



Women and Digital Literacy at the Grassroots Level: Enhancing the Role of Mothers in Anti-Hoax Campaign in Families and Communities

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Abstract: Digital activities dominate the acquisition, dissemination, and reproduction of information, causing the rise of hoax information due to the lack of digital literacy and wise use of the internet. One of the steps is through Digital Literacy, one of which is on PKK cadres. They have an important role in the family and community as influential agents to spread digital literacy in the family and surrounding community. Through a service-learning approach, with five stages of social planning, namely problem identification, goal setting, program planning, program implementation and program evaluation. The results of assistance through UNS cooperation in collaboration with SEAN International Deakin University Australia to PKK cadres in Pucangan Kartasura village, Sukoharjo, Central Java. The results of this community partnership program show a significant positive impact on the PKK mothers' knowledge and skills in managing information from digital sources. Improved digital literacy skills encourage mothers to become digital literacy advocates in their families and communities and become an important step in combating the spread of hoax information at the grassroots level.

Keywords: *PKK cadres, internet, digital literacy, anti-hoax, social planning*

Introduction

The internet has become an inseparable part of everyday human life today. Not only for seeking information but also for discussions and other needs such as seeking entertainment, buying and selling, and so on. The latest data released by APJII (Indonesian Internet Service Association) in the second quarter of 2020 reported that internet users in Indonesia reached 196.71 million people or 73.7 percent of Indonesia's total population of 266.9 million people based on data from the Indonesian Central Statistics Agency.¹

¹ Kominfo RI. "Dirjen PPI: Survei Penetrasi Pengguna Internet di Indonesia Bagian Penting dari Transformasi Digital.", *Kominfo.go.id*, 2020, <https://www.kominfo.go.id/content/detail/30653/dirjen->

In addition to the benefits of the internet for human life, the internet also has negative effects on society, such as the emergence of false information (hoaxes), hate speech, and incitement to actions that lead to extremism and radicalism. Even in his 2017 survey, Mastel found that 44.3% of 1,146 respondents received hoaxes every day and 17.2% of them even received them more than once a day.²

In fact, not only productive teenagers or working adults who depend on the internet but adults and middle-aged women who are active at home also cannot be separated from the internet. The internet is used by mothers to find information, socialize and exchange ideas with their social networks. Not infrequently, the information obtained and disseminated falls into the category of hoax and incitement. Some news circulating in the media recently also highlighted several cases of housewives who were arrested by the authorities for spreading false news and causing unrest in the community.³ The increasing spread of hoaxes that have penetrated the family, especially by parents, especially mothers, has a significant influence on the reproduction of information within the family. This is because the mother is the main figure who is usually closer to the children so that the information disseminated will be easily accepted by other family members.

The pandemic situation that lasted for the last two years also contributed greatly to the use of the internet in the family. The internet is used fully in school learning that takes place at home (school from home) and parental work done online (work from home). The use of the internet in the family has increased dramatically and this is also followed by surfing activities which also increase outside of online learning and working activities. Information obtained by children and parents is also increasingly diverse through the internet. Hoax news, hate speech, and mal-information are new issues in online activities during the pandemic. Having no good digital literacy knowledge will be very detrimental to society when surfing the internet, especially families. Fake news will be believed, justified, and then spread in society. Knowledge of wise online activities is a necessity in online activities in the family. Although digital literacy should be owned by all family members, mothers have a significant role as a figure who has a significant influence on the family and society.

It is from this background that this PKM was designed by focusing on digital literacy for mothers through the PKK (Family Welfare Empowerment) organization in

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² Christiany Juditha. "Hoax Communication Interactivity in Social Media and Anticipation." *Jurnal Pekommas: Penelitian dan Pengembangan Komunikasi dan Informatika*, Vol. 3 No. 1, April 2018: 31-44 , <https://jurnal.kominfo.go.id/index.php/pekommas/article/view/2030104>

³ MC Kota Batam, "Sebar Hoaks IRT Ini Dipenjara 6 Bulan," *Info Publik : Portal Berita Info Publik*, 24 September 2019, [https://infopublik.id/kategori/nusantara/375457/sebar-hoaks-irt-ini-dipenjara-6-bulan?video=.](https://infopublik.id/kategori/nusantara/375457/sebar-hoaks-irt-ini-dipenjara-6-bulan?video=)

Pucangan Kartasura village, Sukoharjo. This activity was carried out through a workshop by inviting representatives from PKK cadres in Pucangan village. Workshop materials will contain about how to use the internet wisely and how to filter information that is widely and varied on the internet. It is hoped that from this workshop, participants will gain knowledge as a provision for online activities wisely and spread this knowledge to their families, neighbors, organizations, and the surrounding environment.

