

Literasi Digital dan Inovasi: Pilar Utama Mewujudkan Visi Indonesia Emas 2045

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Abstract. Indonesia is heading towards the vision of Golden Indonesia 2045 which coincides with the demographic bonus. Quality Human Resources (HR) are the key, emphasizing the development of 21st Century Skills through the transformation of 21st century education. Success depends on the optimal use of technology and digital literacy, but the digital divide and the ability to evaluate critical information become Economic and digital literacy also affects entrepreneurship. The era of the industrial revolution 4.0 demands creativity and digital collaboration, as well as awareness of personal data risks. This study aims to examine digital literacy, innovation, and its relevance to achieving the vision of Golden Indonesia 2045. The literature review was conducted by collecting data from books, journals, research reports, and trusted documents, both national and international, using academic databases such as Google Scholar and JSTOR. The data were analyzed to find patterns and interactions between digital literacy, innovation, and challenges towards Golden Indonesia 2045. Digital literacy and innovation are very important in preparing the younger generation. The government needs to integrate digital literacy into the curriculum, provide training, and ensure equitable technology infrastructure. Parents play a role in guiding children, while the general public can support through training and knowledge sharing programs. The industry needs to invest in relevant internship and training programs. Collaboration between government, education, and industry is essential to create an ecosystem that supports digital literacy and innovation. Further research can quantitatively examine the impact of government policies related to digital literacy on the innovation capabilities of the younger generation, as well as the impact of digital literacy on the performance of MSMEs and the national economy. The impact of different digital literacy programs also needs to be studied to determine the most effective methods..

Keywords: Digital Literacy, Innovation, Main Pillar, Vision of Golden Indonesia.

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INTRODUCTION

Indonesia is currently on the threshold of major changes with the target of achieving Indonesia Emas 2045. This coincides with demographic projections that show that in that year, Indonesia will experience a demographic bonus, where the majority of its population is of productive age. In this context, quality human resources (HR) are the main urgency in national development, as conveyed by Puspa et al (2023), who emphasize the development of 21st Century Skills through the transformation of 21st century education.

Indonesia's success in achieving this vision is highly dependent on the ability of the younger generation to optimally utilize technology. Haq et al (2023) highlighted that technology-based educational innovation not only improves the quality of learning, but also creates equal access and increases student engagement. With good digital literacy skills, the younger generation will contribute significantly to the progress of the nation, both locally and globally.

However, the digital literacy process is not without challenges. Nugraha (2022) noted the existence of a digital divide that needs to be addressed so that all individuals can benefit from technology. On the other hand, Ulfah (2022) emphasized the importance of the ability to critically evaluate information in the era of rapid information, so that students are able to face various challenges in the digital world.

Furthermore, Firmansyah et al (2022) explained that economic literacy is also closely related to digital literacy, which has the potential to influence entrepreneurial performance, especially among micro and small businesses. Thus, the integration of digital literacy in education needs to be carried out continuously to produce graduates who not only excel in academics, but also have competitive entrepreneurial skills.

Facing the challenges and opportunities in the era of the industrial revolution 4.0, as conveyed by Muliani et al. (2021), it is important for the younger generation to have skills in using digital technology, thinking creatively, and collaborating well. Komola (2022) also reminded that individuals must be aware of the risks related to personal data in the digital space, which are increasingly relevant amidst the development of information technology. Along with Indonesia's ambition to achieve Golden Indonesia 2045, the younger generation is expected to be the driving force of national development. In the midst of the demographic bonus that will provide a competitive advantage, digital literacy is a very important skill for them. Digital literacy not only includes the ability to use technology, but also includes a deeper understanding of how technology can be applied to solve social and economic problems. Considering all these factors, digital literacy is a key pillar in realizing the vision of Golden Indonesia 2045. Efforts to improve and expand digital literacy among the younger generation will greatly determine Indonesia's success in facing global challenges, maintaining national identity, and achieving sustainable development goals. As a strategic step, the government and other stakeholders need to work together in implementing initiatives that support digital literacy, in order to create superior and characterful human resources, ready to compete in the future.

