The Effect of the "Siberkreasi" Digital Literacy Program on the Information Knowledge Gap for *Siberkreasi Instagram Followers*

Dhia Hayyu Iftina[1], Nurul Setyawati Handayani[2]
[1, 2] Islamic Library and Information Science, UIN Sayyid Ali Rahmatullah Tulungagung
[1]dhiaiftina5@gmail.com, [2]nurulsh662@gmail.com

ABSTRACT

Research objectives. Digital literacy is regarded as essential in advancing the current revolutionary era, encompassing the capability to seek, evaluate, and utilize information wisely. However, the Indonesian people are considered quite skilled in using digital devices but not productive enough, thus creating a gap in information knowledge. The Siberkreasi program is one of the digital literacy initiatives supported by the government that focuses on reaching as many people as possible and bringing them closer to the importance of digital literacy. Therefore, the researchers wanted to research this subject. The goal is to know how the Siberkreasi digital literacy program affects the information knowledge gap between Siberkreasi's Instagram followers. **Research methods.** Associative and quantitative research methods are employed. The population utilized consists of the 280,000 Instagram followers that Siberkreasi had in 2024. The sample quantity was calculated using the Slovin formula from 100 respondents selected from Siberkreasi's Instagram followers. The selection was done using a probability sampling technique through a straightforward random sampling mechanism. **Data Analysis**. Data analysis uses a descriptive analysis method. As part of the data analysis, several tests were conducted, namely simple linear regression, T-tests, and R-tests, to validate the hypotheses and instrument reliability. **Results**. The results of data analysis from 100 respondents who met the criteria as followers of Instagram Siberkreasi showed a significant influence between digital literacy and the information knowledge gap, with a value of $0,000 < 0,05$. **Conclusion**. The findings show that the Siberkreasi digital literacy program greatly impacts the information knowledge gap, with evidence of a significance value of $0.000 < 0.05$. It means the H0 hypothesis was rejected, and the HI hypothesis was accepted. This gives positive results because a good Siberkreasi digital literacy program will be able to reduce the information knowledge gap, especially among Siberkreasi's Instagram followers. As for the suggestions in the next research, it is hoped that it can examine in detail what factors can improve digital literacy and the digital literacy process, such as receiving, processing and disseminating information.

Keywords: Digital Literacy; Knowledge Gap; Cyber Creation

A. INTRODUCTION

The ever-evolving globalization is changing the internet with updates to keep moving forward and innovative. Information in the digital era is indispensable for work, education, and social activities. With digital technology, global information can be accessed easily, quickly, and efficiently through the internet. The need for information in life varies depending on the required background, such as education, work, and age. The importance of information in this digital era lies not only in its function as a communication tool but also as a means to understand trends, predict changes, and direct technological developments and innovations in the digital world. However, although many people can access information, there is still a gap in information knowledge in society. Many factors, such as education level, digital literacy, and understanding of available information technology, can cause this. The information gap in the digital world is very vulnerable, especially in finding valid information. People will take action to find out what they want to know about an interesting topic.

According to Prisgunanto (2018), Information is the basis for identifying new opportunities, solving complex problems, and shaping a more efficient and sustainable digital future. However, according to Amani & Najicha (2024), The concept known as the information gap says the more information is available, the greater the gap or gap between those who can access information effectively and those who cannot. In the data, Statisca (2022) noted that in 2021, there were 202.6 million internet users in Indonesia, indicating that Indonesians use digital media to obtain information that can be accessed quickly.

In the 2022 Indonesian Digital Society Index data, a score of 37.80 was recorded, with the highest forming pillar, digital skills, at 49.35 and the lowest pillar, the empowerment pillar, at 22.06. This shows that the Indonesian people are considered quite skilled in using digital devices but not productive enough. (Pahlevi, Kusumasari, Susenna, Agustina, & Medika, 2022) However, in the data obtained from Indonesia's Digital Literacy Status in 2022 by Kominfo, 9.98% of respondents admitted that they had participated in the Digital Literacy program. Most of this group obtained information through social media, friends or family, as well as from the Ministry of Communication and Information. Meanwhile, few get information from conventional media, such as billboards or direct socialization at local government offices or sub-districts. (Ameliah, Negara, Minarto, Manurung, & Akbar, 2022). Digital literacy is a reference for people who are capable of seeking information. With that, it is important that digital literacy programs such as those supported by Siberkreasi can play an important role in reducing the information knowledge gap.

