

Policy for Improving Digital Literature in Indonesia SDGs Based

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ABSTRACT

Indonesia is one of the countries that participates in the activities of the United Nations (UN) in order to implement mutual agreements in order to achieve Sustainable Development Goals (SDGs). To fulfill SDGs, needed a lot efforts, example like to increase digital literacy capabilities. The aims of this study are 1) To describe digital literacy policies in Indonesia. 2) Describe the concept of a digital literacy policy based on SDGs. This research used normative legal research method which in there using way examining a few of library materials and a few of secondary data that related with the topic of this research. This research besides used normative legal research method, also using statute approach and conceptual approach for approaching the topic and the materials. Following from Gilster, to understand and use information from various formats, we can use digital literacy. Not just that, Gilster also told if reading with meaning and understanding is one of literacy concept, not just about ability to read. In digital literacy we not meet keystrokes, but mastery of any ideas. The government's policy in increasing digital literacy is stated in the ITE Law and the Ministry of Communication and Information of the Republic of Indonesia in 2021 takes preventive steps, namely launching a digital literacy movement for 12.4 million people in 34 provinces. The concept of digital literacy has two points of view, first literacy by computer. That is literacy which is person use their ability to operating the computer for literacy. And then the second is literacy by information, which is person use their ability to use, package find, and evaluate and disseminate digital information correctly. According to the GLN Team of the Ministry of Education and Culture, there are have 4 (four) base principles for developing namely understanding, and then digital literacy, interdependence, social factors, and curation.

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1. INTRODUCTION

The end of 2015 also ended the Millennium Development Goals or MDGs, but until the end of this development period, not a single country had succeeded in achieving all of the MDGs goals, targets, and indicators. Therefore, the United Nations agreed on a new development which became known as the Sustainable Development Goals (SDGs). (Fatmawati, 2018). Indonesia is part of countries who participates in the activities of

the United Nations (UN) in order to carry out joint agreements to achieve sustainable development goals (SDGs). On September 25 2015, SDGs 2030 or Sustainable Development Goals 2030 have been agreed by approximately 193 heads of state.(Dimas Setiawan, 2020). The SDGs then continue to be a reference for vision and mission as well as a benchmark for sustainable development by country leaders around the world(Gusdwisari, 2020). World makes initiative by SDGs that aims which can create human life better in aspects economics and social and can synergize with the environment.(Panuluh, 2016). The Sustainable Development Goals (SDGs) have 17 goals and then 169 targets. 17 sustainable development goals (TPB) are partnership to achieve goals, handling climate change, clean water and proper sanitation, healthy and prosperous energy, no poverty, quality education, reducing gaps, peace justice and strong institutions, ocean ecosystems, decent work and economic growth, gender equality, responsible consumption and production, industry innovation and infrastructure, mainland ecosystems, no hunger, and sustainable cities and settlements. (Lu'mu, 2020). Until the end of 2016 Indonesia has taken various things as evidence of its commitment to the success of the SDGs, which include: 1). Mapping between SDGs goals and targets with development priorities; 2) Mapping of data availability and SDGs indicators for each target and goal including proxy indicators; 3) prepare operational definitions for each SDGs indicator. 4) drafting a presidential regulation related to the implementation of the SDGs; and 5) prepare national action plans and local action plans related to the implementation of the SDGs.(Vivit Wardah Rufaidah, 2019)

Regulations regarding the implementation of SDGs in Indonesia as regulated in the Presidential Regulation on SDGs Number 59 of 2017 concerning the implementation of achieving sustainable development goals that focus on the environmental, social and economic fields. The Presidential Regulation indirectly becomes a command for all Indonesian people to be able to actively participate in achieving this goal. (Gusdwisar, 2020). Even in the process it's like necessary to pay attention to policy of increasing Digital Literacy whether it is in accordance with the SDGs or not.otherwise, but about those command can be seen from the Digital Literacy Index in Indonesia. The digital literacy index itself is divided into 4 sub-indices which include sub-index 1 Information and Data Literacy (Gusdwisari, 2020). Sub index 2 Communication and Collaboration, sub index 3 Security and sub index 4 Technology Capability. The digital literacy index has not yet achieved a good score (4.00), but the score is in the moderate category (3.00). Meanwhile, information and data literacy is the index with the lowest score. While the highest technological and security capabilities (Kominfo, 2020)