Method

This program was carried out on 15 women representatives of PKK cadres in Pucangan Kartasura village, Sukoharjo, Central Java and carried out in a hybrid manner, namely online and offline. Due to the COVID-19 pandemic, we only invite limited participants to take part in our offline activities by implementing health protocols. In implementing this program through service-learning approach with five stages of social planning to meet the goals and targets of the program which are generally described in the following five stages, namely: 1) identification of problems, 2) determination of objectives, 3) preparation of program plans, 4) program implementation, 5) program evaluation.⁴

Problem identification began by distributing an online survey of adult female PKK cadres to map the needs and initial knowledge of women about their daily internet usage habits and basic knowledge of hoaxes.⁵ Problem identification was then also continued through online Focus Group Discussions (FGD) which were attended by PKK cadre administrators to capture problems directly and then formulate the required program plans together. The results of this initial mapping online survey are then used to determine the next stage, namely determining goals and preparing program plans.

Based on the identification of problems conducted through an online survey of PKK cadres and FGDs with PKK administrators, we compiled a variety of activities so that empowerment can get maximum results. The various activities began with digital literacy workshops, making anti-hoax campaign videos by PKK cadres, and written campaigns through posters distributed on their social media. The last stage of this activity is program evaluation. Program evaluation is carried out by conducting a post-activity survey to get input and feedback on the effectiveness of the activities and the achievement of participants' understanding of the knowledge conveyed during the workshop.

⁴ Five levels of social planning in Kahn's concept are: 1) research, 2) value analysis, 3) policy formulation, 4) administrative structure (programming), and 5) measurement and feedback. See Alfred J. Kahn, *Theory and Practice of Social Planning*, New York: Russel Sage Foundation, 1969.

⁵ Chotijah Fanaqi et al., "Sosialisasi Anti Hoax Di Media Sosial Pada Masa Pandemi Covid-19," *Jurnal Media Pengabdian Komunikasi* 1, no. 1 (2021); Kuntarto Kuntarto, Rindha Widyaningsih, and Muhamad Riza Chamadi, "The Hoax of SARA (Tribe, Religion, Race, and Intergroup) as a Threat to the Ideology of Pancasila Resilience," *Jurnal Ilmiah Peuradeun* 9, no. 2 (2021): 413-434.

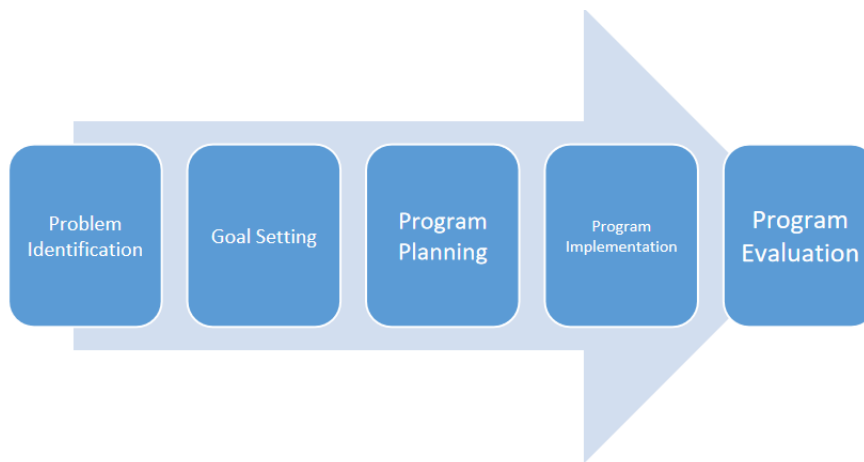


Figure 1. five stages of social planning

Results

Hoaxes have become a central issue in internet use during the pandemic. This is because the internet has become the main medium in many ways, especially children's learning, parents' work, and communication with various parties. Restrictions on activities in the community during the pandemic have significantly increased the use of the internet in the community. Along with the increasing use of the internet in the family, an understanding of the wise use of the internet in the family needs to be owned by every family member. So the internet can be a medium that provides useful information and communication for families and communities, not the other way around, giving a negative influence on families and society.

