

Strengthening Digital Literacy in Online Time Management among Senior High School Students

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ABSTRACT

Rapid advances in digital technology have made digital literacy an important skill, especially among senior high school students who spend much time online. This community service project aims to improve digital literacy and time management skills among senior high school students, with a focus on effective and productive online activities. This project was carried out in collaboration with Gontangwetan Pasuruan Public High School 1 which involved students as the main beneficiaries. A participatory approach be used, including pre-assesment and post-assessment, interactive workshops, and ongoing mentoring. The findings showed a significant improvement in students' understanding of digital literacy, with an average increase of 25% in digital literacy and online time management skills. This increase results in better academic performance and a more balanced lifestyle. The results underscore the importance of equipping students with digital literacy skills to navigate the digital age effectively. This community service project demonstrates the potential of the initiative to foster responsible digital behavior and improve overall student productivity.

Keywords: Community Service, Digital Literacy, High School Students

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INTRODUCTION

The use of social media in this day and age has a great impact on real life (Buddiga & Locey, 2024; Hasan, 2021; Maharani, 2024; Wilding et al., 2018; Xiao et al., 2020). Excessive use will also have a bad effect such as addiction or even be affected by negative content, such as content that shows off wealth, or excessive lifestyle, and not a few can also fall into online gambling and fraud in the digital world (David et al., 2017). Digital literacy skills are very important in this day and age to master because they contain aspects of cultural abilities that can know various content in the digital world (Situmeang et al., 2022). Digital literacy is not only learning related to controlling computer devices but currently (Nasar et al., 2024; Nuryadi & Widiatmaka, 2023; Tinmaz et al., 2023), digital literacy skills are used to be able to make one another person with another person connect (Ramadhani & Fachrurazi, 2023; Tinmaz et al., 2022, 2023). The internet network in the digital space, making global interactions between individuals unlimited, is not

hindered by the existence of regional and geographical barriers (Kania et al., 2023; Siahaan & Sirait, 2023; Souza & Debs, 2024). The fulfillment of these interactive needs creates new rules that continue to develop and make humans always learn them according to the needs that must be met. The current needs that are the main ones to be met include education, economy, communication, entertainment and so on which can be met through digital networks (Dinata, 2021).

The digital literacy training carried out in this community service program includes the fields of digital literacy culture, ethics of using digital space, hoaxes countermeasures, and being productive in the digital space (Goni, 2019). The reason for choosing hoax countermeasures materials is to anticipate the occurrence of fake news that is easily spread through the internet so that it does not cause noise and other adverse things (Goni, 2019; Sabrina, 2019; Setiadi et al., 2023). Today's internet media is easy to enjoy by various groups and audiences can spread information easily. Many are found on the internet related to pieces of information or news that often lead public opinion to lead to something and be given additional spices (Sabrina, 2019). The latest data from *Kominfo* records that around 800,000 sites in Indonesia have been proven to be spreaders of false information. Also equipped with data from *The Jakarta Post*, since 2008 as many as 114 people have been arrested for spreading hate speech and fake news on social media (Juditha, 2019).

Digital ethics is also important in this digital literacy training with the background that the foundation to be able to be active and contribute to the digital world requires a series of ethics, either in writing through laws that have been passed by the constitution or in digital culture (Mardina, 2017). Every individual in digital media realizes that every behavior of their whether in the real or digital world must be by morality as a whole (Park et al., 2021). Therefore, ethics must be a guideline for a group or community so that it becomes a limit for every human action in the digital space. The importance of digital ethics is also taught in this training because of the basis on which it can be concluded that digital ethics will function as a rule that can be considered for all human behavior, including in accessing and sharing information through the digital space.

Being productive in the digital space became a supporting material after the participants were trained in distinguishing fake news and learning about culture and ethics in the digital world. The digital space as it were always accessed every day by various groups, and more generations of children born over the 2000s who always consume digital content have an impact on addiction to digital content so that it is easy to find low life motivation and low productivity aspects (Afdjani, 2007). So, with productive training in the digital space, it is hoped that participants can train to encourage the use of digital technology in life to increase focus, creativity, and in terms of productivity whether used for study or work (Widyastuti et al., 2016). Often because it is easy for individuals to consume content digitally, it can cause anxiety, become a mental burden, and interfere with things from the digital world to the well-being of life (Nurhakim & Asbari, 2023).

