, the Jari Cerdik program succeeded in increasing students' understanding of learning material, marked by increased test scores, students were more productive in using digital media as a learning tool, learning became more interactive and optimal, making it easier for teachers to direct learning towards achieving learning goals.

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**INTRODUCTION**

The low level of literacy in Indonesia, which is motivated by the public's low interest in reading, is caused by several factors, one of which is that the habit of reading regularly has not been implemented by both the family and school institutions. Apart from that, quite a few parents and the current generation are more focused on digital things, for example gadgets. So the popularity of books has decreased and they are no longer the main medium for gaining knowledge. Based on research results from the Program for International Student Assessment

(PISA), it is proven that Indonesia's literacy level in 2018 was in 74th place, aka sixth from the bottom (Hewi, 2020). It is clear that literacy culture in Indonesia is still very lacking compared to other countries, so it requires a lot of attention and effort to improve this.

In 2016 the Ministry of Education and Culture launched GLN (National Literacy Movement) as the parent of the national literacy movement to synergize various programs and activities across sectors (Nurpadila, 2023). This movement is carried out continuously, integrated, collectively and comprehensively in the areas of family, school and society. This aims to foster a culture of literacy in educational ecosystems such as families, schools and communities in the context of lifelong learning as an effort to improve the quality of life. So the main focus in GLN is on 6 basic literacy aspects, namely numeracy, science, finance, culture and citizenship, reading and writing, and digital.

In its development, the National Literacy Movement has not yet been implemented in accordance with the government's expectations. It is proven that up to now the increase in literacy in Indonesia according to the research data from PISA above has still not changed. This is caused by a lack of widespread understanding of literacy, making it difficult for schools in Indonesia to implement Literacy Culture, including Digital Literacy, optimally. Among other factors that are obstacles are, first, teachers' ability to process and use technology as a source of information and learning media is still not professional, and this obstacle especially occurs for teachers who are old so they experience limitations in processing it. Second, there are no role models for schools to use as a benchmark in developing digital literacy innovation. Third, the lack of education regarding digital literacy from the government as a whole makes it difficult for school institutions to implement and create innovative digital literacy products. From the three factors above, it can be seen that most schools in Indonesia are still not optimal in understanding the concept of digital literacy due to a lack of education and role models as references in creating new products related to digital literacy. (Risma Nuraini et al, 2020).

Among the schools that pay serious attention to improving GLN, especially digital literacy, is MIN 1 Madiun City. Where this school created a new innovation program called Jari Cerdik (Intelligent Educated Independent Learning). This program has been successfully implemented in the school environment as an effort to increase literacy activities. Apart from achieving good results, the program was also proven to be nominated in the top 20 at the international level in the prestigious award event organized by the UN, namely the WSIS Prizes in 2022. Therefore, the author raised the title **“Implementation of The Jari Cerdik Program to Foster Digital Literacy Culture in MIN 1 Kota Madiun”**

## **METHODS**

This research is descriptive research using a qualitative approach carried out at MIN 1 Madiun City. In collecting data, researchers used several techniques, namely through interviews with the school principal, literacy team leader, and MIN 1 Madiun City students. Data collection techniques are carried out by observation according to data in the field. In this research, the data validity checking technique uses triangulation techniques. The triangulation technique is one of the approaches that researchers use to explore and carry out qualitative data processing techniques. The data analysis technique in this research uses inductive analysis techniques, namely analysis that starts from the data and leads to general conclusions.

## **RESULTS AND DISCUSSION**

### **Theory Of Cultural Digital Literacy**

Linguistically, culture can be understood as thoughts, reason and results. Civilizing can be interpreted as teaching to have culture, educating to be cultured, getting used to something good. According to Jamal Ma'mur Asmani, culture is an attitude, and the source of an attitude is culture. In A. Chaedar's view, literacy means the ability to read and write. From these two

things, it can be interpreted that literacy culture is being able to make reading and writing a habit in the process of obtaining education, which makes these skills possible for oneself and society (Izzati, 2022).

Along with the increasingly rapid development of technology, literacy, which was originally the ability to read, write texts and make meaning of them (UNESCO, 2005: 148), over time and the development of the times, this concept has been adapted to the development of science and technology, one of which is digital literacy. . The concept of digital literacy has emerged since 1990, one of the experts or well-known figures in digital literacy theory, namely Gilster (1997: 1-2), defined digital literacy as the ability to understand and use information from various digital sources. So it is not only the ability to read and operate information found in digital sources, but also a critical thinking process is needed to filter and evaluate information found through digital media.