UNESCO defines digital literacy as individuals' capability to access, understand, convey and evaluate information using digital technology. (in Oktavian & Sulistyowati, 2024) "Digital literacy is one of the important things for internet users. In his book titled *Digital Literacy* (1997), Paul Glister explained that digital literacy is a person's ability to understand and use information from various sources and access it using computer devices. (Veronika et al., 2022)" In Indonesia, the Siberkreasi program is one of the digital literacy initiatives supported by the

government. This Siberkreasi digital literacy program focuses on reaching as many people as possible and bringing them closer to the importance of digital literacy by carrying out three main activities to achieve its goals. Siberkreasi conducts events, research, social media activities, and programs. (Pamungkas, 2020)

From the research raised, there is a previous study conducted by the first study by Ruby Rachmadina (2020) about Communication and Informatics Siberkreasi as one of the National Movement for Digital Literacy programs. It shows that the Siberkreasi digital literacy program has succeeded in improving the ability of participants to verify information and distinguish news *valid* from *hoaxes*. This research explains the strategy for implementing Siberkreasi as a digital literacy program. Further research by Nurma Yanti (2021) about Cybercreative Communication Strategies in Improving Digital Literacy. It shows that Siberkreasi has succeeded in increasing digital literacy in Indonesia through a planned and collaborative communication strategy where this study analyzes the communication process and Cyber Creation strategy. Other research by Bastian, Rahmad, Basri, Rajab, & Nurjannah (2021) about the Urgency of Digital Literacy in Counteracting Radicalism in the Millennial Generation Era of the Industrial Revolution 4.0. It shows that strong digital literacy skills are essential to protect millennials from the influence of radicalism. The focus of this is to highlight the important role of digital literacy in preventing radicalism and the role of the Siberkreasi program in improving digital literacy.

The three studies above show a difference, namely in the theory used. Ruby's research uses the New Media Literacy Theory of Jenkins et al. Nurma's research uses Philip Lesty's Communication Planning Model Theory. The research of Bastian, et al. uses Belshaw's Digital Literacy Theory. Meanwhile, this study uses Hauge & Payton's Digital Literacy Theory and Philip Tichenor, Donohue, and Olien's Information Knowledge Gap Theory. According to Belshaw, the theory of digital literacy emphasizes more on eight elements of its. Meanwhile, Hauge & Payton's digital literacy theory has another indicator, e-safety, which focuses on security in digital technology. This research gap is to be explored further, and its theory is relevant to the problem to determine its effects.

In the increasingly fast and developing digital era, digital literacy plays an important role. This includes the ability to search, assess, use, and produce information healthily, meticulously, and law-abidingly. Digital culture is an activity carried out in the digital space by upholding national insights, the values of Pancasila, and the spirit of diversity as the main foundation. (Pujileksono, 2022) According to the Hague & Payton Theory (2010) in his book Digital *Literacy Across the Curriculum, digital literacy has several important aspects.* Explaining digital literacy means accessing various cultural practices and resources that can be applied to digital tools. (in Hasanah, 2022) Hague & Payton identified 8 aspects of competence that a person must possess to be considered digitally literate, namely: "*Functional Skill and Beyond, Creativity, Collaboration, Communication, The Ability to Find and Select Information, Critical Thinking and Education, Cultural and Social Understanding, E-Safety.*"

Knowledge gap or *Knowledge Gap* revealed that the more information available on a topic, the wider the gap between individuals with more and less knowledge.