Nationally, the digital literacy index in Indonesia is still at a moderate level. Based on the survey, each sub-index obtained the following scores; 1) Sub-index 1 Information and Data Literacy 3.17, 2) sub-index 2 Communication and Collaboration 3.38, 3) sub-index 3 Security 3.66 and, 4) sub-index 4 Technology Capabilities 3.66.(Kominfo, 2020). Access to information and knowledge is a fundamental element for achieving the greatest human potential and for inclusive development.(Dwi Untari, 2018). In Indonesia, users of internet in Indonesia have reached until 132.7 million people out of 256.2 million population of Indonesian people.(Novi Kurnia, 2017)This means that users of internet in Indonesia have reached 51.8% of the total Indonesian population. Based on statistical data of internet users in Indonesia, the average Indonesian population spends 5.5 hours accessing information per day. Meanwhile, internet usage through smartphones or mobile phones is around 2.5 hours per day.(Fatmawati NI, 2019). Therefore, because the internet has become a part of everyday life, it is very necessary to know the characteristics of the internet itself, what things emerge from the community in this media.(Yulista, 2021)

Internet services that are getting closer and faster require every individual to be wise and responsible in using digital technology, because the digital world is increasingly filled with negative content such as hoax information, hate speech and radicalism, SARA, and even fraudulent practices. These things are clearly not included in the 17 SDGs Goals. Otherwise people with creative-critical views will not be easily consumed by news from untrusted sources, provocative issues, hoax information or digital-based fraud. They are not vulnerable to receiving provocation issues, victims of hoax information or online fraud victims.(Dhelia Endah Pratiwi, 2021) Judging from the facts, the high frequency of access to various information and social media as well as the high number of internet users in Indonesia are the causes of many cases such as fraud using the internet, addiction to access, reality bias, privacy violations, and the last is the most cases is spread of hoaxes . access the network, but do not fully understand the consequences of using digital media. (Novi Kurnia, 2017). In the book of Gilster with title Digital Literacy (1997) tells us if digital literacy also can have meaning the ability to understand and use information various forms from a very wide variety of sources that are accessed by via computers. (Janner Simamarta, 2021) digital literacy, actually also can have simple interpreted like as the ability of digital media users to obtain, process, and convey information. (Pradana, 2018) Digital literacy skills are needed for every individual so that they can easily search, find, evaluate, create, utilize and redistribute the information. Payton & Hague (2010) stated that in the context about education, better digital lietarycy also can plays the role in develop the knowledge of someone about the matter of subject certain by encouraging desire know and the creativity they have. (M. Firman Akbar, 2017).

Someone is said to be digitally aware if that person can process information, then can receive messages from that information, and can communicate it with others through various forms. related to this, the main purpose

is such as collaborating, working according to ethics rules, being creative, and being able to utilize technology according to their needs which then makes it easier to achieve their goals. (Janner Simarmata, 2021). From some of the explanations above, it can be concluded if digital literacy should not only be about the human ability to be able to find, then use and disseminate information, but also about the ability to be able to provide critical evaluations, ensure the accuracy of an application and most importantly about the ability of a person to understand deeply related content. or information obtained from digital content. On the other side, digital literacy with the responsibility of any information dissemination that it does because it just involves its impact on society (Maulana, 2015).

2. RESEARCH AND METHOD

In this research, the researcher uses normative legal research which is then carried out by reviewing legal materials in the form of literature and related laws regulations. In this normative legal research, for approaching this research the researcher also uses statute approach and conceptual approach method which then still refers to and is related to the object of research.