The material aspects selected in this training will have an impact later in the process of forming self-potential development. The foundation for developing the self-potential possessed by students/participants is aimed at increasing their

thinking potential and finding a way out of every problem that will be encountered later to support all activities (Mutaqin et al., 2024). Self-development is a process to increase the potential and ability to control a person's social-emotional, intelligence, and personality so that they grow and develop (Alfazani & Khoirunisa A, 2021). This is in line with developing a person's digital literacy skills. Self-potential development can also be interpreted as a way to realize dreams, increase confidence levels, and establish good relationships with others. Social changes can shape a person's potential self-ability either from factors from within or outside the environment. In the current era of digitalization, someone needs to adapt to the digital world so that all the potential in a person can emerge so that they can realize their potential (De Roock, 2021; Knight et al., 2023; Martínez-Bravo et al., 2022; Nuryadi & Widiatmaka, 2023; Sholehuddin et al., 2023; Yehya, 2021), and talents in achieving their dreams (Amaliyah & Rahmat, 2021).

The background formulation that has been concocted by this author, so that the author can carry out the community service program by looking at the aspects of community social needs and scientific abilities that are in harmony with the author, the Strengthening Digital Literacy in Online Time Management program among high school students was realized. The focus of the problem on the program this time to be solved is. What is the level of digital literacy among high school students in utilizing online time effectively and productively? Furthermore, what are the challenges faced by high school students in managing online time that have an impact on their academic and social activities? And what is the role of digital literacy in helping high school students overcome excessive and unproductive use of online time?

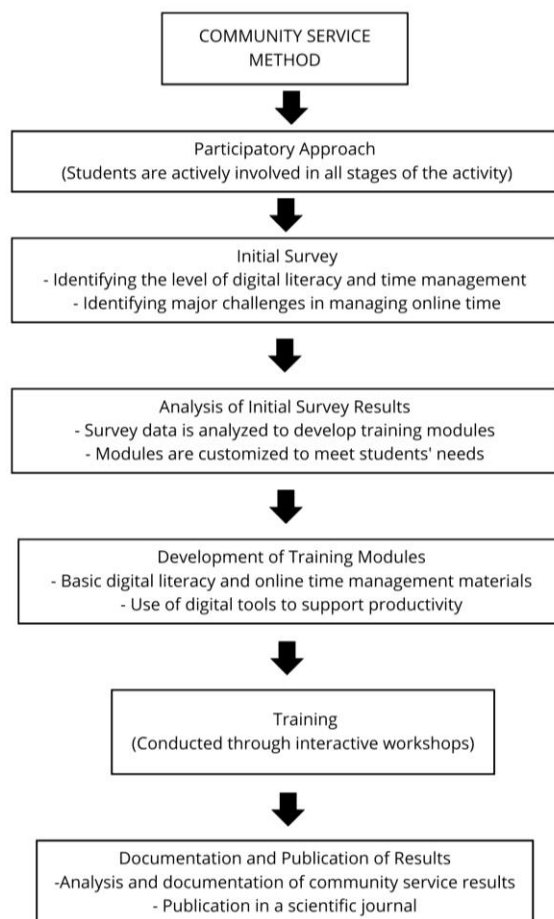
This service certainly aims to provide skills/skills in technology related to digital literacy including introduction, digital ethics & culture, and productivity in the digital world. Then, to increase the interest in learning students at Gontangwetan Pasuruan Public High School 1 so that they better understand their potential. They are improving understanding and digital literacy skills among students of Gontangwetan Pasuruan Public High School 1, especially in managing online time effectively and productively. Identify and understand the challenges faced by Gontangwetan Pasuruan Public High School 1 students in online time management, as well as their impact on academic achievement and social life. Finally, increasing students' awareness of the importance of wise and balanced use of online time, as well as how digital literacy can support this.

METHOD

This service method used a participatory approach, where students of Gontangwetan Pasuruan Public High School 1 are actively involved in all stages of activities. Their participation is very important to ensure that the program implemented is according to the needs and real conditions in the field. The service began by conducting an initial survey to identify the level of digital literacy and online time management habits among students of Gontangwetan Pasuruan Public High School 1. The survey also aims to find out the main challenges they face in managing their online time. The data obtained from this survey will be analyzed to develop appropriate training modules.

