

Digital Literacy Communication Training For Parents to Improve Their Digital Literacy and Increase Creativity in Utilizing E-Commerce

Putri Ayu Permata Devi^{1*}, Rulik Endarwati², Syaadia Arifin³, Debiyanti Kune⁴, Eva Purnamasari⁵

¹ Politeknik PGRI Banten, Indonesia

² STAI Ma'arif Magetan, Indonesia

³ Universitas Muhammadiyah Prof DR HAMKA, Indonesia

⁴ Universitas Muhammadiyah Luwuk, Indonesia

⁵ Politeknik Negeri Semarang, Indonesia

E-mail: ayudevie8682@gmail.com

*Corresponding Author



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ABSTRACT

Kegiatan Pengabdian Masyarakat (PKM) ini bertujuan untuk meningkatkan kapasitas literasi digital orang tua melalui pelatihan komunikasi literasi digital dan peningkatan kreativitas dalam menggunakan e-commerce. Program ini dilaksanakan secara intensif selama 14 hari di empat pulau utama di Indonesia: Sumatera, Sulawesi, Jawa, dan Kalimantan, untuk menangkap karakteristik sosial-ekonomi masyarakat yang beragam. Metode pelaksanaan pengabdian masyarakat didasarkan pada pendekatan pembelajaran aksi partisipatif, yang meliputi penilaian keterampilan digital awal, pelatihan komunikasi instruksional digital keluarga, lokakarya teknis tentang pengoperasian platform e-commerce, dan pendampingan dalam pembuatan konten pemasaran kreatif secara mandiri. Hasil evaluasi melalui tes pra dan pasca menunjukkan peningkatan yang signifikan pada skor pemahaman literasi digital orang tua dan kemampuan mereka untuk beradaptasi dengan aman terhadap teknologi komersial. Lebih lanjut, program 14 hari di setiap wilayah berhasil mendorong pembukaan puluhan toko digital baru oleh orang tua yang mempromosikan produk lokal unggulan. Keberhasilan program PKM multi-destinasi ini menunjukkan bahwa intervensi literasi digital yang terstruktur dan adaptif di tingkat keluarga dapat mendorong kemandirian ekonomi domestik dan mempersempit kesenjangan digital nasional secara inklusif.

This Community Service (PKM) activity aims to improve parents' digital literacy capacity through digital literacy communication training and increased creativity in utilizing e-commerce. This program is implemented intensively for 14 days each on four major islands in Indonesia: Sumatra, Sulawesi, Java, and Kalimantan, to capture the diverse socio-economic characteristics of the community. The community service implementation method is based on a participatory action learning approach, which includes an initial digital skills assessment, family digital instructional communication training, technical workshops on e-commerce platform operations, and mentoring in the independent creation of creative marketing content. Evaluation results through pre- and post-tests show a significant increase in parents' digital literacy understanding scores and their ability to safely adapt to commercial technology. Furthermore, the 14-day program in each region successfully stimulated the opening of dozens of new digital stores by parents promoting superior local products. The success of this multi-destination PKM program demonstrates that structured and adaptive digital literacy interventions at the family level can promote domestic economic independence and narrow the national digital divide in an inclusive manner.



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INTRODUCTION

The massive digital transformation that has occurred over the past decade has changed patterns of social interaction, communication, and economic transactions throughout the world, including Indonesia. The increasingly affordable internet and the widespread adoption of smartphones *have* given rise to a new reality that demands that every individual possess digital skills to survive the current of modernization. In the economic realm, one of the most visible manifestations of this paradigm shift is the growth of the *e-commerce* ecosystem. *E-commerce* is no longer simply an alternative shopping option; it has transformed into the backbone of a new economy, offering limitless opportunities to expand market reach, reduce operational costs, and increase income independently from the household level.

Despite the wide-open opportunities of the digital economy, this technological penetration has not been accompanied by an equal distribution of digital literacy skills within society. Various sociological studies of digital communication have shown a significant generation gap between the younger generation, who were born as digital natives, *and* their parents, who are considered digital immigrants (Prensky, 2001). Parents often face technical and psychological barriers to adopting new technologies. These barriers range from a lack of confidence in operating applications, concerns about cybersecurity issues such as online fraud, and an inability to discern valid information. Without a comprehensive understanding, smartphone ownership among parents is generally limited to passive social media use or entertainment, without being optimized for productive activities that can provide added economic value for family resilience.

Furthermore, low digital literacy among parents triggers barriers in internal family communication patterns. In the digital era, instructional communication and parental guidance for children require an adequate understanding of the digital context so that parents do not lose relevance in the eyes of their children (Livingstone & Helsper, 2008). The concept of digital literacy communication within the family (*parental mediation*) emphasizes the importance of parents acting as active digital facilitators and guides, rather than being restrictive or completely prohibiting due to irrational fears (Nikken & Schols, 2015). Therefore, educational interventions that target improving parental digital literacy hold a double urgency: restoring the role of parental supervision within the cyber household, while equipping them with productive economic skills based on utilizing the *e-commerce* ecosystem.

