Teenagers' Utilisation of RRI Digital Application in Digital Literacy

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Abstract

RRI (Radio Republik Indonesia) is the only radio that bears the name of the state whose broadcasts are intended for the benefit of the nation and state. RRI is an independent, neutral and non-commercial public broadcaster that functions to provide information, education, healthy entertainment, social control, and maintain a positive image of the nation internationally. Digital literacy includes an individual's ability to access, use, and utilise digital technology. The purpose of this study is to describe the impact of the use of digital RRI applications on adolescents in Indonesia in digital literacy.This research is a type of quantitative research. This quantitative research uses a quantitative descriptive approach. A total of 111 respondents who use the RRI Digital application. This technique uses purposive sampling technique with a total of 111 users of the RRI Digital Application. Furthermore, the data that has been obtained will be processed using statistical descriptive analysis techniques. Data processing used using the SPSS 24 for Windows programme. The results showed that the use of the RRI Digital application was in the very good or very high category with a mean score (Mean) of 50.90 percentage 84.83% and digital literacy was in the good and high category with a mean score (Mean) of 52.77 percentage 87.95%Based on the data from the research results above, it can be seen that the RRI Digital application can be used to facilitate digital literacy, and improve users' ability to access and understand information effectively and efficiently.

Keywords: RRI digital, literacy, digital literacy

Introduction

The development of information media is currently needed for the wider community, especially in the digitalisation era now for most people is very helpful in general knowledge related to information or news what is happening in several regions. Therefore, the role of information media is currently very much needed to provide information to the general public, especially radio information media which has long provided information to the wider community. RRI (Radio Republik Indonesia) is the only radio that bears the name of the state whose broadcasts are intended for the benefit of the nation and state. RRI is an independent, neutral and non-commercial Public Broadcasting Institution that functions to provide information, education, healthy entertainment, social control, and maintain a positive image of the nation in the international world (Harfiah, 2020).

Digital literacy includes an individual's ability to access, use and utilise digital technology. Digital utilisation in obtaining information is very influential in the development of science. According to (Oktariani et al., 2020) who explained that digital literacy is a life skill that not only involves the ability to use technology, information, and communication devices, but also the ability to socialise, the ability to learn, and have attitudes, think critically, creatively, and inspire as digital competence, this ability to use is an important factor that can be used in digital literacy. According to (Willems et al., 2019) every individual of society has an active role to participate in the digital era, it must be carried out in accordance with the development of digital technology, community participation

in this digital era such as sharing information, facilitating information exchange, increasing efficiency and others. On the other hand, educational technology, defined as the study and ethical practice of theory and research, is an important foundation to support this active participation.

Educational Technology is defined as one of the applications to advance knowledge as well as to bridge and enhance learning and performance through the strategic design, management and application of learning processes and resources (Association for Educational Communications and Technology, 1977) Based on this definition, the purpose of educational technology is to advance knowledge, bridge and enhance learning and performance. Then there is the TEP (Educational Technology) domain area, one of which is in the TEP domain area, namely the Utilisation domain. The utilisation domain includes media utilisation, innovation dissemination, implementation and institutionalisation, policy and regulation. One of the utilisations used is the RRI Digital application which can be used to facilitate learning about digital literacy in the use of digital media.

The use of digital media has now become so modern that all people have access to be able to find information through digital media. Community participation in media observation can shape views, attitudes and collective actions. By having a deep understanding of the media, people can contribute to shaping a healthy information environment and actively participate in the process of creating information. The teenage age group can be broadly identified as one of the segments of society that responds best to and integrates digital media. In

Table 1 Descriptive Statistics of Digital RRI Application Utilisation Data

N	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
111	50,9	52.00.00	48	5,522	30.490	27	33	60	5650

this era, teenagers have become active consumers and engage in various digital platforms, including social media, news applications, and other digital content (Alamsyah et al., 2024).

Based on this, the RRI Digital application is one of the sources of information used by these teenagers, transforming the way they get information, communicate, and access digital content. With so many technological options available, the teenage community has become an important agent in understanding and adapting the development of digital media, bringing a significant impact on culture, social interaction and lifestyle. With the RRI Digital application, we want to know the impact of digital literacy for teenagers who have used the RRI Digital application.