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The factors of individual ability to obtain information are also diverse and different. In The theory of the pleasure of knowledge pioneered by Phillip Tichenor, Donohoue, and Olien in 1970 (in Ananda, S, & Dhana, 2019), There are important points as considerations that explain how the information gap occurs, namely: Differences in communication skills, Differences in knowledge background, Social networks, Information reception mechanisms, The nature of mass media.

Based on the above statement, the author makes a provisional conjecture to the formulation of the research problem, namely H0, which shows that the Siberkreasi digital literacy program does not affect the information knowledge gap for Siberkreasi Instagram followers and H1, which shows that the Siberkreasi digital literacy program gives a positive effect on the information knowledge gap for *followers* Instagram Siberkreasi. To test the hypothesis, further testing is needed to answer the hypothesis.

The research purposefully investigates Siberkreasi's digital literacy program's role so that it can address the information knowledge gap among its Instagram followers. This research also focuses on assessing the influence of differences in access, ability, and utilization of information among *Siberkreasi* followers.

B. METHODS

The research used a quantitative research design and associative approach are used to explore the relationship between two variables and determine how much they influence each other. This method involves collecting data from a specific population or sample using research instruments to investigate a particular population or sample. The data is analyzed using a descriptive analysis method that uses descriptive statistics to describe or describe data and make generalizations of research results. This analysis's quantitative or statistical purpose is to test a hypothesis that has been established beforehand (Sugiyono, 2019). The respondents were determined based on criteria, namely Siberkreasi's Instagram followers. Associative and quantitative research methods are employed.

The population utilized consists of the 280,000 Instagram followers that Siberkreasi had in 2024. The sample quantity was calculated using the Slovin formula from 100 respondents selected from Siberkreasi's Instagram followers. The selection was done using a probability sampling technique through a straight forward random sampling mechanism. The research data collection technique was carried out through an online questionnaire distributed using *Google Forms* as a media. Data analysis techniques using programs *SPSS v. 21 do* instrument tests, normality tests, linearity tests, simple linear regression tests, T-tests, and R tests. In the validity and reliability test of the data, 30 respondents were used for the pretest and 100 respondents post-test with reliable reliability results.

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C. RESULTS AND DISCUSSION

Since this study employs a quantitative approach, all findings will be displayed as legitimate data in the form of a test result table. In the first test, the instrument test consisted of a validity and reliability test with a pretest of 30 respondents to determine its validity and reliability, The result displayed in the table below:

Table 1. Validity Test Results

Variable	Statement Items	R Calculate	R Table	Information
Digital Literacy (X)	X1	0,683	0,361	Valid
	X2	0,633	0,361	Valid
	X3	0,682	0,361	Valid
	X4	0,780	0,361	Valid
	X5	0,723	0,361	Valid
	X6	0,655	0,361	Valid
	X7	0,671	0,361	Valid
	X8	0,655	0,361	Valid
	X9	0,700	0,361	Valid
	X10	0,630	0,361	Valid
	X11	0,556	0,361	Valid
	X12	0,567	0,361	Valid
Information Knowledge Gap (Y)	Y1	0,775	0,361	Valid
	Y2	0,738	0,361	Valid
	Y3	0,732	0,361	Valid
	Y4	0,539	0,361	Valid
	Y5	0,721	0,361	Valid
	Y6	0,716	0,361	Valid
	Y7	0,668	0,361	Valid
	Y8	0,514	0,361	Valid
	Y9	0,675	0,361	Valid
	Y10	0,809	0,361	Valid
	Y11	0,685	0,361	Valid
	Y12	0,611	0,361	Valid

Source: Primary data processed, 2024

The results of the data analysis above show that this validity test uses r calculation as a criterion to determine the validity of the item. With a table r of 5% significance (0.361), if the calculated r is greater than the table r then the item is said to be valid. From the table above, it can be said that the value of r calculates > r table, from the basis of the decision calculation, the question items for variables X and Y are said to be valid.

