



Self-directed Learning: Strategy to Increase Digital Literacy in Suburban Society

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ABSTRAK

Dampak teknologi digital di perkotaan memberikan pengaruh besar pada masyarakat suburban, mulai dari pola pikir hingga pemanfaatan teknologi. Perkembangan teknologi digital menyebabkan gejala baru dalam masyarakat suburban, gencarnya era VUCA menjadi babak baru, oleh karena itu perlu dibekali dengan literasi digital. Tujuan penelitian ini adalah untuk mendeskripsikan dan menganalisis temuan penelitian tentang self-directed learning masyarakat suburban pada literasi digital. Penelitian ini menggunakan pendekatan kualitatif dengan grounded theory method. Penelitian dilakukan pada masyarakat suburban, karang taruna, fasilitator masyarakat, dan stakeholder melalui teknik observasi partisipatif, wawancara mendalam, dan studi dokumen. Pada analisis data menggunakan analisis data open coding, axial coding, dan selective coding. Hasil penelitian menunjukkan bahwa proses self-directed learning literasi digital pada masyarakat suburban terwujud dalam sikap proaktif masyarakat dengan kehadiran teknologi digital dan media sosial. Konstruksi pengetahuan dan pengalaman belajar dalam membangun literasi digital masyarakat suburban terwujud dalam apresiasi masyarakat dengan hadirnya teknologi digital yang dimaknai sebagai sarana memberikan kemudahan, wawasan baru, dan manfaat. Selain itu sebagai media belajar informal, alat komunikasi massal, wadah diskusi, media interaksi sosial di dunia maya, serta sebagai eksplorasi kecakapan dan pengetahuan dalam bermedia sosial. Kesimpulan dari penelitian ini adalah self-directed learning menjadi strategi bagi masyarakat suburban untuk meningkatkan kemampuan literasi digital.

ABSTRACT

The impact of digital technology in urban areas has a big influence on suburban communities, from mindset to use of technology. The development of digital technology has caused new upheavals in suburban society; the VUCA era has become a new chapter. Therefore, it is necessary to be equipped with digital literacy. This research aims to describe and analyze research findings regarding the impact of self-directed learning on digital literacy in suburban society. This research uses a qualitative approach with a grounded theory method. Research was conducted on suburban societies, youth organizations, community facilitators, and stakeholders through participatory observation techniques, in-depth interviews, and document studies. Data analysis uses open, axial, and selective coding data analysis. The research results show that the process of self-directed digital literacy learning in suburban communities is manifested in the community's proactive attitude with the presence of digital technology and social media. The construction of knowledge and learning experiences in building digital literacy in suburban communities is realized in the community's appreciation for the presence of digital technology, which is interpreted as providing convenience, new insights, and benefits. Apart from that, it is an informal learning medium, a mass communication tool, a discussion forum, a medium for social interaction in cyberspace, and an exploration of skills and knowledge in social media. This research concludes that self-directed learning is a strategy for suburban society to improve digital literacy skills.

1. INTRODUCTION

Suburban society is a society that has dual characteristics, namely those of city society and that of village society. Suburban communities are city residents starting to move from city areas to suburban areas.

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Urban communities have the fastest rate of adaptation. Along with increasingly rapid developments, suburban communities have become early adopters to fulfill their skills. This era of disruption is the beginning of determining suburban communities as recipients of technological, information, political, social, and economic changes (Darmawan et al., 2022; Hlaváček et al., 2019; Rutherford & Coutard, 2014; Sukirno, 2017). Along with the era of disruption, suburban communities are starting to shift from activities carried out in the real world to the virtual world. This condition of society is due to the development of digital technology, which offers convenience. Suburban communities in suburban areas mostly support urban communities' progress; in this case, these communities have more developed rational thinking (Hidayah, 2021). On the other hand, suburban communities are also an obstacle to city growth if they are not equipped with the competencies needed to survive in big cities. The view that urban society is a society that is advanced and developing in its thinking has caused suburban society to shift to follow developments in the city. This changes the perspective of suburban communities, which previously thought traditionally, are now shifting to modern, rational, and practical thinking patterns. In this regard, it is also necessary to strengthen efforts through digital literacy as community capital in adapting to the era of disruption to create change in various sectors.

