

Digital Literacy Socialization In Filtering Information And Utilizing Artificial Intelligence (Ai) Technology To Support Student Learning

En Tay¹, Feri Alpiyasin², Adzra Maisa Fayyadh³, Aulia Rahmi Nur Fajriyah⁴, Aulya Putri Syaharani⁵, Azkia Muhammad Hanif⁶, Belly Embun Pradana⁷, Muhammad Ilham⁸, Najja Rissalah⁹, Nida Mutmainah¹⁰, Rochyiat Ramdani¹¹, Tegar Dinar Harsya Ibrahim¹²

^{1,2,3,4,5,6,7,8,9,10,11,12} STMIK Mardira Indonesia

Email: entay@gmail.com¹, feryalpiyasin@gmail.com², adzramaisa25@gmail.com³, auliarahminfajriyah@gmail.com⁴, aulyaputris08@gmail.com⁵, azkiahani3212@gmail.com⁶, bellyembun69@gmail.com⁷, alimcep@gmail.com⁸, najarslhhh@gmail.com⁹, nidaaa.m03@gmail.com¹⁰, rochyiatramdani@gmail.com¹¹, tegaribrahim1705@gmail.com¹²

Abstrak

The community service initiative undertaken by the faculty and students of STMIK Mardira Indonesia seeks to confront the challenges presented by the swift dissemination of information in the digital age, including the widespread occurrence of hoaxes and phishing, while also harnessing the potential of Artificial Intelligence (AI) in education. The intended audience for this outreach comprises the parents of kindergarten pupils.

This effort aims to enhance parents' digital literacy, enabling them to distinguish between accurate and deceptive information and to effectively utilize AI technology to support their children's educational development. The methodology employs a participatory instructional approach, integrating interactive presentations, conversations, and straightforward case studies or simulations.

The anticipated results encompass enhanced parental comprehension of digital literacy, heightened capacity to discern misinformation, foundational knowledge of AI concepts and their educational applications, and practical advice on the secure and ethical use of AI in children's learning. This effort aims to foster a healthy and constructive digital environment within families, enabling parents to serve as effective mentors for their children in the digital age.

Kata Kunci: *Digital Literacy, Artificial Intelligence, AI, Hoaxes, Phishing, Parental Guidance, Student Learning, Kindergarten Parents*

Pendahuluan

The digital age has introduced unparalleled rapidity and convenience in accessing information. Nonetheless, this swift proliferation also poses considerable obstacles, especially with the prevalent problems of hoaxes and phishing. For those less familiar with the workings of the internet and digital media, discerning legitimate information from false narratives has become an essential skill. Parents, as the primary educators of their children, must possess robust digital literacy skills to effectively instruct their children in the safe and responsible use of technology.

Digital literacy outreach is essential in the contemporary information age, as children are faced with numerous readily available online knowledge sources. Digital literacy instructs pupils in discerning pertinent and correct information, enabling them to distinguish between valuable information and that which is not. Students possessing a robust comprehension of technology will be more adept at assessing the authenticity of information sources, identifying misinformation, and grasping the ethics of information dissemination. This not only augments their critical thinking abilities but also equips them to confront obstacles in the digital realm.

The application of artificial intelligence (AI) in student education is a significant component of digital literacy. Artificial intelligence can evaluate data and offer suggestions for educational resources that correspond with students' interests and requirements. AI facilitates a personalized and interactive learning experience for students, enabling rapid access to pertinent information. Moreover, the application of AI in education can enhance the learning process by delivering instantaneous feedback, allowing students to refine their skills perpetually. Consequently, the incorporation of digital literacy and artificial intelligence

is essential for improving educational quality and equipping pupils for a progressively intricate future..

This community service journal details a digital literacy outreach initiative tailored for the parents of kindergarten children. The program emphasizes enhancing their capacity to discern reliable information and to employ AI technologies to facilitate learning. This effort aims to empower parents to serve as effective role models and guides for their children in addressing the problems and opportunities of the digital age.

Implementation Method

The community service initiative executed by the team of lecturers and students from STMIK Mardira Indonesia consisted of a digital literacy outreach, emphasizing information filtration and the application of Artificial Intelligence (AI) technology to enhance student learning. This effort was conceived as an interactive and communicative educational outreach.

The implementation strategy entailed direct, in-person delivery of content and participatory dialogues. This activity was qualitatively descriptive, designed to augment participants' comprehension of the provided themes.

The participants in this exercise comprised the parents, specifically mothers, of kids from RA Anak Bertaqwa, totaling roughly 14 individuals, which included three teachers and one principal. The participants were selected using purposive sampling, focusing on parents with limited understanding of digital technology and AI in relation to their children's education.

The event took place in RA Anak Bertaqwa, located at Jl. Raya Kopo No. 395Kb, LegaKec, Kec. Bojongloa Kidul, Kota Bandung, West Java 40223.