Table 2. Reliability Test Results

Variable	N of Items	*Cronbach alpha*	Role of Thumb	Information
Digital literacy	12	0,883	0,60	Reliable
Information Knowledge Gap	12	0,895	0,60	Reliable

Source: Primary data processed, 2024

The results of the data analysis above show that the reliability test of a variable be if the *Cronbach alpha* value is more than 0.60, it is deemed reliable. It shows that both variables are reliable.

The second next test, namely the prerequisite test, consists of a normality and linearity test with 100 respondents to determine the distribution of normal and linear data, the results of the test with *One Sample Kolmogorov Smirnov.* Below is a table displaying the test results:

Table 3. Normality Test Results

Kolmogorov-Smirnov	*Asymp. Sig* (2-tailed)	Standard	Information
0,833	0,492	>0.05	Usual

Source: Primary data processed, 2024

Based on the results of the data analysis above it shows that the value generated from Asymp. Sig (2-tailed) of both variables is 0.492 so that the Asymp value can be inferred. Sig (2-tailed) 0.492 > 0.50 can be said to be normal distributed data.

Table 4. Linearity Test Results

Deviation from Linearity	*Sig.*	Standard	Information
(Y) against (X)	0,087	>0.05	Linear

Source: Primary data processed, 2024

Based on the results of the data analysis table above, the results of the linearity test of the significance *of deviation from linearity* are 0.087 so that the value is greater than 0.05, so it can be said that there is a linear relationship between variables X and Y.

The next test is a hypothesis test using a simple linear regression test, a T test, an R test with a sample of 100 respondents to test the hypothesis as follows:

H0 : The Siberkreasi digital literacy program has no effect on the information knowledge gap for *Siberkreasi Instagram* followers.

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HI: The Siberkreasi digital literacy program has a positive effect on the information knowledge gap for *Siberkreasi's Instagram* followers.

The hypothesis test is used to answer the influence in this study, The results of the hypothesis test include a simple linear regression test, a T test, an R test using *the SPSS v. 21* program. The results of the test are presented in the following table:

Table 5. Simple Linear Regression Test Results

Coefficientsa

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.851	1.853		1.539	.127
	Digital literacy	.935	.045	.902	20.662	.000

a. Dependent Variable: Gap

Source: Primary data processed, 2024

The aforementioned table demonstrates that a linier relationship between the variables, as confirmed by a simple linier regression test. This implies that the modification in the variable X is always followed by the modification in the variable Y. In the table above shows the results of the calculation of a simple regression coefficient which shows a significance value of 0.000 < 0.05, it can be said that digital literacy (X) has an effect on the information knowledge gap (Y).

A T-test was used to assess the influence between the independent and dependent variables. The results show that a significant value of less than 0,05 indicates a significant relationship, as detailed in the table below:

Table 6. T Test Results

Coefficientsa

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.851	1.853		1.539	.127
	Digital literacy	.935	.045	.902	20.662	.000

a. Dependent Variable: Gap

Source: Primary data processed, 2024

From the results of the table data above, it can be seen that the significance value with the result of 0.000 < 0.05, The X variable has a significant impact on Y. The next test, namely the R *square* test, This study aimed to determine the extent of the influence of independent variables on dependent variables. using adjust r *square*. The following are the R-squared test results:

Table 7. R Test Results *Square*

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.902a	.813	.811	1.808

a. Predictors: (Constant), Digital literacy

Source: Primary Data, 2024

The r-squared value of 0,813 inthe table suggests that X has a significant impact on Y, accounting for 81,3% of the influence, while the remaining influence comes from variables not included in the study.