Digital literacy is defined as skills, knowledge, and attitude in using digital media and technological applications to meet society's personal and collective needs (Gallardo-Echenique et al., 2015; Özdamar Keskin & Royle, 2015; Sharma et al., 2016). Digital literacy is related to various social media that people are familiar with, such as Facebook, Whatsapp, Twitter, YouTube, Instagram, and other social media (Harisanty et al., 2021; Virga & Andriadi, 2019). Social media is used in many activities such as communication, work relations, online discussion and review forums, online entrepreneurial activities, information sharing, and countless other benefits as long as users use it in positive and productive ways. Suburban communities as social media users require education and ethics in their daily lives. Thus, social media has an entertainment function and can also provide benefits related to personal needs to develop knowledge (Meyers et al. 2013).

Suburban areas are directly adjacent to urban areas in the capital area. The distance between the suburban areas in this study is around 3.6 km and is only separated by a river as an area boundary. Marginal communities are mostly suburban communities living on cities' outskirts due to urban expansion. Suburban areas are residential areas where most people are engaged in agriculture, but along with the expansion of city access, they have become industrial areas to support urban areas.

Converting agricultural land into industrial land means that people's livelihoods are declining. The development of regional infrastructure to support cities is improving to shift the meaning of communities left behind from civilization. Thus, the developments that have been carried out consist of massive toll road construction, widening roads, cutting down agricultural land for connecting roads between regions and building factories, which makes it increasingly difficult for suburban residents to pursue work as farmers. This causes more suburban residents to switch professions as factory workers and pursue trading businesses. This condition requires local communities to adapt to technological developments. This professional transition can continue advances in technology, information, and public thinking following advances in science and increasingly modern developments (Qiong He et al., 2023).

The increasingly rapid development of science and technology requires suburban communities to change in a better direction to meet their needs. The need for science, technology, and information is a source of living a life full of challenges and the latest innovations. This condition is similar to the results of previous research, which state that digital literacy can be a process for people to learn to obtain information, introduce online learning as a space for people to learn, and foster attitudes towards people regarding how to use digital media wisely (Fitriarti, 2019; Haythornthwaite, 2022; Mardiana, 2022; Restianty, 2018; Sari & Suryadi, 2022). The existence of digital literacy that is implemented can help suburban communities to be more abreast of developments in each current period so that the knowledge, technology, and information obtained can support suburban communities to think more rationally and at par with the knowledge of urban communities (Suwana & Lily, 2017).

Based on the explanation above, urgency regarding digital literacy is very necessary. Therefore, researchers are interested in researching digital literacy in suburban communities. This research focuses on how suburban communities self-directed learning in digital literacy. The main aspect of the review is the aspect of people's behavior in using digital content, informal learning processes, and self-directed learning on social media in suburban communities regarding digital content, which is also a novelty in this research, which combines the concept of self-directed learning with digital literacy in suburban communities. This research aims to (1) describe the form of digital literacy in suburban communities, (2) describe suburban communities in accessing and managing social media information, (3) describe the process of self-directed learning on social media in suburban communities, (4) describe the construction of knowledge and learning experiences in building digital literacy in suburban communities.

2. METHOD

This research uses a qualitative approach with a grounded theory type of research. A qualitative approach will be used to examine research informants' behavior, life experiences, and attitudes through in-depth interviews and discussion groups with research informants (Creswell & Creswell, 2018). The central phenomenon in suburban communities is related to digital literacy, access and management of social media information, self-directed learning processes, and the construction of knowledge and learning experiences in suburban communities. Suburban communities are a unique study of communities on the edge of the capital area. This research article is a grounded theory method to produce a new theory. Ordinary people can interpret the theory, which is general and can be applied to other locations, and the theory is flexible according to current developments (Strauss, 2017; White & Cooper, 2022). This type of grounded theory method research produces a new theory that can become a theoretical model for digital literacy in suburban communities. Research was conducted on suburban communities, youth organizations, community facilitators, and stakeholders. The presence of researchers in the field provides benefits, including (1) researchers can see directly the forms of digital literacy that occur in suburban communities, (2) researchers can analyze the process of self-directed learning in suburban communities, and (3) researchers get an in-depth picture of suburban community learning environment. The researcher's presence opens the researcher's insight to create codes and organize the relationship between field data and research informants (Strauss, 2017).

Field data was obtained through three techniques: (1) participant observation, (2) in-depth interviews, and (3) document study (Strauss, 2017). Researchers conducted direct participant observation in suburban communities in the field data collection procedure. Researchers observed people's activities when they went to work in the morning, during the day the activities of suburban children using gadgets, and in the afternoon until late evening, suburban people returned home from work and carried out evening activities before resting. Apart from that, researchers also carried out participatory observations by coming to suburban residents' homes to directly observe suburban family activities, digital literacy taught by parents to children, and observing the social construction of suburban communities related to digital technology.