In line with Gilster, Bawden (2008:18) also explains digital literacy as the ability to read and understand information in hypertext or multimedia format. As we know, multimedia literacy is very different from traditional literacy. This is because currently existing digital sources can produce various kinds of information in the form of text, images, audio and others. Literacy is required to understand these forms of information. Therefore, digital literacy is not only the ability to use digital resources effectively, but also involves the process of thinking about the information available from these digital sources. So one conclusion is obtained that cultivating digital literacy is conditioning students to become literate figures, especially regarding digital (Bu'ulolo, 2021).

**Implementation of the Jari Cerdik Program as a Digital Literacy Program**

Jari Cerdik Program is an acronym for Smart Educated Independent Learning. Jari Cerdik is one of the programs developed by MIN 1 Madiun City in the form of learning videos that have been adapted to the national curriculum. The learning videos in the Jari Cerdik Program, apart from containing explanations from the teacher, are also equipped with presentation documents in the form of power point slides and summaries which can be downloaded on the MIN 1 Madiun City YouTube channel.

Jari Cerdik is managed by the Madiun City MIN 1 Digital Literacy Team, which consists of Madiun City MIN 1 internal teaching and education staff. The resource persons or tutors in the learning videos are all active teaching staff who teach these subjects according to their respective class levels. This shows that learning innovation at this institution involves all components within it.

**Table 1.** Advantages and Disadvantages of the Jari Cerdik Program

<b>Strength</b>	<b>Weakness</b>
Free Charge	Requires internet data package
Has interesting features	Requires adult supervision
In accordance with the national curriculum	
Contains local and institutional content	

In its implementation, the Jari Cerdik program and the E-Learning System at MIN 1 Madiun City are two digital-based programs that are integrated into one unit and act as a blended learning model. In the online learning process, this program is included in the discussion forum which is a menu icon in the E-Learning System. Educators will start a discussion forum as a collaborative online class with explanations via videos of these clever fingers. In this forum there is interaction between teachers and students which makes learning communicated in two directions.

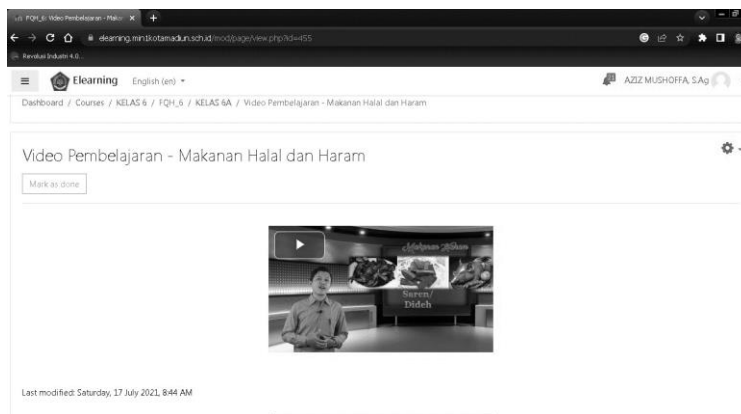


Figure 1. The Example of an Image of the Colaboration Jari Cerdik and E-Learning System

Meanwhile, in offline learning, the teacher will share the YouTube link for the clever finger video on the parent WhatsApp group. The learning video acts as a provision for the children before starting learning the next day. So that when learning takes place students can provide optimal feedback and can lead to the designed learning objectives.



Figure 2. The Example of an Image of the Jari Cerdik in Channel Youtube MIN 1 Kota Madiun

### Implementation of the Jari Cerdik Program in Fostering Digital Literacy Culture in MIN 1 Kota Madiun

Sourced from research that was carried out at MIN 1 Madiun City, Demangan District, East Java, Indonesia. The results obtained were that the implementation of the smart finger program could foster a digital literacy culture in MIN 1 Madiun City. Although there are a few students who still tend to prefer direct learning, they feel that this program is not very influential. This can be seen from the results of our interviews regarding this program that students become more digitally literate, namely knowing the functions or other content found on social media, students' grades increase with this program because the learning process becomes easier to

understand and more optimal, an active and active spirit grows. likes to ask children questions that are appropriate to the current learning model, namely Student Centered Learning.

