

DIGITAL LITERACY PROGRAM DAILY LIFE WITH AI TOOLS

Bambang Jokonowo^{1*}, Hadi Santoso², Afiyati Afiyati³
Universitas Mercu Buana^{1,2,3}

Program Studi Teknik Informatika, Fakultas Ilmu Komputer, Universitas Mercu Buana^{1,2,3}
*e-mail: bambang.jokonowo@mercubuana.ac.id

ABSTRACT

The "Digital Literacy Program: Daily Life with AI Tools" is a community service initiative aimed at enhancing digital literacy by integrating artificial intelligence (AI) tools into daily routines. Conducted at Rumah Pertubuhan Masyarakat Indonesia (PERMAI) in Pulau Pinang, Malaysia, this program seeks to democratize access to AI technologies, fostering a foundational understanding that bridges the gap between complex AI concepts and their practical applications in everyday life. By equipping participants with the skills to utilize AI tools effectively, the program not only improves efficiency in personal and professional activities but also empowers individuals with the knowledge to navigate the evolving digital landscape. The innovative approach of this program is its focus on making AI accessible to a broader audience, promoting digital inclusivity and literacy. Through hands-on workshops and real-world applications, participants learn to integrate AI into tasks such as time management, data organization, and problem-solving, leading to enhanced productivity and informed decision-making. This initiative ultimately contributes to the broader goal of fostering a digitally literate society capable of leveraging emerging technologies for personal and collective advancement.

Keywords: Community Services; AI tools; Digital Literacy

ABSTRAK

"Program Literasi Digital: Kehidupan Sehari-hari dengan Perangkat AI" adalah sebuah inisiatif pengabdian kepada masyarakat yang bertujuan untuk meningkatkan literasi digital dengan mengintegrasikan perangkat kecerdasan buatan (AI) ke dalam rutinitas sehari-hari. Dilaksanakan di Rumah Pertubuhan Masyarakat Indonesia (PERMAI) di Pulau Pinang, Malaysia, program ini bertujuan untuk mendemokratisasi akses terhadap teknologi AI, dengan menumbuhkan pemahaman dasar yang menjembatani kesenjangan antara konsep AI yang kompleks dan aplikasinya dalam kehidupan sehari-hari. Dengan membekali peserta dengan keterampilan untuk menggunakan perangkat AI secara efektif, program ini tidak hanya meningkatkan efisiensi dalam aktivitas pribadi dan profesional, tetapi juga memberdayakan individu dengan pengetahuan untuk menjelajahi lanskap digital yang terus berkembang. Pendekatan inovatif dari program ini adalah fokusnya untuk membuat AI lebih mudah diakses oleh khalayak yang lebih luas, mendorong inklusivitas dan literasi digital. Melalui lokakarya praktis dan aplikasi nyata, peserta belajar untuk mengintegrasikan AI ke dalam tugas-tugas seperti manajemen waktu, organisasi data, dan pemecahan masalah, yang pada akhirnya meningkatkan produktivitas dan pengambilan keputusan yang lebih baik. Inisiatif ini berkontribusi pada tujuan yang lebih luas yaitu membangun masyarakat yang melek digital dan mampu memanfaatkan teknologi yang sedang berkembang untuk kemajuan pribadi dan kolektif.

Kata Kunci: Layanan Masyarakat; Alat AI; Literasi Digital

1. INTRODUCTION

The implementation of the "Digital Literacy Program for Empowering Daily Life with AI Tools" serves as a timely and indispensable response to the ever-evolving landscape of modern technology. In the face of rapid transformation within our world, driven by the pervasive integration of artificial

intelligence (AI), this community service initiative is well-positioned to provide individuals with the essential digital literacy skills necessary to navigate the complexities of everyday life.