In-depth interview data obtained from research informants. In-depth interviews were conducted to explore the activities of suburban communities as gadget users, digital literacy that has developed in suburban communities, the self-directed learning process, and the social construction of suburban communities in building digital literacy in the environment. Document studies are also used in field data collection to explore documents related to suburban communities. Documents in interview text, photos or images, and audio as digital literacy for society. The instrument grid in this research is listed in Table 1.

Table 1. Research Instrument Grid

Research Focus	Sub Focus	Code	Research Subject
How is self-directed learning in suburban communities related to digital literacy?	Forms of digital literacy in suburban communities	F1	Suburban community
	How suburban communities access and manage social media information	F2	Suburban community youth organization
	Knowledge construction and learning experiences in building digital literacy in suburban communities	F3	Community facilitator Suburban community stakeholders

To make it easier for researchers to analyze data using qualitative data analysis software. The field data processed by qualitative data analysis software includes interview text documents, images/photos of digital literacy activities, audio, video, and documents resulting from field research observations (Hart & Achterman, 2017).

This research uses three categories: (1) open coding/open coding, (2) axial coding/axial encoding, and (3) selective coding. Detailed data analysis using the following three categories: First, open coding is an open coding process by dividing field data into various discrete parts to examine and compare similarities and differences in the data. Open coding is divided into two categories, namely conceptualization and categorization. Conceptualization is an effort to group data in the form of "category" labels so that interview data that has been categorized becomes a separate section to be given a representative name. Second, axial coding is a stage for categorizing into "axial" sub-categories, so coding around categories called axes will connect the categories to short properties and dimensions. Through axial coding, the aim is to connect categories with sub-categories along properties and dimensions to explain suburban communities' digital literacy accurately. Third, researchers have made selective coding, a series of axial encodings. Through

encoding, an integration process occurs to perfect the resulting theory. Therefore, data categorized into open coding and axial coding will systematically be integrated to form a larger scheme to form a theory.

The validity of the findings used by researchers uses four criteria, namely: (1) credibility, (2) dependability, (3) confirmability, and (4) transferability (Miles et al., 2018). The credibility of the researcher's field data uses six stages: (i) Prolonged engagement; (ii) Persistent observation, researchers carry out continuous observations to observe the activities of suburban communities from morning to evening. Various activities of suburban communities when using digital media, activities with learning communities, access and management of digital information, independent learning processes, and construction of knowledge and learning experiences of suburban communities; (iii) Triangulation, the interview stages of the first informant in the morning are compared with the second informant in the afternoon, the third informant is interviewed in the afternoon, and so on, thereby making saturated data into research findings; (iv) Peer debriefing carried out by researchers by asking for suggestions and discussions with colleagues who are not directly involved with the research; (v) Referential adequacy checks, the stage by which researchers track the results of field data that have been archived to match them with the data that supports the conclusions of the research results; and (vi) Member check, carried out by researchers to re-check data from informants repeatedly until the data is saturated.

Researchers carry out dependability by asking colleagues to audit the entire research, from determining the problem, entering the field, determining the data source, and making conclusions about the research data obtained in the field. Researchers use confirmability to determine the quality of field findings data starting from recorded interviews, observation results, document studies, and field notes tested for confirmability by independent auditors. Transferability is a step in determining data validity criteria so that it can be applied in other contexts and situations. Research studies on digital literacy in suburban communities, forms of digital literacy in suburban communities, how people access and manage social media information, social media self-directed learning processes, and the construction of knowledge and learning experiences in building digital literacy in suburban communities. The transferability test aims to provide a detailed, clear, systematic, and reliable description of the research data results (Miles et al., 2018).

3. RESULT AND DISCUSSION

Result

In general, suburban communities have a major contribution to driving urban growth. Therefore, suburban communities must be equipped with competencies to strengthen human resource capacity. Regarding self-directed learning, suburban communities in digital literacy are characterized by three things: (1) proactive in using social media, (2) increasing intellectual abilities, and (3) independence in learning. The following is a detailed explanation of the three:

Be Proactive in Using Social Media

Independent learning or self-directed learning for suburban communities is a process that cannot be abandoned along with technological modernization in all fields of work. The condition of suburban communities in the self-directed learning process can be seen from people being proactive in using social media for various activities; this is expressed by informant NW, who revealed that information about job vacancies in the city often appears on social media periodically. The community's proactive form was also expressed by the informant's sister, HE, a member of Karang Taruna, who revealed that the community's proactive attitude in using social media was demonstrated by looking at online business opportunities. Statements from HE informants explain that online business opportunities using social media are promising opportunities in the future. This proactive attitude is supported by observations that promising business opportunities through social media are very large and made easier by promotions through statuses on WhatsApp or online shopping sites.