Apart from having an impact on students, this program also has a positive impact on teachers. Because the process of recording, generating ideas, and editing are all carried out by teachers, this can also improve teachers' T-PAC abilities, especially older teachers. From data mining, this program has also received recognition both on a national and international scale. If on a national scale the smart finger program has led MIN 1 Madiun City to achieve the Madrasah Competency Assessment (AKM) which includes numeracy literacy, scientific literacy and language literacy for grade 5 students as planned by the government, MIN 1 Madiun City is able to rank 3rd ( three) large national schools as madrasahs with the best literacy development achievements. Meanwhile, on an international scale, this program has also received world recognition through the prestigious WSIS Prizes 2022 event organized by the UN, ranking in the top 20 as a digital literacy program that not only benefits the institution but the entire wider community, both domestically and abroad.

14 NOMINATOR WSIS PRIZE 2022 DARI INDONESIA

No	Kategori	Deskripsi/Inisiatif	Instansi/Organisasi
1	AL CA: The role of governments and all stakeholders in the promotion of ICTs for development	Connecting Frontier, Outposts, and Overlooked Regions of Indonesia through Digital Ecosystem Initiatives	SAKTI
2	AL CA: Information and communication infrastructure	Indonesia Internet Exchange Single Cloud, Bridging Smart Internet Access thru Distributed Internet Exchange in Indonesia	APJII
3	AL CA: Access to information and knowledge	-	-
4	AL CA: Capacity building	Indonesia Teaching Fellowship (ITF) - Digital Platform to Enhance Capacity Building for Teachers and Students	SAKTI
5	AL CA: Building confidence and security in use of ICTs	-	KOMINFO
6	AL CA: Enabling environment	Dasa Digital (Digital Village)	JAKAR DIGITAL SERVICE (JDS)
7	AL CT: ICT applications: benefits in all aspects of life - E-Government	-	-
8	AL CT: ICT applications: benefits in all aspects of life - E-Business	SAKTI/Disdik - Empowering Village Enterprises through Digital Platform	SAKTI
9	AL CT: ICT applications: benefits in all aspects of life - E-Learning	-	-
10	AL CT: ICT applications: benefits in all aspects of life - E-Health	-	-
11	AL CT: ICT applications: benefits in all aspects of life - E-Employment	Digital Content Writing Training for Visually Impaired People to be A Digital Named Talents	SUARISE
12	AL CT: ICT applications: benefits in all aspects of life - E-Environment	-	-

No	Kategori	Deskripsi/Inisiatif	Instansi/Organisasi
13	AL CT: ICT applications: benefits in all aspects of life - E-Agriculture	Village Information Service - Leveraging ICT for Integrated Agricultural Information	Beflags Indonesia
14	AL CT: ICT applications: benefits in all aspects of life - E-Education	Class Chat: Smart Learning "Application Android for learning without internet quota / data package"	ATHE Klipatan
15	AL CA: Cultural diversity and identity, linguistic diversity and local content	Sulker Mawati Corak Tradisi	Jakarta Smart City (JSC)
16	AL CA: Waste	Siapa Bersih dan Sehat (Clean and Healthy Community) - Gerakan Terpadu (Integrated Movement) for Smart (Smart) Cities and Smart (Smart) Products	KOMINFO Madrasah Ibtidaiyah Negeri 3 Kota Madiun (MINS 3 Kota Madiun)
17	AL CSD: Ethical dimensions of the information society	Combating COVID-19 Hoaxes through Digital Public Communication and Multi-stakeholder Collaboration	ICT Watch
18	AL CSD: International and regional cooperation	-	-

Sumber: <https://www.un.org/news/press/docs/2022/nominat14.html>

Figure 3. The example of an Image of the Jari Cerdik Nomination in WSIS Prizes 2022

## CONCLUSION

Based on the research results that have been obtained regarding the implementation of the smart finger program to foster a digital literacy culture at MIN 1 Madiun City, it was concluded that,

1. Jari Cerdik as a digital literacy program is able to foster a culture of literacy in MIN 1 Madiun City by increasing students' understanding of learning material, marked by increased test scores, students utilize digital media as a learning tool, learning becomes more interactive and optimal, making it easier for students. teacher to direct the achievement of learning objectives.
2. Jari Cerdik has the advantage of free charge, has attractive features, is in accordance with the national curriculum, and contains local content. Meanwhile, the disadvantage of this program is that it is difficult to access in remote areas because it requires internet data and its operation requires supervision from older people such as parents or siblings.

So the existence of the smart finger program as a digital literacy program is very beneficial for teachers and students in improving the quality of learning to be more optimal and motivating teachers and students to be more digitally literate.

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