DISCUSSION

The purpose of this study is to determine the influence of the Siberkreasi digital literacy program on the information knowledge gap for Instagram *followers* of Siberkreasi. With the results that have been obtained and the data processed after obtaining the appropriate samples as follows:

a) Digital Literacy (X)

1. *Functional Skill and Beyond*
   Regarding *Functional Skills and Beyond* from *Followers* on Instagram, Siberkreasi obtained very high results with an average score of 3.27. This shows that *Followers* Siberkreasi can use computers (ICT) to surf digital media. This opinion is supported by Husniyah et al., (2023) that digital literacy is a person's ability to operate ICT, which aims to utilise and evaluate a form of technical and cognitive skills. This section aligns with Hauge & Payton's 2010 Theory that ICT skills and understanding of diverse digital media content are important factors in the operational use of technology. (Nasionalita & Nugroho, 2020)

2. *Creativity*
   On the indicator *Creativity* from *Followers,* Instagram Siberkreasi obtained very high results with an average score of 3.41. This shows that *Followers* Siberkrea often compares information from various digital sources before receiving information. Shakila (2020) support this opinion that those who are digitally literate can obtain information at any time, study it, evaluate it, and

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compare it with other sources, which ultimately leads to better decision-making. This section aligns with Hauge & Payton's 2010 theory that creativity makes better decisions to seek information, study, analyze and compare it at any time. (Hasanah, 2022)

3. *Collaboration*

On the collaboration indicator of *Followers* on Instagram, Siberkreasi obtained very high results with an average score of 3.35. This shows that *Followers* Siberkreasi can participate and explain ideas or ideas to others in the digital sphere. This opinion is supported by the statement of Husniyah et al. (2023) that building and conveying their ideas in the digital space helps create understanding in the audience. This passage aligns with Hauge & Payton's 2010 Theory emphasizing that by encouraging active participation, the discussion process can foster a deeper understanding, enabling individuals to effectively communicate and negotiate their ideas with others in the group. (Nasionalita & Nugroho, 2020)

4. *Communication*

On the indicator *Communication* from *Followers* Instagram, Siberkreasi obtained very high results with an average score of 3.38. This shows that *Followers* Siberkreasi can communicate and understand every audience need in the digital space. This opinion is supported by Husniyah et al., (2023) that it needs to understand in the digital space, as well as skills in understanding communication, so that what is conveyed can be understood well. This aspect still needs to be considered to make the resulting performance more optimal. This aligns with Hauge & Payton's 2010 Theory that communication also emerges as a key factor in understanding how they value information and participate positively in an online environment. (Srikandi, Suparna, & Haes, 2023) It is evidenced by the following documentation:
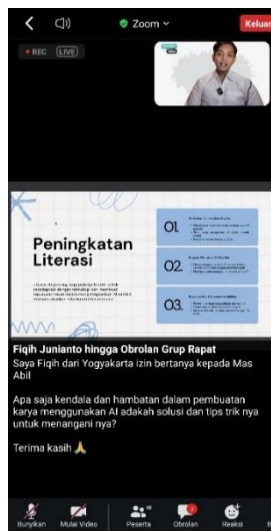
Picture 1. Participants Communicate in the Digital Room of the Siberkreasi Webinar
Source: Primary Data, 2024

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5. *The Ability to Find and Select Information*
On the indicator *the ability to find and select information* from *Followers* Instagram Siberkreasi obtained very high results with an average score of 3.54. This indicates that *Followers* of Siberkreasi can search and select information on digital media for entertainment, work, or information needs by selecting information from several sources. This opinion is supported by Raharjo & Winarko (2021), that the ability to select information allows a person to select, filter, and share relevant information so that other media users can use it. This section aligns with Hauge & Payton's 2010 Theory that this ability relates to carefully seeking information and selectively choosing sources. (Nasionalita & Nugroho, 2020)

6. *Critical Thinking and Education*
On the indicator *of critical thinking and education* from *Followers* on Instagram, Siberkreasi obtained very high results, with an average score of 3.47. This shows that individuals can evaluate information in the digital space, reducing the risk of getting the wrong information. This opinion is supported by Musfikar, Al-Thariq, & Ridwan, (2023) that it is necessary to analyze the information to get good information. This section is in line with Hauge & Payton's 2010 Theory that understanding information is not enough just by passively receiving and understanding but also requires active participation, analysis, and developing critical thinking skills when dealing with information. (Nasionalita & Nugroho, 2020)