Social media, which provides opportunities for entrepreneurship, also has implications for taking action and developing social media. This condition was expressed by the SA informant's suburban community, who revealed that as a social media user, you must be wise and intelligent. This is also in line with the observation that people are proactive in using social media and dare to take action by re-filtering whatever they get from social media and not spreading information that is not necessarily true. The proactive attitude of suburban community facilitators differs from the opinion of RF informants, who view social media as an opportunity for educational development.

Various views regarding the benefits of using social media in suburban communities in managing and accessing social media information can be concluded that people's proactive attitude in using social media is an opportunity for people to use digital technology to make work easier, and people's skills in

deciding on actions that are taken consciously. Social media and digital technology create a more interesting and innovative learning atmosphere.

Increased Intellectual Abilities

Digital literacy is becoming part of the daily life of suburban communities. Social media as a means for community independent learning. Along with the development of science and technology, suburban communities have become the fastest to adopt digital technology. However, technological progress is accompanied by new problems that have become common problems for society to overcome. People's ability to solve problems on social media is the basic literacy required for good intellectual abilities. Informants express the condition of suburban communities in resolving problems on social media. Statements from informant NV explain that social media is also a means of resolving problems or disputes between individuals via the Zoom application. NU also expressed that problems that arise on social media should be understood and resolved using social media to provide benefits. The opinions of informants AE and TH also confirm this condition. Statements from informants AE and TH provide a more positive explanation for solving problems by explaining problems that develop on social media. Social media is more useful for making work easier and entertaining. Apart from that, through independent learning, people are starting to know how to use social media politely and ethically, which does not contain elements of SARA. Suburban society, as a society that has intellectual experience, will make several considerations in making decisions.

Apart from being used to solve problems, the presence of social media is also used for intellectual development in society. This is like the results of observations, which explain that self-directed learning in suburban communities occurs from a continuous learning process from the community as a form of self-development. In this regard, developing intellectual abilities can be done by learning continuously as a form of self-development. The opinion of HE informants also supports this condition that positive information on social media provides the ability to think broadly, makes it easier to learn applications, and is creative in developing skills. This condition also aligns with the RF informant's opinion that social media helps develop intellectual skills. Statements from RF informants that social media is considered a place for discussion, finding solutions, and looking for other references that support the independent learning process. The self-directed learning process to have good intellectual abilities was also emphasized by informant NK, who said that developing intellectually is by being trained independently and continuing to learn from other people with these abilities.

Various views about having good intellectual abilities as a self-directed learning process in suburban communities can be concluded that the intellectual abilities of suburban communities in the independent learning process are implemented through the community's ability to solve problems on social media and efforts to develop the community's intellectual abilities, with the presence of digital technology in suburban communities.

Independence in Learning

The self-directed learning process carried out by suburban communities can be seen from their initiative in using social media. Social media has become an inseparable part of everyday life. The increasingly rapid development of cities means that the growing flow of information and technology carries away suburban communities. Social media provides access to independent learning. This condition is expressed by the suburban community informant NV, who says that with social media, they increasingly have their initiative in learning. The statement from informant NV, the initiative to learn independently from observations on YouTube, is also in line with what was expressed by NU that he has the initiative or independence of independent learning through social media such as YouTube, Instagram, Tiktok, etc., to help meet the learning needs of the community.

Social media also makes a big contribution to helping flexibility at work. The form of flexibility felt by suburban people as social media users, as expressed by suburban community informant NV, is that by studying independently, they can use social media smoothly. NV informant's statement means that work can be done online and is not bound by time and place. This condition is also in line with what was expressed by HE informants, which is that the community's self-directed learning process can be carried out online with social media; through the latest features, people can deepen their knowledge using social media and always think initiatives in learning. The statement from the informant explains that the level of flexibility in working is made easier by the existence of social media, more initiative in learning, more interest, and learning independently without the help of others. The community's initiative to learn is also strengthened by the opinion of WV informants as suburban community facilitators that the use of social media and the presence of social media provides many benefits for their lives.