Fundamentally, this program represents a proactive endeavor aimed at addressing the growing impact of AI on our existence. Its primary objective extends beyond simply acquainting participants with the theoretical aspects of AI, instead focusing on equipping them with practical capabilities that enable proficient maneuvering through the intricacies of their daily routines. The program aptly acknowledges the pressing necessity for the community to adapt to the digital age, wherein AI tools like ChatGPT and Quran-Academy have become integral facets of contemporary living.

In an effort to foster inclusiveness, this initiative seeks to unite individuals from a variety of technological backgrounds within the community. This inclusiveness guarantees that the advantages of the program are accessible to all, regardless of their previous experience or familiarity with emerging technologies. The ultimate objective is to establish a community that can collectively harness the potential of AI tools responsibly and efficiently.

The curriculum of the program is meticulously crafted to attain specific outcomes. Participants are not only expected to comprehend the foundations of digital literacy, but also to master the practical implementation of AI tools in their everyday lives. The emphasis goes beyond theoretical knowledge, prioritizing hands-on experience to ensure that participants are skilled in utilizing AI tools such as ChatGPT and Quran-Academy. This approach aligns with the program's dedication to practical, real-world applicability.

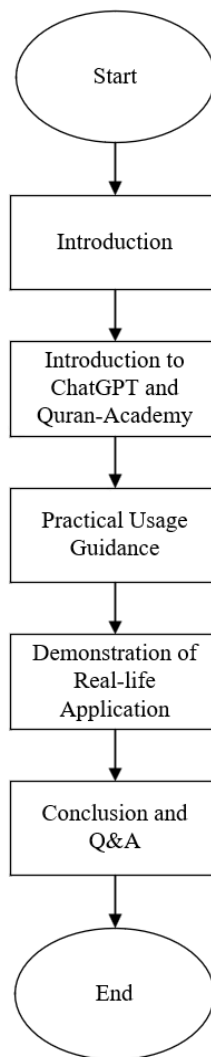
The significance of the program is emphasized by the ever-increasing speed of technological advancements. Members of the community are required to quickly adjust to the digital era, and this program acts as a catalyst for that transformation. By imparting skills in digital literacy and promoting responsible usage of AI tools, the initiative endeavors to bridge the gap between the community and the evolving technological landscape.

The desired outcomes of the program are multidimensional. Initially, participants are expected to attain a level of digital literacy that surpasses basic awareness, enabling them to effortlessly navigate and engage with diverse digital technologies. Moreover, the program strives to foster a sense of accountability in the utilization of AI tools, accentuating ethical considerations and ensuring that participants are conscious and discerning users of technology.

In summary, the "Digital Literacy Program for Empowering Daily Life with AI Tools" is an innovative endeavor that recognizes the paradigm-shifting capabilities of AI and endeavors to grant agency to societies in traversing this era of digitalization. Through the provision of imperative proficiencies and the advocacy of conscientious AI utilization, the initiative not only attends to the pressing requirements of the community, but also equips its constituents to flourish in a progressively technology-centric tomorrow.

2. METHOD

Workshop Delivery for ChatGPT and Quran-Academy Usage in Daily Life This workshop aims to provide a practical understanding of ChatGPT and Quran-Academy and their applications in daily life. It will be conducted in the following stages:



Picture 1. Research Stages

1. Introduction

- Warm welcome: Participants will be greeted warmly to create a positive learning environment.
- Training overview: A brief explanation of the workshop's purpose and the benefits of using AI tools like ChatGPT and Quran-Academy.
- Motivation: Participants will be motivated by highlighting the relevance and advantages of these tools in their daily lives.

2. Introduction to ChatGPT and Quran-Academy

- Basic concepts: A clear and concise explanation of what ChatGPT and Quran-Academy are and how they can be used.
- Real-life examples: Simple examples and relevant stories will be used to illustrate the concepts.

3. Practical Usage Guidance

- Step-by-step guidance: Participants will be guided through the process of initiating conversations with ChatGPT and Quran-Academy.
- Language usage: Emphasis will be placed on using simple and clear language for effective interaction with these AI tools.