7. *Cultural and Social Understanding*
On the indicator *of cultural and social understanding* from *Followers,* Instagram Siberkreasi obtained very high results with an average score of 3.44. This shows that adjusting the understanding to the social and cultural context that applies when using digital media must be understood to avoid being mistaken for surfing social media. Syahfira (2022) supports this opinion that the interaction between individuals is greatly influenced by the culture and social environment in which they are located. This understanding is important for someone with digital literacy, given the potential for different views on something, especially if the view is based on their respective culture. This section aligns with Hauge & Payton's 2010 Theory that the ideal application of digital literacy must consider social and cultural understanding in its implementation. (Nasionalita & Nugroho, 2020)

8. *E-Safety*
On the indicator *of e-safety* from *Followers* on Instagram, Siberkreasi obtained very high results with an average score of 3.32. This indicates that individual *Followers* of Siberkreasi can ensure security when browsing their digital space using legal devices and websites to maintain security in the media space. Syahfira (2022) supports this opinion. Understanding the security of using digital media, such as the security of smartphones, laptops and also websites, can help users stay safe when using digital media. This section aligns with Hauge & Payton's 2010 Theory that in using digital technologies, the top priority is to ensure user safety when browsing, creating, and collaborating. (Nasionalita & Nugroho, 2020)

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Furthermore, in the digital literacy variable (X) consisting of 8 indicators, the results show that the indicator with the highest score is *the ability to find and select information*, with an average score of 3.54. This shows that the indicator has a very high influence. Based on these results, *Followers* of Instagram Siberkreasi can search and select information, as seen from the number of respondents who gave 'strongly agree' answers. This ability reflects that *Followers* Siberkreasi can search and select information on digital media effectively, both for entertainment, work, and other information needs, by considering information from various sources. This opinion is supported by Raharjo & Winarko (2021), that the ability to select information allows a person to select, filter, and share relevant information so that other media users can use it.

b) Information Knowledge Gap (Y)

1. Differences in Communication Skills
   On the indicator of differences in communication skills from *Followers* Instagram Siberkreasi obtained very high results with an average score of 4.47. This indicates that individual *Followers* of Siberkreasi can read information on digital media because it has basic reading knowledge. Saputra, (2020) support this opinion that adequate education prepares a person to process information such as reading, understanding, and remembering. This section is in line with Philip Tichenor's Theory of Donohoue, Olien 1970 that there is a difference in communication skills between individuals with low socioeconomic status and those with high socioeconomic status. (Ananda et al., 2019)

2. Difference in Knowledge Background
   On the indicator of differences in knowledge background from *Followers,* Instagram Siberkreasi obtained very high results with an average score of 3.38. This indicates that individual *Followers* of Siberkreasi have adequate capabilities from learning outcomes, both from formal and informal education, to increase intellectual knowledge. Yani (2024) supports this opinion that informal is any opportunity where there is directed communication outside of school for someone to obtain information and knowledge. This section is in line with Philip Tichenor's Theory of Donohoue, Olien 1970 that there is a difference in the amount of information mastered or the background of knowledge that has been previously obtained. (Ananda et al., 2019)

3. Social Networks
   On the social network indicator of *Followers,* Instagram Siberkreasi obtained very high results with an average score of 3.32. This indicates that individual *Followers* of Siberkreasi often discuss news or information in digital media because exchanging information with others can open up new perspectives to analyze the information. This opinion is supported by Zempi, Kuswanti, & Maryam (2023), that by participating in discussions, individuals receive information and actively contribute to shaping their understanding of the

world. This aligns with Philip Tichenor's Theory, Donohoue, Olien 1970 that Individuals with higher social status tend to have more relevant social connections. (Ananda et al., 2019)