Community initiatives to learn independently (self-directed learning) can be seen from the way people use social media to help with work, help sell online on WhatsApp, and social media, and various social media such as Facebook, WhatsApp, TikTok, Instagram, and YouTube, used by the community to help complete work and help in teaching online. Data from observations and document studies regarding social media contributing to completing work for suburban communities can be interpreted as meaning that suburban communities' self-directed learning in using social media contributes to completing work, as a place to sell online, and as a means for teaching online. Other informants, such as NR, revealed that independence in learning from social media reinforces the practice of independent attitudes in making decisions to use social media according to needs. A similar condition was also expressed by NU informants, who showed that people using social media must be responsible for the impacts they cause. Informant NK's opinion confirms that people's learning independence can be seen from solving problems independently and continuing to learn independently on managed social media.

This is as stated by informant SA that the decision to use social media in the community is carried out together "to make decisions in forums usually by voting during meetings in the Karang Taruna community group, and downloading social media applications on cellphones according to what is recommended." only what is needed and what is popular" (W.F1.MS-Urban.SA). The statement from the SA informant explained that the community's decision to use social media was carried out by deliberation and voting. This condition illustrates that social media responsibility in the community is a shared policy that must be adhered to by members. This is also confirmed by the informant's opinion, who emphasized that the community's decision to use group social media must be borne together, regardless of the risks.

Independence in learning to use social media as a form of digital literacy in society is also strengthened by the opinion that deciding to use social media is a commitment for each person, as long as they do not use social media excessively. Various views about having independence in learning from the self-directed learning process in suburban communities regarding digital literacy can be concluded that self-initiative learning appears in suburban communities along with the need for digital literacy, so independent learning initiatives on social media become an alternative to informal education. , and flexibility in work makes it easier for people to learn without being tied to the time, place, and atmosphere of learning. Apart from that, independence in learning for suburban communities in the social media self-directed learning process is implemented through the community's ability to make decisions to use social media for life needs. An independent and professional attitude in using social media makes people learn independently to gain knowledge and skills in social media, as well as being professional in using social media for work purposes and always maintaining the privacy of each member.

Discussion

The increasingly rapid development of science and technology requires sub-urban communities to make changes in a better direction to meet their needs. The need for knowledge and information is a source of human knowledge to live a life full of challenges and the latest innovations. Self-directed learning or studying independently is part of non-formal education, which is developing along with the times. The digitalization of the world of education brings a new face to society. Social media as digital literacy provides learning for suburban communities to continue adapting to the progress of increasingly modern times. The development of technology and information in cities and suburban communities must move with the flow of technology and information in all aspects, starting from economics, education, culture, and society.

In essence, the development of information technology through social media also provides various positive and negative impacts. This negative impact can be minimized through education obtained while using social media for self-directed learning in everyday life (Hajli, 2014). However, it is related to the positive impact felt by the community as an opportunity to improve quality and quantity through the information obtained.

Self-directed learning, including suburban communities, is a strategy for adults to learn Field (Brockett & Hiemstra, 2018; Merriam & Bierema, 2013; Williamson Hawkins, 2018) to improve digital literacy skills. Literacy is a source of enjoyable knowledge that can build an individual's imagination to explore the world and science. Digital literacy in suburban communities includes (1) ease of accessing information from social media, ease of accessing this information as a support for society to be able to adapt to technological developments in the current era, (2) gaining benefits from the use of social media, the existence of media use social is assessed as the ease of accessing various information, both information around the environment and remote information, and (3) the trust of the community as users. The suburban community's self-directed learning process on digital literacy has produced three achievements, including (1) being proactive in using social media, which is considered as the ability to see opportunities in the long term; (2) increasing intellectual abilities to help solve the problems being faced; and (3) independence in

learning related to being responsible for privacy in using social media. The explanation regarding these three achievements is as follows.

The industrial revolution is developing rapidly and is related to social media, a tool for information, communication, and human connectivity to reach and explore information in more detail and widely (McCreey & Krach, 2018). Proactivity in using social media in suburban communities can be seen from people's skills in using social media to train their ability to see opportunities on social media, namely social media as an information medium for looking for job vacancies, for online entrepreneurship, a means of communication, and as a media or learning space for the public.

Independent learning becomes part of lifelong learning, learners have greater control, and students have responsibility for themselves (Boyer et al., 2014; Lau, 2017). This aligns with the view that technology is one of the main forces for shaping adult learning in the 21st century (Knowles et al., 2020). In this regard, social media can provide benefits to society. Digital media provides space for people to prepare themselves as learners ready to face global society (Greenhow & Lewin, 2016; Haleem et al., 2022).