First-Third Stages: Problem Identification, Goal Setting, Program Planning

The initial step taken in this empowerment is the identification of problems regarding the extent of internet use in the family. Due to the covid pandemic taking place with a high intensity of restrictions, the identification of this problem was carried out through online surveys and group discussion forums with PKK representatives in Pucangan Kartasura. The online survey was distributed to PKK cadres in general, while the FGD was attended by representatives of the PKK management in Pucangan village.

The online survey conducted was to give 20 questions to PKK cadre mothers about online activities that are usually carried out in the family, including what applications are often used, for what purposes use online applications, what hoax news or false information is often obtained, how to manage information obtained, how to assist children in online activities in the family.

The results of a survey of around 25 PKK cadres in Pucangan village found that 1) the majority of PKK cadres are active users of social media, especially WhatsApp, 2) the majority are affiliated with moderate religious organizations, 3) the majority of respondents do not know how to check for incorrect information on the internet, social media or the internet.

After getting the results of the initial problem identification, then we held an online FGD with representatives of the PKK administrators in Pucangan village to formulate together the goals, targets, and various programs needed following the problems being faced by PKK cadres in their families and communities. From the results of the FGD, it was agreed that we would hold a workshop on digital literacy which would be attended by representatives of the PKK administrators in Pucangan village. This workshop aims to provide knowledge and understanding to PKK cadres about using the internet and social media wisely, such as strategies to avoid hoaxes, check hoax news through applications, and anti-hoax campaigns to families and communities.

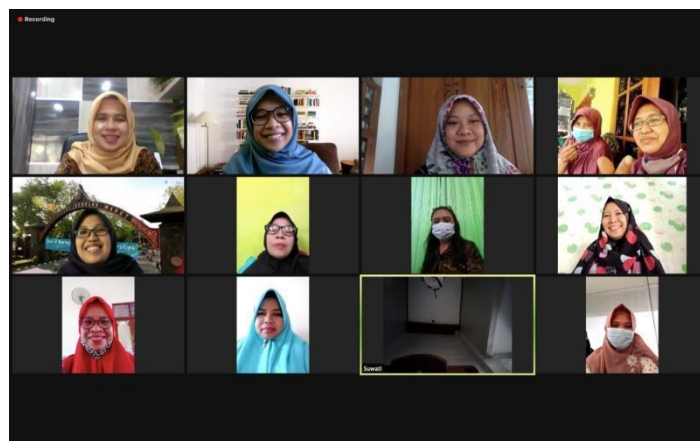


Figure 2: FGD with representatives of PKK administrators

It is hoped that from this workshop, the representatives will disseminate their learning outcomes to other cadres and then disseminate them more widely to their families and communities.

Fourth Stage: Program Implementation

After identifying the problem, determining the objectives, and planning the program, the next step is program implementation. In this stage, there are two activities carried out, namely a digital literacy workshop which is carried out offline at the Pucangan Kartasura Village Hall, and an anti-hoax campaign through social media. Workshop activities were carried out in a limited manner, attended by 15 representatives of PKK administrators in July 2021 by implementing strict health protocols. This workshop was facilitated by the

Indonesian Anti-Defamation Society (Masyarakat anti-Fitnah Indonesia-Mafindo) Solo. Meanwhile, online anti-hoax campaign activities are carried out through the making of short films and posters that are distributed on social media.

A. Digital literacy workshop

The workshop stages are divided into five sessions, namely 1) introduction, 2) pre-workshop survey, 3) digital literacy training, 4) material deepening, and 5) post-workshop survey. At the introductory stage, participants were invited to introduce themselves while briefly telling about what messages they got in the online group they joined when they woke up that day. Furthermore, in the pre-workshop survey session, participants were asked to fill out a short survey about their social media activities that have been carried out so far. The third stage is digital literacy training facilitated by Tular Nalar Mafindo Solo which discusses being empowered with the internet and avoiding fake news. In this training, participants are invited to understand how to recognize hoax news, find out hoax news through an application, and how behave when receiving hoax news.



Figure 3: Digital literacy workshop activities

The next stage is the deepening of the material. After gaining knowledge through digital literacy training, participants are allowed to deepen the material through the practice of checking hoax news that is often found on social media in several ways, such as through chatbots on WhatsApp, direct sources of information, fact-finding sites, and applications. The practice of checking hoax news through this application is important to make it easier for participants to know whether the information they received was a hoax or true.



Figure 4: How to verify hoax information via chatbot (source of Mafindo presentation)



Figure 5: How to verify hoax information through the application (source of Mafindo presentation)

The last stage in this workshop activity is a post-workshop survey of the participants. In this survey, they were asked about the extent to which the workshop provided knowledge and understanding of issues in their online activities. The results of the survey of participants showed that the digital literacy workshop provided important knowledge for PKK cadres in responding to hoax information that they usually get on the social media they follow. The majority of participants admitted that knowledge about how to check hoax information through several applications was important knowledge that they would pass on to their families and communities.