3. RESULT AND DISCUSSION

Digital Literacy Improvement Policy in Indonesia

Following from Gilster, to understand and use information from various formats, we can use digital literacy. Not just that, Gilster also told if reading with meaning and understanding is one of literacy concept, not just about ability to read. In digital literacy we not meet keystrokes, but mastery of any ideas. From the state of Gilster, we can see if Gilster give more emphasis in the process of critical thinking and logical analysis if when dealing or faces with digital media than about competence as a core skill in the digital skill. In general, digital literacy is considered as public wisdom (netizens) in using the internet and digital media. Gilster also explained that critical thinking, learning to be able to build a lot of information from a variety of different sources and organize knowledge, is also a very needed competency. Someone who has digital literacy is expected to be able to find and build strategies in using search engines to find information that suits their information needs. If the test is in accordance with this, then digital literacy can be said to have the ability to be able to utilize, find, and study various sources of information. (Raharjo, 2021).

In the policy of increasing digital literacy in Indonesia, it includes one's understanding of digital content. Public understanding of digital content is currently included in digital literacy concept. People should be aware that the quality of all content on the internet varies, and there are both positive and negative consequences. In fact, it is very unlikely that all content on the internet is shared on other social media platforms, so the more people use the internet, the slower they will learn which digital portals provide high-quality information and which digital portals provide. low-quality or even false (hoax) information. (Ida Safitri, 2020) Due to the increasing number of fake news circulating in Indonesia. The concept of digital literacy is closely related to two points of view. The first is computer literacy, which refers to a person's ability to use computers on a technical level. Second, information literacy, refers to a person's capacity to effectively find, use, package, assess, and disseminate digital data. The ability of individuals to use digital technology and communication tools for access, attitude, manage, analyze, integrate, and develop information, the interest, create, build new knowledge, and communicate with others for actively participate in society is referred to as digital literacy. (al, 2019) The availability of digital media and digital literacy is linked in Indonesia's digital literacy policy with the aim of producing smart and good citizens. Citizens must have the following characteristics:

1. Accurate information, evidenced by literacy in various social and social fields.
2. Active, as seen from his involvement in various activities, including actively criticizing various aspects of government policies.
3. evaluate various community phenomena based on data and facts, and are not easily swayed by news.
4. Paying attention or being concerned about various events that occur in their environment. One of them is through good community participation through digital media.

Citizens must be educated in literacy in order to become engaged and informed citizens. Meanwhile, the responsibility of the media is to provide complete and fair information that citizens can use as a resource to become citizens who are involved and contribute positively. The issue today is that media audiences, especially millennials, are less interested in reading newspaper articles and more interested in news. (Pradana, Atribusi Kewargaan Digital Dalam Literasi Digital, 2018) In capturing incomplete information through social media. The media face obstacles in convincing young people to have good information. The ITE Law and the Digital Literacy Movement are government guidelines for dealing with the growing problem of harmful content and the consequences it can have. The Digital Literacy Movement is structured, with the government designing various initiatives to address issues such as the sheer volume of content and the negative effects that content can have. This digital literacy effort is carried out in a planned manner, where the government designs various activities to

achieve the desired goals. As a result of the freedom and ease of using the internet, the ITE Law was enacted and promulgated. This law is the basis for the Indonesian people to use the internet responsibly. The following are six articles he has written on the subject:

- a) Violation of decency is regulated in Article 45 paragraph 1;
- b) Gambling is regulated in Article 45 paragraph 2.
- c) Insults and slander are dealt with under Article 45, paragraph 3;
- d) Section 4 of Article 45 regulates extortion or threats;
- e) Paragraph 1 of Article 45A regulates the spread of false news (hoaxes) that harm the public.
- f) Paragraph 2 of Article 45A regulates the spread of hatred or hostility towards people or organizations based on ethnicity, race, or religion.