The activity will take place on June 17, 2025, with the following time details:

08.00 – 10.00	Preparation and technical committee
10.30 – 10.35	Opening
10.35 – 10.40	Principal's Speech
10.40 – 10.45	Supervisor's Remarks
10.45 – 10.50	Speech by PKM Group Representative
10.50 – 11.05	Presentation of Material 1: Digital Literacy in Filtering Information
11.10 – 11.25	Presentation of Material 2: Utilization of Artificial Intelligence (AI) Technology to Support Student Learning
11.25 – 11.30	Q&A Session and Closing

This behavior was recorded via video and pictures. The employed tools were a projector for visual material presentation and banners to reinforce the activity's identity.



Figure 1. Event Preparation

Results and Discussion

The digital literacy outreach and application of Artificial Intelligence (AI) technology at RA Anak Bertaqwa produced notable findings concerning

participants' comprehension and perspectives on digital information and educational technology. Direct observations and Q&A sessions revealed that the majority of participants, including parents, teachers, and the principal, exhibited considerable interest during the events. A key signal of the initiative's success was the significant shift in participants' attitudes, evidenced by their engagement with the material and their demonstrations of comprehension about previously unfamiliar themes.

The primary results of this activity demonstrated that participants improved their ability to discern information on the internet, especially in recognizing probable hoaxes. Furthermore, participants started to identify other AI technologies that may be employed in their children's educational processes, including educational applications and AI-driven recommendation systems. Nevertheless, some participants encountered perplexity, particularly during the elucidation of fundamental AI ideas. This was comprehensible, considering that the majority of participants had not previously engaged in outreach or training on analogous subjects.

The findings were derived via direct observation techniques employed by the implementation team, in addition to documenting the activities. Observations indicated that at least one participant was notably proactive in offering questions and engaged in conversations, exemplifying active participation in the event. This signifies that the approach of conveying material via presentations and open conversations was successful in improving participants' engagement and comprehension.

A notable discovery was the deficiency of critical thinking skills in specific individuals about digital material. Numerous individuals accepted information at face value without verification, regarding both news categorized as hoaxes and authentic news that was misconstrued. This underscores the imperative of digital literacy outreach initiatives, particularly for parents who are pivotal in directing their children in information access.

Theoretically, the outcomes of this exercise correspond with the content delivered by the supervising professor in the introductory session. The subject of digital literacy, along with critical thinking abilities and information discernment, is significantly pertinent to the participants' circumstances. The content presented by the speakers from the community service organization corresponds with the digital literacy framework that prioritizes information assessment and the judicious application of technology.

This activity significantly enhanced participants' perspectives, especially with digital awareness and the acceptance of new technology in early childhood education. These findings suggest that analogous activities are crucial to repeat in diverse settings with a broader target audience to enhance digital literacy in society, particularly in the current rapid and information-saturated era.





Figure 2. Event Documentation

Conclusion

The execution of the community service initiative focused on digital literacy outreach was successful. This effort aims to equip parents of kindergarten students to effectively navigate problems and capitalize on possibilities in the digital age, helping them to mentor their children in becoming discerning and responsible technology users.

The expected outcome is that this activity proficiently provided parents with the ability to discern information, identify hoaxes and phishing attempts, and judiciously employ AI to enhance their children's education. This effort is anticipated to enhance digital literacy and child education in the technological age.

Recommendations for further development, based on the findings from this activity, encompass initiatives for follow-up activities or enhanced outreach programs aimed at a wider audience, alongside the creation of more interactive materials customized to the distinct needs of parents across different educational levels.

Referensi

- Aditya, P., & Wijaya, H. (2023). Pemanfaatan *Artificial Intelligence* dalam Pengembangan Media Pembelajaran Interaktif. *Jurnal Inovasi Pendidikan*, 9(1), 1-14.
- Dewi, S. K., & Putra, A. (2022). Peningkatan Literasi Digital Masyarakat Melalui Edukasi Pencegahan Hoaks. *Jurnal Pengabdian Masyarakat Indonesia*, 3(1), 45-58.
- Hartono, S., & Kusuma, D. (2022). Potensi dan Tantangan Implementasi AI dalam Pembelajaran Anak Usia Dini. *Jurnal Pendidikan Anak*, 11(2), 67-80.
- Hidayat, R., & Sari, D. P. (2020). Tantangan dan Strategi Orang Tua dalam Mengembangkan Literasi Digital Anak Usia Dini. *Jurnal Komunikasi Pendidikan*, 4(1), 1-12.
- Pratama, B., & Lestari, Y. (2023). Model Pelatihan Literasi Digital untuk Orang Tua dalam Menangkal Informasi Palsu. *Jurnal Teknologi Informasi dan Komunikasi*, 8(2), 89-102.