B. Anti-Hoax Campaign

After the workshop was carried out, the next program was an anti-hoax campaign in collaboration with the UNS FISIP team and PKK cadres in Pucangan Kartasura village. This campaign consists of two activities, namely the making of anti-hoax short films

entitled VAKSIN (vaccines) and BELANJA ONLINE (online shopping) which are published on YouTube and online posters published on Instagram. This short film is played by PKK cadres in Pucangan village as an anti-hoax campaign that tells about vaccine hoax information and hoax information in online shopping that are often found in the community. Digital literacy campaign carried out by PKK women by using the Javanese language is expected to be better and more widely accepted by local society.



Figure 6. Filming of the anti-hoax short film ‘Vaccine’



Figure 7: PKK cadre campaign through posters on social media

Fifth stage: Program Evaluation

Program evaluation is carried out a month after program implementation. This

evaluation is carried out to review the effectiveness of the programs that have been done. The evaluation was carried out through interviews with the respective PKK administrators regarding the implementation of knowledge and skills from the activities that had been carried out. The PKK administrators reported that after the implementation of the workshop which was attended by representatives of the PKK management, the administrators then shared this knowledge with their respective members. This chain of knowledge sharing shows that the knowledge and skills provided during the workshop do not stop at the participants who directly attend the workshop, but they transmit the knowledge and skills to the wider community. In the end, knowledge and skills about anti-hoax can reach a wider audience.

Discussion

PKK women are generally known for their activities in domestic issues such as cooking training, making handicrafts, training in family health, and for economic improvement. These issues are also the ones that many researchers have studied in their studies so far. There are at least 3 main focuses on how PKK mothers are portrayed in academic studies. They are the economic empowerment of PKK women through

entrepreneurship training⁶, improving family health⁷ and digital marketing⁸. Our PKM activities focus on digital literacy for mothers⁹ as the frontline in family resilience, especially when the covid pandemic occurs where digital activities are the main activity at home.

The FGD and Workshop activities for mothers in Solo Raya, represented by PKK women, had a significant impact on increasing the understanding and skills of mothers in managing the information they received. Of course, this impact is not only beneficial for mothers as participants who directly receive training from this program, but also for wider parties, namely families and communities in their environment. This is known from the results of the evaluation conducted by the service team for the program participants. There are at least 3 impacts from this program, namely 1) mothers increasingly know and

⁶ See Agung Witjoro et.al., "Pemberian Pelatihan membuat Batik Jumptan Kepada Ibu PKK untuk Upaya Pelestarian dan Meningkatkan Ekonomi Masyarakat di Lowokwaru Malang," *Jurnal Karinov*, Vol 2, No 2 (2019):75-80; Dinna Riana & Ambar Wariati, "Pelatihan Pembuatan tas Kain Perca untuk Peningkatan Minat Produk Ramah Lingkungan pada Ibu-Ibu PKK di Kelurahan Jebres Kecamatan Jebres Surakarta," *Wasana Nyata: Jurnal Pengabdian Pada Masyarakat*, Vol 1, No 2 (2017): 33-36; Slamet Fauzan, Putri Puspitasari & Riszki Ameliah, "Pelatihan Kerajinan Manik-Manik Untuk Meningkatkan Inovasi-Kreativitas Ibu PKK Sekaligus Pendapatan UMKM," *Jurnal Pengabdian Masyarakat Indonesia*, 1(5), (2021): 259-266; Dyan Agustin & Wiwik Dwi Susanti, "Pembuatan Bros dari Bahan Manik dan Limbah Kawat untuk Pelatihan Wirausaha Ibu PKK Perumahan Sentra Alam Sidoarjo," *Jurnal Pelayanan dan Pengabdian Masyarakat (PAMAS)*, Vol 4, No 1 (2020): 27-3; Caecilia Pujiastuti, Yustina Ngatilah & Desak Ayu Clara Dewanti, "Pelatihan Pembuatan Black Garlic kepada Kelompok Ibu PKK Wilayah Medokan Kampung dan Kosagrha," *Jurnal Abdimas Teknik Kimia*, 2(1), (2021): 70-73; Mohammad Muslih, Use Etica, Eka Rosanti, Ely Windarti Hastuti & Wildan Mubarak, "Pengembangan Sentra Produksi Kemasan Berbasis Anyaman Bambu Melalui Pemberdayaan Karang Taruna dan PKK untuk Peningkatan Ekonomi Masyarakat di Desa Mojorejo Kecamatan Jetis Kabupaten Ponorogo," *Engagement: Jurnal Pengabdian Kepada Masyarakat*, Vol. 4, No. 2 (2020): 343 - 362.