Proactive suburban communities using social media can train their ability to take action, such as skills in deciding to use social media to learn. In this case, proactive learning applied independently can shape the individual's self-quality to be more sensitive to every movement that occurs through various features on each smartphone. Features on social media and smartphones create a learning environment supported by digital technology (Anshari et al., 2017; Khan & Chiang, 2014; Manca & Ranieri, 2013).

The increase in intellectual abilities in suburban communities can be seen in the ability to solve problems. People can respond to various problems on social media by breaking down problems and solving problems one by one through social media. Apart from that, the results of the self-directed learning process can increase knowledge, digital learning skills, and people's attitudes to remain wise in using social media so that they continue to uphold ethics, politeness with others, and tolerance between ethnicities, religions, races, and between-group (SARA). From social media, people feel they have flexibility in learning, namely making it easier to work, increasing knowledge, developing critical thinking and initiative, and making the teaching and learning process easier. The conditions in suburban communities align with the theory of independent learning and the personal responsibility orientation (PRO) model, which encourages citizens to learn to be active and think critically and reflectively (Brockett & Hiemstra, 2018; Merriam & Bierema, 2013; Saks & Leijen, 2014).

Independence in learning in suburban communities. This can be seen from the ability to make decisions, namely that suburban communities have the independence to manage social media available on smartphones and are responsible for the impacts caused by using social media, such as obtaining hoax news, which can affect the level of trust in digging up news information, to overcome this. Suburban communities are expected to be able to sort out correct and accountable information when informed widely. Learn independently by accessing learning resources on mobile phones or other devices (Bartholomew et al., 2017; Benson & Morgan, 2013; Sung et al., 2016).

The independence in learning in suburban communities can also be seen from the community's independent and professional attitude in making decisions and always maintaining each other's privacy on social media. Apart from that, self-directed learning strategies on social media in suburban communities can be seen from students' (community) decisions about what to study, when to study, how many areas to study, and whether they have studied well enough, which is the individual's responsibility (Lemmetty & Collin, 2021; Siriwongs, 2015; Tekkol & Demirel, 2018; Zhu et al., 2020). The presence of the digital revolution provides a new color in the context of self-directed learning, which brings changes in the concept of learning along with the presence of digital technology, online learning environments, flexibility in learning, and greater control over one's learning (Beach, 2017; Li et al., 2021).

Based on this broad coverage, the results of this research align with previous research that digital literacy is necessary to develop suburban communities to encourage economic, cultural, health, communication, and educational aspects (Fransori et al., 2023; Kuputri, 2020; Marsdenia, 2022; Pratolo & Solikhati, 2020; Sarwani, 2021; Setyowati et al., 2022; Wibowo & Basri, 2020). This research provides implications for the theory or understanding that through digital literacy, suburban communities are expected to become an alternative in providing opportunities for society to develop along with the progress of increasingly modern times. The limitation of this research is that it is only limited to one suburban area, so further studies are needed in other suburban communities.

This research recommends that the government, especially village governments, has a central role in developing digital literacy in the community. Technology-based training programs, digital marketing, digital finance, and literacy corners in village corners are superior programs that can educate the community and modernize and digitalize cities. Digital literacy from an early age becomes learning assistance through the Karang Taruna learning community to foster community independence and prepare for the challenges of the city's future.

4. CONCLUSION

Changes in the perspective of suburban communities who used to think traditionally are starting to master modern, rational, and practical thinking patterns. Digital literacy refers to skills, knowledge, and attitude in using digital media, operating technology applications, and meeting society's personal and collective needs. Digital literacy has become a barometer of digitalization in suburban communities. Digital literacy in suburban communities includes (1) ease of accessing information from social media, (2) gaining benefits from using social media, and (3) trust in the community as users. The suburban community's self-directed learning process in digital literacy has allowed them to learn according to their needs. Advances in digital technology positively impact the economy of urban communities but also hurt communities that still need to be ready for technological developments. The negative impacts felt by society along with the development of digital technology include copyright infringement, cybercrime, fraud, gambling, pornography, and the spread of malware. Self-directed learning is a strategy for suburban communities to improve digital literacy skills, resulting in three achievements. These achievements can be used to minimize the negative impacts of currently developing digital technology, namely: (1) being proactive in using social media, (2) increasing intellectual abilities, and (3) independence in learning.

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