4. Demonstration of Real-life Application

- Practical scenarios: Real-life examples will be showcased to demonstrate how ChatGPT and Quran-Academy can be used for communication, information retrieval, and other daily tasks.
- Hands-on experience: Participants will be given opportunities to experiment with these tools in real-time.

5. Conclusion and Q&A

- Key points summary: A recap of the key points and training objectives.
- Open-ended questions: Participants will be encouraged to ask questions and engage in discussions.
- Q&A session: A dedicated time for addressing queries, providing clarifications, and fostering interaction among participants.



Picture 2. Research Activity

By following these stages, the workshop will empower participants to effectively utilize ChatGPT and Quran-Academy in their daily lives.

3. RESULTS AND DISCUSSION

The priority problem highlighted is the urgent need for digital literacy skills within the community in response to the rapidly changing technology landscape. The acknowledgment of the rapid assimilation of artificial intelligence (AI) into daily life underscores the necessity for community members to acquire critical digital literacy skills. The urgency is driven by the imperative for the

community to quickly adapt to the digital age, indicating a potential existing gap in digital literacy that needs immediate attention.

The overarching goal of the program is to address this priority problem by providing participants with the necessary knowledge and practical abilities to skillfully navigate their daily needs in an AI-driven environment. The emphasis on inclusivity further suggests a recognition that individuals from different technological backgrounds within the community may currently lack the essential digital literacy skills. Consequently, the program aims to unite these diverse individuals and ensure responsible utilization of AI tools like ChatGPT and Quran-Academy. The intended results, mastery of digital literacy and useful use of AI tools in communication, underscore the program's commitment to addressing the priority problem and empowering the community in the digital era.

A. **Employment and Economic Challenges:** Small and Medium Enterprises (UMKM) proprietors, factory laborers, construction laborers, contractors, and individuals with part-time occupations may confront difficulties related to employment stability, equitable remuneration, and economic steadiness. Economic uncertainties and disparities may be further intensified by factors such as market competition, fluctuating demand, and labor market dynamics.

B. **Education and Language Barriers:** Students attending schools and members of the community pursuing education may encounter obstacles due to disparities in language and varying educational systems between Indonesia and Malaysia. Language barriers have the potential to impede effective communication and hinder academic performance.

C. **Work-Life Balance:** Individuals with part-time occupations, homemakers (IRT), and domestic workers (ART) may struggle with maintaining a harmonious equilibrium between work and personal life. Elongated working hours, household duties, and the possibility of isolation can adversely affect their overall well-being.

D. **Cultural and Social Integration:** All community members, including Sanggar participants, may face challenges related to cultural adaptation and social integration. Understanding and integrating into the local Malaysian culture, while preserving one's Indonesian identity, can be a complex process.

E. **Access to Resources:** Limited access to resources, information, and support networks may impede the community's ability to address various challenges effectively. This could include difficulties in accessing education and training opportunities, business resources, and community services.

Community Engagement: The Sanggar community and other community groups might face challenges in engaging with and contributing to the larger Malaysian community. Establishing meaningful connections, collaborations, and understanding local community dynamics are essential for positive integration.

4. CONCLUSION

The text describes a proposal for a community service program called "Digital Literacy Program for Empowering Daily Life with AI Tools." The program is designed to help members of the Indonesian community in Malaysia develop digital literacy skills and learn how to use AI tools like ChatGPT and Quran Academy.

The program is based on the idea that the ability to use technology is becoming increasingly important in everyday life. The program will provide participants with training on how to use ChatGPT and Quran Academy, as well as other digital literacy skills.

The proposal includes a description of the problem, the goals of the program, the methods that will be used to achieve those goals, and the expected outcomes. The proposal also includes a plan for how the program will be evaluated.