⁷ See Khalish Arsy Al Khairy Siregar, Novia Misnawati Aisyah, Sylvan Septian Ressaydy, Paula Mariana Kustiawan, "Penyuluhan kepada Ibu-ibu PKK Mengenai Swamedikasi dengan Deteksi Dini Tekanan Darah dan Gula Darah di Kelurahan Sidomulyo Samarinda," *Selaparang; Jurnal Pengabdian Masyarakat Berkemajuan*, Vol 4, No 3 (2021): 592-598; Novia Ariyanti, Cindy Cahyaning Astuti & Rugaya Meis Andhiarini, "Pelatihan Pembuatan Masker Inovatif Tie Dye Kelompok PKK Kelurahan Dukuh Pakis Surabaya," *Jurnal ABDINUS : Jurnal Pengabdian Nusantara*, 6(1), (2022): 1-5; Lusa Rochmawati, Sulistyaningsih Prabawati, Fitria Melina, Ina Kuswanti & Wiwin Priyantari, "Edukasi pencegahan penularan HIV dari ibu ke anak (PPIA) dan pemeriksaan kesehatan," *Jurnal Hayina*, Vol. 1, No. 2 (2022): 62-67; Riskiyah & Ermin Rachmawati, "Pencegahan Penyakit Hipertensi Melalui Penyuluhan Kesehatan dan Pelatihan Pengukuran Tekanan Darah Pada Kader PKK," *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4(2) (2021): 312-319; Moch Bahrudin, "The Empowerment of PKK Women in Treating Hypertension Disease at Home in Wonokoyo Village, Beji District, Pasuruan Regency," *Frontiers in Community Services and Empowerment*, Vol. 1 No. 3 (2022): 76-102.

⁸ Nilma, Rahni Nuzuloh & Putri Dina Mardika, "Penyuluhan Tentang Kewirausahaan melalui Media Sosial Kepada Ibu-Ibu PKK di Wilayah Kelurahan Abadijaya, Sukamaja, Depok," *Jurnal PkM: Pengabdian kepada Masyarakat*, Vol 3, No 1 (2020): 101-106; Wiyanto, "Pelatihan Pembuatan Nugget Jambu Mete bagi Ibu-Ibu PKK Desa Tegalmulyo Kecamatan Kragan Kabupaten Rembang," *E-Dimas: Education-Pengabdian Kepada Masyarakat*, Vol 10, No 1 (2019): 11-15

⁹ Wafdane Dyah Prima Jati, "Literasi Digital Ibu Generasi Milenial Terhadap Isu Kesehatan Anak Dan Keluarga," *Jurnal Komunikasi Global* 10, no. 1 (2021); Sharon Murphy and Marva Headley, "The Role of Digital Technology in Teen Mothers' and Their Children's Literacy," *Journal of Early Childhood Literacy* 20, no. 4 (2020).

understand which information can be trusted and which are classified as hoaxes, and 2) mothers are increasingly skilled at ensuring correct information through anti-hoax news checking applications. 3) mothers spread their knowledge and skills to the closest parties around them, such as families, the community of PKK mothers, and the wider environment.

This success is inseparable from the collaboration between the community service team of FISIP UNS, the village government, and PKK cadres in Solo Raya who have a strong desire and will as agents of change in their families and communities in disseminating information and anti-hoax campaigns. Empowering women as agents of community change is a long-term investment where women have a key role in their families and communities. So, it is hoped that women will encourage a domino effect that can make wider changes.

Conclusion

The community partnership program focusing on digital literacy for PKK mothers is an intervention program from the UNS community partnership program team in collaboration with SEAN International Deakin University Australia. There are five stages of activities carried out in this PKM, namely 1) Problem Identification, 2) Goal Setting, 3) Program Planning, 4) Program implementation, and 5) program evaluation. Each stage has its targets and achievements that are adjusted to the final results to be obtained. The results of the PKM show that a series of PKM programs have had a significant impact on increasing the knowledge and skills of PKK mothers in managing information from digital sources. It is hoped that this ability can be transmitted by mothers to their closest families and communities so that knowledge and skills in managing information can be transmitted more widely.

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