Based on the results of the needs analysis, a digital literacy training module was developed. This module includes material on basic digital literacy understanding, effective online time management techniques, and the use of digital tools and applications to support productivity. This module is designed to be interactive and by the level of understanding of Gontangwetan Pasuruan Public High School 1 students. The implementation of the training was carried out through an interactive workshop that involved students directly. The workshop is organized into several sessions, which include: (1) Introduction to Digital Literacy: This session provides a basic understanding of digital literacy and its importance in everyday life; (2) Online Time Management: This session focuses on effective time management strategies and techniques, as well as an introduction to digital tools that can help learners manage their time productively; and (3) Simulations and Practice: Students are allowed to apply the material they have learned through simulations and hands-on practice, such as setting a daily schedule using a time management application.

The evaluation was carried out through pre-tests and post-tests to measure the improvement of students' understanding and skills in digital literacy and online time management. In addition, group reflection is carried out to assess the effectiveness of the methods used and to obtain input for future program improvements. The results of this service activity are then documented and analyzed for publication in scientific journals.



Picture 1. Community Service Method

RESULTS AND DISCUSSION

The process of measuring the effectiveness of the digital literacy strengthening program in online time management among students of Gontangwetan Pasuruan Public High School 1, was evaluated through pre-test and post-test. Pre-tests were conducted before the implementation of the training to assess the initial level of digital literacy comprehension and online time management skills among participants. Post-tests are conducted after the training to measure to what extent the program has succeeded in improving participants' understanding and skills. The results of the pre-test show that most students have a basic understanding of digital literacy, but there are still many who do not deeply understand how digital literacy can be applied in daily life, especially in online time management. After participating in the training, the post-test score showed a significant improvement. The average digital literacy comprehension score increased from 60% to 85%, indicating a 25% increase in understanding the concept of digital literacy among participants.

Before the training, many participants had difficulty managing their online time, often stuck in overuse or being less productive. The post-test results showed that after participating in the training, the participants' online time management skills improved significantly. The average online time management ability score increased from 55% to 80%, reflecting a 25% increase in their ability to manage their online time better and more efficiently. Data analysis showed a consistent improvement in digital literacy understanding and online time management skills among Gontangwetan Pasuruan Public High School 1 students who participated in this program. A comparison of results before and after training shows that this program has succeeded in having a positive impact on the participants' abilities. The overall percentage improvement in understanding and skills was 25%, which indicates that this training is effective in achieving the goal of service.

The quality of the training is also assessed through the feedback provided by participants after the program is completed. This feedback includes an assessment of the material delivered, the teaching methods used, and overall satisfaction with the program. The majority of participants responded positively, with 90% of participants stating that they were very satisfied with the materials and methods used in the training. They felt that the material presented was relevant and applicable and that the methods used were interactive and easy to understand. The trainees gave various positive feedback regarding their experiences during the program. They feel more confident in managing their online time after understanding how digital literacy can be applied to increase productivity and efficiency. Some participants also stated that the training helped them find a balance between academic and social activities, as well as reduce time spent on unproductive online activities.

The level of satisfaction of participants with this digital literacy strengthening program is very high. Participants appreciated the interactive and participatory teaching methods, which allowed them to not only learn theoretically but also put the skills taught into practice. Satisfaction with the material was also shown by the high percentage of participants who felt that the information provided during the training was very useful and could be applied in daily life.

Positive Impact of Increasing Awareness and Understanding of Digital Literacy. This program has succeeded in increasing the awareness of high school students about the importance of digital literacy in daily life, especially in the context of time management. Learners not only understand the concept of digital literacy but also learn how to apply it to manage their time more effectively. This is an important step in equipping the younger generation with relevant skills in the digital age.

One of the most notable outcomes of the program is the improvement of learners' ability to manage their online time. Students who previously struggled to limit the time spent on non-productive activities, such as excessive social media use, are now better able to manage their online time more wisely. They become more aware of the negative impact of uncontrolled use of time and begin to implement strategies to avoid it. With better online time management skills, learners also show an improvement in academic productivity. They are better able to prioritize academic tasks and manage time to study more efficiently. Additionally, the program helps them find a balance between academic, social, and recreational activities, which are essential for mental and emotional well-being.