Method

This quantitative research uses a quantitative descriptive approach. That is, research in which data is given in the form of numbers and analysed statistically to show how the impact of the use of the RRI Digital application on adolescents in digital literacy. This research is a Quantitative research which is to describe the Utilisation of the RRI Digital Application with Digital Literacy in adolescents. The data obtained were 111 respondents consisting of 16 males and 95 females.

The research instrument used in this research is a questionnaire instrument. A questionnaire is a set of questions designed to collect large amounts of data. This instrument can take the form of closed, open questions, Likert scales, online forms, and so on. In this study, the questionnaire was used to measure the variables studied systematically and objectively. Questionnaires can help researchers to obtain numerical data needed for statistical analysis and hypothesis proving. The use of questionnaires allows researchers to collect data from a large number of respondents in a standardised and measurable way. Quantitative research questionnaires are designed with careful consideration in order to produce valid and reliable data. By using questionnaires as research instruments, researchers can collect data efficiently and effectively to answer their research questions.

Descriptive statistics used are frequency, percentage, mean, median, mode, quartile, range, standard deviation and variance. The results were processed using the SPSS programme. To determine the average tendency score. Then analysed to obtain the score of each statement item in each variable by calculating the mean and standard deviation.

Findings & Discussion

Findings

The results of the research have been validated to instrument experts, then the validated product will be tested on respondents who use the RRI Digital application. The variable utilisation of the RRI Digital application has 3 indicators, namely application display, application convenience, application benefits, RRI Dgital application. The questionnaire data on the use of the RRI Digital application for adolescents from the variable of the use of the RRI Digital application consists of 12 statement items measured on a Likert scale with a score of 1 to 5 and given to respondents. Then the data was analysed using the SPSS 24 for windows program. The following are the results of the analysis shown in table 1.

Based on table 2, it can be seen that out of 111 respondents who answered the average tendency of utilising the RRI Digital application, 39 respondents (35.14%) were in the very good category, 71 respondents (63.96%) in the good category, 2 respondents (0.9%) in the moderate category and 1 respondent (1.25%) in the poor or low category.

Table 2 Trend distribution of mean scores for digital RRI app utilisation

Range	Category	Frequency	Percent (%)
X > 53,5	Very Good	39	35.14
36 - 53,5	Good	71	63.96
18 - < 36	Enough	1	0.90
X < 18	Lacking	0	0
Total		111	100

Based on the results of the study, it shows that the use of the RRI Digital application obtained an average score (Mean) of 50.90 which is in the class range of 20 to 53.5 and is included in the good or high category. Based on these calculations, it can be concluded that the use of the RRI Digital Application is in the very good category with an average score (Mean) of 50.90 with a percentage of 84.83%.

The digital literacy variable has 4 indicators, namely internet search, hypertext direction, information content evaluation, and content preparation. The digital literacy questionnaire data on adolescents from the digital literacy variable consists of 12 statement items measured on a Likert scale with a score of 1 to 5 and given to respondents. Then the data was analysed using the SPSS 25 for windows program. The following are the results of the analysis shown in table 3.

Table 3 Descriptive Statistics of Digital Literacy Data

N	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
111	52.77	53.00.00	52	4.777	22.817	24	36	60	5857

Berdasarkan tabel 4 dapat diketahui bahwa dari 111 responden menjawab kecendurungan rerata literasi digital sebanyak 54 responden (48,6%) dalam kategori sangat baik, 57 responden (51.4%) dalam kategori baik, 0 responden (0%) dalam kategori cukup atau sedang dan 0 responden (0%) dalam kategori kurang atau rendah.

Table 4 Trend distribution of mean digital literacy scores

Range	Category	Frekuensi	Percent (%)
X > 53,5	Very Good	54	48.6
36 - 53,5	Good	57	51.4
18 - < 36	Enough	0	0
X <18	Lacking	0	0
Total		111	100

Based on the results showed that digital literacy obtained an average score (Mean) of 52.77 which is in the class range of 36 to 53.5 and is included in the good or high category. Based on these calculations, it can be concluded that digital literacy is in the very good category with an average score (Mean) of 52.77 with a percentage of 87.95%.