4. Information Reception Mechanism

    On the indicator of the mechanism for receiving information from *Followers,* Instagram Siberkreasi obtained very high results, with an average score of 4.30. This indicates that Followers of Cyber creation tend to remember information they think is important or interesting because it will be needed in the future. Yoga (2019) supports this opinion that selective retention is a person's tendency only to remember messages that are by his own opinions and needs. This is in line with Philip Tichenor's Theory, Donohoue, and Olien's 1970 that mechanisms such as exposure, receptivity, and selective memory can play a role in influencing how information is processed and stored. (Ananda et al., 2019)

5. Nature of Mass Media

    Regarding the nature of the mass media *Followers,* Instagram Siberkreasi obtained very high results with an average score of 3.44. This shows that *Followers* Siberkreasi has easy access to find access information both in terms of the device used, the internet connection, or the site on the internet to get available and non-illegal information. This opinion is supported by Ameliah et al. (2022), that Indonesian people who access the internet, especially from mobile phone devices, continues to increase every year, as well as the ability of the Indonesian people and access opportunities in digital media. This is in line with Philip Tichenor's Theory, Donohoue, Olien 1970 that the characteristics of mass media systems tend to be designed to meet individual needs and preferences, both in terms of content, format, and accessibility. (Ananda et al., 2019)

Furthermore, in the variable information knowledge gap (Y) consisting of 5 indicators, the results showed that the indicator with the highest value was the communication skills difference, with an average score of 3.47. This shows that the indicator has a very high influence. Based on these results, it can be explained that *Followers* of Instagram Siberkreasi can read information on digital media obtained from the Siberkreasi program, as seen from the many respondents who follow Instagram Siberkreasi who stated 'strongly agree'. This shows that individual Siberkreasi followers can read information on digital media, supported by their basic knowledge of the available content. Saputra, (2020) support this opinion that adequate education prepares a person to process information such as reading, understanding, and remembering.

The results of this study were conducted on 100 respondents on Siberkreasi's Instagram followers. The research analysis findings indicate that the Siberkreasi impacts the digital literacy programs on the information knowledge gap for Siberkreasi followers. This is based on the results of the correlation coefficient test (R test) and the determination coefficient test (R *square*) of the digital literacy variable (X) on the information knowledge gap (Y) of 0.902, showing a very strong influence between digital literacy and information knowledge gap, while the R

square result by 0.813 or 81.3% of the influence rate. Thus, the Siberkreasi digital literacy program greatly influences the information knowledge gap for *Siberkreasi's Instagram* followers.

Based on the results of the above research, the Siberkreasi digital literacy program positively affects the information knowledge gap among Siberkreasi's Instagram followers, meaning that the better the individual masters the digital literacy program, the lower the information knowledge gap that occurs. This can be seen from various activities such as webinars, educational content, and interactive discussions that are useful in improving digital literacy. One of the indicators with high influence is *the ability to find and select information*, which is the ability to find and select relevant information. This indicator plays a role in reducing the knowledge gap because it is related to differences in communication skills. Individuals more skilled at sorting out information tend to understand communication better. Researchers concluded that individuals with good communication skills will easily understand the available information, this is because they have high knowledge in understanding and managing information; on the other hand, individuals who lack communication skills will find it difficult to understand the available information, which makes individuals experience information lag so that there is a knowledge gap. Thus, the Siberkreasi digital literacy program helps improve individual skills in accessing and understanding information. This impacts more effective communication and a decreasing information knowledge gap.

D. CONCLUSION

Based on research conducted by researchers, the Siberkreasi digital literacy program significantly influences the information knowledge gap. With a significant value of 0,000 < 0,05 level, we conclude that H0 is rejected and H1 is accepted. If digital literacy increases, there will also be a decrease in the knowledge gap because digital literacy has an influence value on the information knowledge gap of 81.3%, and other variables influence the remaining 18.7%. This gives positive results because a good Siberkreasi digital literacy program will reduce the information knowledge gap in the community, especially among the Siberkreasi Instagram followers. As for the suggestions in the next research, it is hoped that it can examine in detail what factors can improve digital literacy and the digital literacy process, such as receiving, processing and disseminating information. Then lastly, it is hoped that the next research can increase the learning of literacy studies about the studies to be researched.

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