The UU ITE was born as an answer to a number of issues that developed due to the inappropriate use of the internet and social media by members of the public, which had a detrimental impact. Therefore, the government created the Digital Literacy Movement in response to the rules of the ITE Law, with the aim of developing a wise and responsible culture when using the internet and social media (Putri, 2019). Of course, this policy is the result of deliberate, conscious, and measurable activity. The government's public policy which was then implemented as a joint effort of the digital literacy movement has good value. In supplemental, the Government through the Ministry of Communication and Information of the Republic of Indonesia in 2021 will take preventive steps, namely launching a digital literacy movement for 12.4 million people in 34 provinces. This is a great work to provide digital literacy to the community. At least, there are 20,000 trainings based on modules and curricula that target the 4 (four) pillars of digital literacy, namely digital skill, digital ethics, digital culture, and digital society. Furthermore, the Minister of Communication and Information said that as many as 1.5 million residents of East Java Province will receive digital literacy training. The province of East Java was deliberately chosen considering that the target for digital literacy participants in this province is one of the largest. The government's efforts are carried out as part of the urgency of digital literacy, which is outlined in the digital literacy roadmap for 2021-2024. Preventive steps to improve the quality of digital literacy are not only carried out by the government. Digital literacy campaigns are also actively voiced by the general public, non-profit organizations, and academics. (Raharjo, 2021)

Thus, the government's policy to increase digital literacy in Indonesia in terms of the characteristics of people with low literacy levels, requires a more massive movement from the government to ensure internet and social media penetration is high and continues to increase, and does not result in proliferation. Negative impacts that can harm society (al D. T., 2019). This is a paternalistic approach to the media, in which the state views itself as the "parent" with the authority to "guide" its citizens' interactions with the media. digital culture.

SDGs-Based Digital Literacy Policy Concept

On September 25, 2015, Indonesia as one of the countries participating in United Nations (UN) activities made a joint agreement to achieve the goals of sustainable development (Sustainable Development Goals / SDGs). This is marked by the Presidential Regulation on SDGs Number 59 of 2017 concerning the implementation of achieving sustainable development goals that are focused on the environmental, social and economic fields. The existence of this sustainable development is in tandem with the development of technology and information systems which have an impact on the formation of the Industry Revolution 4.0, where in this era have a change where industry players from various circles, both government and non-government, are starting to compete to utilize the use of technology and information systems in the process. business. This is marked by the existence of several regulations regarding the Electronic-based Government System (SPBE), including the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform of the Republic of Indonesia No. 5 of 2018 concerning guidelines for evaluating an Electronic-based government system, and the movement towards 100 Smart cities initiated by Kominfo, Ministry of Home Affairs, Ministry of PUPR, and Bappenas. The development of technology and information systems is currently growing quite rapidly and the direction of Indonesia's development is starting to lead to the development of smart cities (Smart City). This smart city development effort is in tandem with the development of society 4.0 where there is a change in people's behavior patterns that optimize the use of technology and information and technology systems. internet to access all forms of information and transactions. (Dimas Setiawan, 2020)

Digital literacy is a form of sustainable development effort by increasing literacy for humans. This is stated in the SDGs principle, namely the fulfillment of quality education. SDGs-based digital literacy seeks to increase people's critical thinking in responding to both positive and negative information flows. The fulfillment of quality education through digital literacy is a response to the industrial revolution 4.0, where every community is required to have a good understanding of digital literacy in fulfilling quality education. When first put forward, the concept of digital literacy provides a focus related to being an audience that is able to use, search, and properly manage all information obtained online. One of the main focuses in various digital literacy programs is related to the

relationship between information and digital literacy. This is also criticized because literacy skills are not only limited to their close relationship with information, but must have a wider scope. Digital literacy must also instill the ability to think critically and be sensitive to various existing socio-cultural phenomena.