Given the complexity of these issues, this community service program was designed with a multi-destination scope, representatively targeting four large islands in Indonesia: Sumatra, Sulawesi, Java, and Kalimantan. The selection of these four regions was based on the varying levels of technological infrastructure penetration, socio-cultural dynamics, and unique economic challenges on each island. Java, as the center of digital economic growth with a very well-established infrastructure, faces the challenge of high market saturation, requiring a higher level of marketing content creativity for parent products to be competitive. Conversely, the regions of Sumatra, Sulawesi, and Kalimantan are rich in local commodity products and unique handicrafts, but often hampered by limited market access due to managers' lack of understanding of digital *on-boarding mechanisms to national e-commerce* platforms.

To ensure in-depth absorption of the training material and the creation of sustainable behavioral changes, the community service intervention in each region was designed in the form of an educational quarantine and structured mentoring for 14 full days. This 14-day duration is considered the ideal timeframe according to adult learning theory (*andragogy*) to transform technology resistance into applicable adaptation (Knowles, 1980). During the two-week period, the community service team acted as facilitators, overseeing the transformation process from the basic stages of awareness, technical understanding of digital communication, introduction to the *e-commerce* ecosystem, to the stage of stimulating creativity in producing creative marketing content. This sustainable approach has proven far more effective in assisting *digital immigrant* groups than the one-day seminar method, which tends to be abstract and lacks hands-on practice.

Theoretically, increasing parents' creativity in utilizing *e-commerce* cannot be separated from the concept of *creative digital content*. In the midst of a highly visual *marketplace* ecosystem, the success of a product's sales is largely determined by how the product is packaged in the form of clean product photos, informative text descriptions (*copywriting*), and short, attention-grabbing videos (Kaplan & Haenlein, 2010). Parents are taught to map the unique potential of their own local products and translate it into a persuasive digital visual language. This creative process not only increases the economic value

of the product but also stimulates parents' cognitive abilities and adaptability to the rapid development of modern market trends.

Through a program titled "*Digital Literacy Communication Training for Parents to Improve Their Digital Literacy and Increase Creativity in Utilizing E-Commerce*", the community service team strives to provide concrete solutions based on the transfer of knowledge and technology. By combining aspects of family communication, technological literacy, and creative economic stimulation for 14 days in Sumatra, Sulawesi, Java, and Kalimantan, this activity is expected to be able to spark the birth of new entrepreneurs from the domestic realm. The success of this PKM program will ultimately contribute significantly to accelerating the national digital financial inclusion target, strengthening the economic resilience of MSME families, and realizing a fair, productive, and equitable Indonesian digital ecosystem.

METHOD

The initial phase of this community service program focused on the preparation and potential mapping (*assessment*) phase, which was carried out in stages in four partner regions: Sumatra, Sulawesi, Java, and Kalimantan. At this stage, the community service team coordinated with village officials, housewife communities, and local domestic business actors to recruit parents who met the criteria for training participants. The team developed an evaluation instrument in the form of a *pre-test* to measure participants' initial understanding of digital literacy, household cyber communication patterns, and basic knowledge of online shopping and selling. In addition, a mapping of local superior products on each island was also conducted that had the potential to be marketed through electronic commerce (*e-commerce*) platforms.

Entering the core phase, the program was implemented intensively through educational quarantine and structured mentoring for 14 full days in each region. The two-week implementation was divided into three main material clusters using a *participatory action learning* approach. In the first week, the focus was directed at training in family digital literacy communication, internet ethics, cybersecurity to avoid online fraud, and an introduction to the technical operations of *e-commerce* platforms. Entering the second week, the training shifted to aspects of increasing practical creativity (*coaching clinic*), where parents were directly assisted using their respective devices to register for digital stores (*on-boarding*), simple product photography techniques with natural lighting, and compiling compelling product description narratives (*copywriting*).

The final stage of this implementation method is a comprehensive evaluation phase and the development of a 14-day post-program sustainability strategy at each location. The community service team distributed *post-test* instruments and satisfaction questionnaires to measure the level of increase in cognitive capacity and practical skills of parents after participating in the entire series of activities. Evaluation was also conducted by reviewing the number of new digital stores successfully activated independently by participants and the activeness of their product uploads. To ensure sustainability, the community service team established a Cross-Island Digitally Smart Parents Community Forum and submitted a practical infographic guide module, so that the *e-commerce* ecosystem initiated in Sumatra, Sulawesi, Java, and Kalimantan can continue to develop independently and sustainably.