The program also introduces a variety of digital tools and applications that can assist learners in managing their time. The use of tools such as scheduler and task manager applications help students to be more organized and disciplined in carrying out daily activities. These tools also encourage them to utilize technology more productively. Although this program is designed to improve digital literacy, the challenge that arises is the limited access to adequate digital devices and the internet for some students. These inequalities in access can limit the positive impact of these programs, especially for students from economically disadvantaged backgrounds. This shows the need for more attention to digital equality in the implementation of similar programs in the future. While this training aims to improve online time management, there is a risk that learners could become overly reliant on the digital tools introduced, which in some cases can exacerbate the problem of digital addiction. Some learners may have difficulty setting limits on the use of technology, especially if they are not accompanied by a good understanding of the importance of pause and digital detoxification.

Barriers to Continuous Application of Practice Despite positive training outcomes, the challenge faced is the long-term practical application of the skills learned. Without ongoing assistance, there is a possibility that students will return to old habits of unproductive use of online time. Therefore, it is necessary to provide further training in monitoring internet use. The importance of continued support from teachers, parents and the school environment in ensuring the continuation of the positive path of community service programs related to digital literacy (Astuti, 2019). Changing Habits That Take Time Changing long-established habits, such as unhealthy internet usage patterns, requires consistent time and effort. For some learners, this process may be stressful or confusing, especially if they don't see the benefits of the change right away. This indicates the need for a more personalized approach and adjustments in training strategies to meet individual needs.



Picture 2. Presentation of Materials During the Implementation of Community Service

Table 1. Table of the findings and discussion of the digital literacy

Aspect	Key Findings	Improvement Results	Challenges
Program Effectiveness	Pre-test and post-test were used to evaluate participants' understanding of digital literacy and online time management skills.	Digital literacy score increased from 60% to 85%	Unequal access to digital devices and internet
Understanding of Digital Literacy	Before the training, participants had basic knowledge but struggled to apply digital literacy in online time management.	25% improvement in understanding	Potential dependency on digital tools
Online Time Management	Many participants struggled with productive online time management before the training.	Online time management score increased from 55% to 80%	Difficulty breaking old habits without ongoing support
Participant Satisfaction	Participants found the training content relevant and easy to understand. Most participants (90%) rated the interactive method as highly satisfactory.	90% satisfaction with training content and method	-
Positive Impact	Increased awareness of digital literacy and better online time management; improved academic productivity.	Improved academic productivity	Challenges in maintaining new habits

Use of Digital Tools	Participants were introduced to scheduling and task management apps that aid time management.	Participants became more organized and disciplined	Risk of technology dependence if usage is not monitored
Sustained Challenges	Challenge in maintaining good online time management practices after the training ended.	Increased awareness of online time management	Requires ongoing support from teachers, parents, and the school
Behavioral Change	Changing unhealthy internet usage habits requires time and consistent effort from participants.	-	Some participants may need a more personalized approach

CONCLUSION

Overall, this service program has succeeded in achieving its goal of improving digital literacy and online time management skills among students of Gontangwetan Pasuruan Public High School 1. The positive impact of the program includes increased understanding, academic productivity, and more productive use of technology. However, the challenges faced, such as digital access equality, addiction potential, and long-term implementation, need to be considered and overcome in the implementation of similar programs in the future. Ongoing support from various parties will be key to ensuring that the benefits of this program can be felt in the long term by students.

Several obstacles also affect the effectiveness of the program. The main obstacles faced are the timeliness of students in participating in service sessions which are sometimes late, as well as the implementation time of the program that only focuses on understanding theory without being accompanied by direct practice. This causes some students to find it difficult to apply the concept of digital literacy and time management independently in their daily lives. In addition, inadequate access to digital devices and the internet is also a challenge for some students, especially those from limited economic backgrounds.

Recommendations to increase the success of the program in the future, follow-up mentoring and practical sessions are needed so that students can apply digital literacy and time management in a sustainable manner. Support from schools, teachers, and parents is also very important so that students can be consistent in managing their online time well. In addition, flexibility in the implementation of service is needed so that students can participate in activities on time, as well as the provision of adequate technological devices so that they can practice the skills they have learned.

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