Based on the results of descriptive statistical data analysis on the description of the frequency of use of the RRI Digital application and digital literacy, respondents use the RRI digital application at a good level, as well as the level of digital literacy they have in a good ranking.

Discussion

The problem to be revealed in this research is the result of data analysis regarding the utilisation of the RRI Digital application with Digital literacy. In the context of this research, the results of data analysis can be seen complex data between the use of RRI Digital applications and digital literacy. The RRI Digital application is used by Radio Republik Indonesia (RRI) to expand broadcast coverage and increase interaction with listeners. Digital literacy, in turn, refers to an individual's ability to use digital technology effectively and sustainably.

This study found that the use of the RRI Digital app has a moderate correlation with digital literacy. The results show that listeners who actively use the RRI Digital app have better digital literacy skills compared to listeners who do not actively use the app. This can be interpreted that the RRI Digital application acts as a tool that helps digital literacy, especially in the use of individual abilities to use digital technology effectively. Based on the results of data analysis, the utilisation of the RRI Digital application has an impact on digital literacy in adolescents.

Based on the data obtained from the results of data analysis, the usefulness of the use of the RRI Digital application for adolescents is in the very good or very high category with an average score (Mean) of 50.90 with a percentage of 84.83%, where adolescents are able to take advantage of the RRI Digital application because the features used in the application are quite good or very high in the use of the RRI Digital application. Thus the RRI Digital application can be one of the learning media that can be used to facilitate learners who want to explore knowledge as a learning media well. According to (Nugroho et al., 2024) learning facilities have a considerable influence on the learning outcomes of a learner. Based on this, digital RRI facilities can be utilised to improve learning outcomes.

Digital literacy is a set of basic technical skills to run computer and internet devices. Furthermore, it is also understanding and being able to think critically and evaluate digital media and being able to design communication content. According to (Basyiroh, 2017; Dole et al., 2021; Istiqomah et al., 2022) that digital literacy is an inevitable choice in the world of education, because society has now transformed into an information society and a knowledge society (Nurbaeti, 2023). Based on the data obtained from the results of data analysis, digital literacy in adolescents is in the very good or very high category with an average score (Mean) of 52.77 percentage of 87.95%, where adolescents have good digital literacy with good scores and are in good criteria. Thus learning as a learning material in the form of digital literacy. According to Nurbaeti's research (2023) Digital literacy also plays an important role in supporting education through the use of social media in learning, this is important because the media is used to convey material easily.

Based on this research, the RRI Digital application offers various features that allow users to access various types of content, such as news, music, podcasts, and RRI broadcasts from all over Indonesia (Delano et al., 2022; Mustajab et al., 2021; Rahmawati et al., 2015). According to previous research (Maharini et al., 2024; Pancawati et al., 2018; Ratuanak & Putri, 2023) the RRI Digital application provides many advantages and complete information options, the media transfer process from print, audio. Video into digital which is carried out for document archives in digital form which serves to load digital library collections. These features allow users to obtain wider and faster information, and allow them to participate in various online discussions and interactions. Based on the research data above, it can be seen that the RRI Digital application can be utilised to facilitate digital literacy, and improve users' ability to access and understand information effectively.

Conclusion

Based on the results of the study, it can be concluded that the use of the RRI Digital application has an impact on digital literacy in adolescents. The results show that teenagers who actively use the RRI Digital application have good digital literacy skills compared to teenagers who are not active in using the application. It can be interpreted that the RRI Digital app acts as a tool that helps digital literacy skills in adolescents, especially in improving their ability to use digital technology effectively.

In order to improve digital literacy in adolescents, it is recommended that the RRI Digital app be used more widely and more effectively, as well as other efforts to increase awareness and equality in using digital technology. Thus, adolescents can more easily develop better digital literacy skills and be more effective in using digital technology. based on this, the RRI Digital application can be utilised to facilitate digital literacy. Based on the above research, the use of the RRI Digital application has an impact on digital literacy in adolescents because the features used in the RRI Digital application help teenagers in digital literacy.

Declarations

Competing Interest
The authors report there are No. competing interest to declare

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