Digital technology that currently exists and continues to develop, can be said to be a part of people's lives at large. Therefore, digital technology cannot only be considered as a tool or instrument. Both young people and adults, digital literacy will always be attached as a social practice that will always be related to technological advances. So the importance of the concept and application of digital literacy must be accepted by the community as part of various life practices that cannot be separated from technology. In several developed countries such as the United States, Britain, and Canada, media literacy programs have been integrated into the education curriculum. This policy seeks to introduce the concept of media literacy and critical thinking as early as possible, and this is taken with the awareness that media exposure has various impacts that must be considered. Apart from basic education, the development of media literacy programs has also become a concern of several civil society organizations in collaboration with donor agencies and academic institutions. (Rahmawan, 2019).

The concept of digital literacy has two points of view, namely computer literacy which is based on a person's ability to be able to operate computer devices and information literacy which is based on a person's ability to be able to search, obtain, understand, and disseminate correct information obtained through digital media. Following to the GLN Team of the Ministry of Education and Culture, there are 4 (four) base principles of developing digital literacy, namely social factors, interdependence, understanding, and curation. (Rullyana, 2018).

1. The social factor referred to in digital literacy is when digital media has its own message besides being only a means to be able to show one's identity or also as a means used to disseminate information. All supporting factors in digital information such as the source of information, then through what media and to whom the information is shared, can also affect the long-term success of a proper function of digital media that can be used to find, store, and share information.
2. The principle of interdependence in digital literacy provides a definition in which a media will relate to other aspects metaphorically, literally, potentially, and literally. As in the past, a small part of the media is made to be able to isolate and create a way that is younger than what has existed before.
3. With regard to the principle of understanding, the purpose given is how digital literacy provides simple understanding which includes the ability to extract ideas explicitly and implicitly from various media.
4. Curation provides an explanation of how information is stored using digital media. One example is using the "save to read later" method. This can be related to the ability to understand the value of information which then makes it interesting to store it with the aim of being able to access it easily in the future. This of course can have an impact in the long term which then has the potential to have social curation which can be in the form of cooperative actions to search for, then collect and organize all valuable information that can be obtained.

In supplemental, there are two approach aspects, that can be applied in digital literacy, namely operational approach and conceptual approach. The operational approach focuses on the technical skills for using media, while conceptual approach focuses on aspects of cognitive and social emotional development, while Meanwhile, Mayes and Fowler, stated that the development of digital literacy goes through 3 stages, Level I, namely digital competence concepts, skills, behaviors, and approaches. Level II, namely the use of digital digital competency applications in a certain context. Level III, namely the digital transformation of creativity and innovation. According to Mayes and Fowler, the principle of developing digital literacy is tiered. First, digital competence which includes skills, approaches, concepts, and behaviors. Second, digital use which refers to the application of digital competencies related to certain contexts. Third, digital transformation that requires creativity and innovation in the digital world (Safitri, 2020). Thus, the drafting of a digital literacy policy concept based on SDGs can be carefully planned in order and to increase the literacy rate of the people in Indonesia.

4. CONCLUSION

Indonesia is one of the countries that participates in the activities of the United Nations (UN) in order to implement mutual agreements in order to achieve Sustainable Development Goals (SDGs). To fulfill SDGs, needed a lot efforts, example like to increase digital literacy capabilities. Gilster said that digital literacy is the ability to be able to use and understand information obtained in various formats. Not only that, Gilster also added that digital literacy is a reading activity which is then followed by an in-depth understanding of information or not just ability to reading. Digital media not about keystrokes, but include mastery of ideas. From the state of Gilster, we can see if Gilster give more emphasis in the process of critical thinking and logical analysis if when dealing or faces with digital media than about competence as a core skill in the digital skill. The government's policy in increasing digital literacy is stated in the ITE Law and the Ministry of Communication and Information of the Republic of Indonesia in 2021 takes preventive steps, namely launching a digital literacy movement for 12.4 million people in 34 provinces. The concept of digital literacy has two points of view. First, computer literacy, is

a person's technical ability to use computer devices. While the second, information literacy, is a person's ability to find, use, package, evaluate and disseminate digital information correctly. Following to the GLN Team of the Ministry of Education and Culture, there are have 4 (four) base principles of developing digital literacy, namely social factors, interdependence, understanding, and curation.

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