LITERATURE REVIEW

1. Digital Literacy

Digital Literacy refers to an individual's ability to use digital technology, communication tools, and internet networks effectively and critically. This includes several important aspects, such as, Understanding and Use of Technology: Digital literacy does not only mean knowing how to use technological devices such as computers, smartphones, or tablets, but also understanding how these devices function and can be used for various purposes, including learning, work, and social interaction. Also with Information Access: Individuals must be able to search, find, and access information online. This includes the ability to use search tools and identify credible sources of information. As well as Information Evaluation: Digital literacy also includes the skills to evaluate and verify information found online. In an era of rapid and abundant information, the ability to identify accurate facts and understand context is key to avoiding the spread of misinformation or bias. Creativity and Content Production need to be a concern. In addition to consuming information, digital literacy also requires the ability to create relevant and valuable digital content. This includes writing, video production, graphic design, and other forms of creativity that can be shared online. Ethical and Security Awareness: Digitally literate individuals understand the risks associated with using technology, including issues of privacy, data security, and the ethics of interacting in digital spaces. They should know how to protect themselves online and be ethical in sharing information. Description of theories related to the variables in the article title.

2. Innovation

Innovation is the process of creating and implementing new ideas or significant improvements to products, services, processes, or business models. Innovation can be divided into several categories:

- a. Product Innovation: This involves developing new goods or services or significant improvements to existing products. This can include adding new features, improving quality, or introducing new technologies.
- b. Process Innovation: This involves new ways of doing things, which can increase efficiency or lower costs. Examples include automating production processes or using data analytics for better decision-making.
- c. Business Model Innovation: This is the development of new ways to create value and generate revenue. This could be a shift from direct sales to a subscription model or the development of a platform that more effectively connects producers and consumers.
- d. Social Innovation: This is a new and more effective solution to a social need, such as better education programs, innovative sustainability initiatives, or improved healthcare systems.

METHOD

The methodology of this literature review aims to examine digital literacy, innovation, and its relevance to the goals of Golden Indonesia 2045. The stages that will be carried out in this study begin with identifying the theme and focus of the research which includes digital literacy, innovation, and the role of both in achieving Golden Indonesia 2045.

Next, the stage of collecting reference sources is carried out by searching for books, journal articles, research reports, and related documents from various trusted sources, both published nationally and internationally. The use of academic databases such as Google Scholar, JSTOR, and other digital libraries will also be utilized to obtain comprehensive and up-to-date information.

After the references are collected, the next step is to organize the sources by grouping them based on themes and sub-themes. This process aims to find relevant patterns, relationships, and interactions between digital literacy, innovation, and challenges faced in the context of Indonesia Emas 2045.

The analysis process is carried out by reading and analyzing each reference to gain a deep understanding. The text will be reviewed by looking for the main point or argument, and compiling findings based on the relationship between digital literacy and innovation with the achievement of Indonesia Emas 2045.

In the integration stage, the results of the analysis will be compiled and summarized to provide a broader narrative regarding the contribution of digital literacy and innovation. The broader context of the results of this thinking will be used as a reference to reflect on the challenges and opportunities for the young generation of Indonesia in utilizing technology towards achieving national ideals.

Finally, the results of this literature review will be presented in the form of a report to make recommendations and policies needed in the development of digital literacy and innovation. This report is expected to provide real contributions to policy makers, educators, and interested parties in preparing superior and competitive Indonesian human resources towards 2045. Researchers will also underline the importance of collaboration between the government, educational institutions, and the private sector in creating an ecosystem that supports sustainable digital literacy and innovation.

RESULTS AND DISCUSSION

Digital literacy and innovation play a very significant role in preparing Indonesia's young generation to achieve the vision of Golden Indonesia 2045. Emphasis on developing these skills is key to harnessing the potential of the demographic bonus and facing increasingly complex global challenges. The government needs to take proactive steps in creating policies that support the development of digital literacy across all levels of society. This includes integrating digital literacy into the education curriculum at all levels, providing training for educators, and ensuring that technology infrastructure such as the internet and device access across all regions, including remote areas, can be reached by everyone. In addition, collaboration between ministries, educational institutions, and research institutions needs to be improved to ensure that digital literacy programs are relevant to the needs of industry and society.

Parents also have an important role in preparing the younger generation. They must be aware of the importance of digital literacy and support their children in accessing and understanding technology. By providing guidance on responsible technology use and maintaining the security of personal data, parents can help strengthen children's awareness of the risks that may arise in the digital world. Parental involvement in children's educational activities and digital skills development can also increase their interest and motivation to learn.