Here are some specific details from the text:

1. The program is targeted at Indonesian Small and Medium Enterprises (UMKM), factory workers, construction workers, contractors, school students, entrepreneurs, part-time workers, homemakers (IRT), domestic workers (ART), and community workshops (Sanggar).
2. The program will include workshops on how to use ChatGPT and Quran Academy, as well as other digital literacy skills.
3. The program is expected to help participants improve their communication skills, information retrieval skills, and other everyday tasks.

Overall, the "Digital Literacy Program for Empowering Daily Life with AI Tools" is a program that is designed to help members of the Indonesian community in Malaysia develop the digital literacy skills they need to succeed in the 21st century.

5. ACKNOWLEDGEMENT

The author would like to thank Mercu Buana University for providing financial support for the implementation of this service. And also thank you to the House of Pertubuhan Masyarakat Indonesia (PERMAI), Pulau Pinang, Malaysia.

REFERENSI

- Choi, E.P.H., Lee, J.J., Ho, M.H., Kwok, J.Y.Y. dan Lok, K.Y.W., 2023. Chatting or cheating? The impacts of ChatGPT and other artificial intelligence language models on nurse education. *Nurse Education Today*, 125(March), hal.105796. Available at: <https://doi.org/10.1016/j.nedt.2023.105796>.
- Dwivedi, Y.K. et al., 2023. "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, 71(March).
- Hadi Mogavi, R., Deng, C., Juho Kim, J., Zhou, P., D. Kwon, Y., Hosny Saleh Metwally, A., Tlili, A., Bassanelli, S., Bucchiarone, A., Gujar, S., Nacke, L.E. dan Hui, P., 2024. ChatGPT in education: A blessing or a curse? A qualitative study exploring early adopters' utilization and perceptions. *Computers in Human Behavior: Artificial Humans*, 2(1), hal.100027. Available at: <https://doi.org/10.1016/j.chbah.2023.100027>.
- Ho, B., Mayberry, T., Nguyen, K.L., Dhulipala, M. dan Pallipuram, V.K., 2023. ChatReview: A ChatGPT-enabled natural language processing framework to study domain-specific user reviews. *Machine Learning with Applications*, 15(December 2023), hal.100522.
- Rajeswari, P. & Purushothaman, S., (2023). *Artificial Intelligence in Education*. doi: 10.34293/eduspectra.v5is1-may23.008

- Ramadhan, F. K., Faris, M. I., Wahyudi, I., & Sulaeman, M. K. (2023). PEMANFAATAN CHAT GPT DALAM DUNIA PENDIDIKAN. *Jurnal Ilmiah Flash*, 9(1), 25-30.
- Sacramento, M., Ibanezr, G., & Magayon, V. C. (2021). Technology adaptation of teachers and students under the learning continuity plan: A case of one school in the Philippines. *International Journal of Learning and Teaching*, 13(4), 204-223.
- Setiawan, A., & Luthfiyani, U. K. (2023). Penggunaan ChatGPT Untuk Pendidikan di Era Education 4.0: Usulan Inovasi Meningkatkan Keterampilan Menulis. *JURNAL PETISI (Pendidikan Teknologi Informasi)*, 4(1), 49-58.
- Suharmawan, W. (2023). Pemanfaatan Chat GPT Dalam Dunia Pendidikan. *Education Journal: Journal Educational Research and Development*, 7(2), 158-166.
- Wahid, R., Hikamudin, E., & Hendriani, A. (2023). Analisis Penggunaan Chat-GPT Oleh Mahasiswa Terhadap Proses Pendidikan di Perguruan Tinggi. *Jurnal Pedagogik Indonesia: Yayasan Pendidikan dan Pelatihan Ksatria Siliwangi*, 1(2), 112-117.
- Wibowo, T. U. S. H., Akbar, F., & Fauzan, M. S. (2023). Tantangan dan Peluang Penggunaan Aplikasi Chat GPT Dalam Pelaksanaan Pembelajaran Sejarah Berbasis Dimensi 5.0. *JurnalPetisi (Pendidikan Teknologi Informasi)*, 4(2), 69-76.