The general public must play an active role in supporting digital literacy and innovation. Communities can organize training, seminars, and knowledge-sharing programs that focus on technology and digital skills. Initiatives such as community learning centers that provide access to technology and training for all community members can help reduce the digital divide and foster a culture of innovation. These community-based activities can also build a sense of mutual support and collaboration among residents.

The industry has a responsibility to support the development of digital literacy and innovation among the younger generation. Companies need to invest in technology-focused internship and job training programs, and create partnerships with educational institutions to ensure that the curriculum taught is relevant to industry needs. By creating an environment that encourages innovation and offers diverse job opportunities, the industry can help produce a young generation that is ready to compete in the global market.

Overall, together, the government, parents, the community, and the industry must collaborate in creating an ecosystem that supports digital literacy and innovation. This collective effort will be very important in preparing Indonesia's young generation to achieve the vision of Indonesia Emas 2045, where they are not only able to compete locally and internationally, but also contribute to the progress of the nation with innovative thinking and relevant solutions. This section is the main part of the article presented from the main results to the supporting results and is accompanied by a brief description. Data analysis processes such as statistical calculations and hypothesis testing processes do not need to be presented. Only the results of the analysis and the results of the hypothesis testing need to be presented. For qualitative research, the results section contains detailed sections in the form of sub-topics that are directly related to the focus of the research.



Figure 1. Digital Literacy Towards Golden Indonesia 2045

Furthermore, digital literacy plays a very important role in preparing Indonesia towards the ideals of Golden Indonesia 2045. Improving this competence is not only the responsibility of students, but also involves parents, the government, and the industrial

world. Each party has a different key role in ensuring that the younger generation can adapt and compete in the ever-evolving digital era.

For students, digital literacy is a very important skill. Iskandar et al. (2023) emphasized that literacy education in the digital era must start early to build superior student character. Digital literacy skills enable students to access information effectively, solve problems, and think critically and creatively. Ulfah (2022) also highlighted that with this ability, students can evaluate information quickly and critically, which is very important in the midst of the rapid flow of information. In this case, students are not only consumers of information, but also innovative content producers, who make a positive contribution to their environment.

For parents, their important role is to encourage and support their children in the process of learning digital literacy. Puspa et al (2023) suggest that parents should provide guidance on how to use technology safely and responsibly. By teaching good habits in interacting with digital media, parents can help children avoid risks such as the spread of misinformation and potential privacy risks. Support from parents in the form of open dialogue about technology can build confidence among children in using digital tools in a useful way.

The government also has a big responsibility in facilitating the development of digital literacy across all levels of society. Haq et al (2023) point out the importance of technology-based educational innovation as a step to increase equal access to education. Policies that support technological infrastructure, provide teacher training, and integrate digital literacy into the education curriculum are needed to ensure that the younger generation can compete globally. Almubaroq (2023) adds that the government must prepare human resources who are able to optimize demographic potential by creating programs that focus on developing digital skills.

The industrial world also has an important role in supporting digital literacy. Firmansyah et al (2022) note that economic literacy is closely related to digital literacy and contributes to entrepreneurial performance. Companies need to create internship programs and training opportunities that allow students to learn and practice directly. Collaboration between education and industry can create a more relevant and flexible curriculum, and meet the needs of today's workforce. Muliani et al. (2021) emphasized that in the era of the industrial revolution 4.0, the digital industry must be the main reference in daily activities, and qualified digital skills are needed so that students are ready to enter the world of work. By strengthening digital literacy among students, supported by the active role of parents, supportive government policies, and synergy with the industrial world, Indonesia can prepare a young generation who not only excel in academic skills, but are also ready to innovate and adapt to face future challenges. This collective effort will be very important in realizing the vision of Golden Indonesia 2045, where the young generation can contribute significantly to the progress of the nation and strengthen national identity in the face of globalization and rapid technological change.

CONCLUSION

Considering all the above factors, it is clear that digital literacy is not just an advantage, but an urgent need for the young generation in Indonesia. To welcome the vision of Golden Indonesia 2045, collaboration between the government, educational institutions, and the private sector is essential in implementing programs that support the development of digital literacy. Only in this way can Indonesia ensure that its young generation is ready to face global challenges, actively participate in development, and achieve sustainable prosperity. Digital literacy will not only equip them with the skills they need, but also transform them into agents of change who can drive the nation's progress towards a bright future.

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