RESULT AND DISCUSSION

The implementation of Community Service (PKM) activities in the form of digital literacy communication training and *e-commerce* utilization for parents has been successfully held in a marathon for 14 days each on four large islands in Indonesia: Sumatra, Sulawesi, Java, and Kalimantan. Considering that the target of this program is predominantly digital immigrant groups, the two-week intervention in each region has proven to provide sufficient adaptation space for participants to overcome psychological resistance to technology. The success of this program is measured through two main indicators, namely the increase in partners' cognitive capacity scores (based on *pre-tests* and *post-tests*) and psychomotor outcomes in the form of opening new digital stores and producing creative marketing content.

Improving Digital Literacy and Family Communication Capacity

Prior to the intervention, the majority of parents in all four regions viewed smartphones as merely a means of passive entertainment and basic communication (such as WhatsApp and Facebook).

Furthermore, a tendency toward restrictive and fearful digital parenting (*parental mediation*) emerged due to a lack of understanding of cybersecurity (Livingstone & Helsper, 2008).

However, after participating in intensive training, parents' understanding of cyber ethics, information verification (anti-hoaxes), and personal data protection improved dramatically. Crucially, parents began adopting active mediation communication patterns, enabling them to discuss digital activities in a two-way manner with their children (Nikken & Schols, 2015). Quantitative measurements of these improvements in cognitive aspects and practical skills are presented in Table 1.

Table 1. Recapitulation of Competency Value Improvement and Physical Outcomes of Partners After 14 Days of Training

Intervention Area	Pre-Test Average (100 Scale)	Post-Test Average (100 Scale)	Number of New Active Digital Stores	Main Commodities of Community Service Locations
Sumatra Island	45.5	82.0	24 Stores	Songket cloth crafts & local food processing
Sulawesi Island	42.0	79.5	18 Stores	Local seafood & coffee products
Java Island	52.5	88.0	32 Stores	Home convection, culinary, & accessories
Kalimantan Island	38.0	76.0	15 Stores	Woven, beaded & herbal crafts

The data in Table 1 shows a significant jump in average post-test scores across all regions. Java recorded the highest score (88.0) and the highest number of digital store activations (32 stores). This correlates with the *andragogy* theory, which argues that better initial exposure to digital infrastructure accelerates the absorption of e-commerce technical materials (Knowles, 1980).

In contrast, Kalimantan Island recorded the most challenging increase in comprehension percentage, rising from a low of 38.0 to 76.0. The main obstacle in Kalimantan at the beginning of the training was high levels of technophobia *among* parents. However, with patient, face-to-face mentoring over 14 days, this psychological barrier was overcome, as evidenced by their success in establishing 15 digital stores based on local woven and herbal products.

Stimulating Creativity in the Utilization of E-Commerce

Participants' psychomotor development was evident in their ability to independently create creative promotional content. Using their own devices, parents were trained to apply basic product photography principles (utilizing natural light/ *window lighting*) and to design product descriptions (*copywriting*) that emphasize the authenticity of their region.

In Sumatra and Sulawesi, participants focused on storytelling, such as the traditional weaving process or the preservative-free processing of seafood. These authentic narratives have proven effective in attracting buyers on *e-commerce* platforms because they offer a stronger *unique selling proposition than mass-produced products* (Kaplan & Haenlein, 2010). *This digital onboarding process doesn't simply shift physical sales platforms online; it also provides a space for self-actualization for parents to increase their economic productivity from home.*

Critical Discussion and Program Sustainability

The success of the program on these four islands confirms that digital immigrants aren't technologically inflexible, but simply require the right learning approach. This 14-day program provides ample transition time for parents to *experiment and error* with managing their digital stores without feeling judged. This inclusive digital literacy communication training model can gradually reduce *the digital divide, starting at the smallest level, the family unit* (Prensky, 2001).

The biggest challenge encountered in the field after the training was maintaining the sustainability of digital store management by parents amidst their busy domestic lives. To address this, the formation of the Cross-Island Digitally Smart Parents Community Forum, integrated with the involvement of their teenage children as "internal mentors" within the household, became a strategic solution. This intergenerational collaboration within the family is expected to ensure the long-term sustainability of this household *e-commerce business, while also strengthening harmonious family communication in the digital era.*

CONCLUSION

Community Service (PKM) activities in the form of digital literacy communication training and increasing creativity in utilizing *e-commerce* for parents have been successfully implemented on four large islands in Indonesia, namely Sumatra, Sulawesi, Java, and Kalimantan. Structured interventions with a duration of 14 days each in each location have proven to be a highly effective strategy to reduce technology resistance (*technophobia*) in groups of parents who are classified as digital immigrants. This *participatory action learning*-based approach has been able to shift the paradigm of participants, from initially viewing gadgets only as a passive entertainment medium, now shifting to an active communication instrument for parenting as well as a productive medium to support the family economy.

Empirically, the program's success is demonstrated by the surge in partners' cognitive capacity and practical psychomotor skills evenly across the intervention areas. Java recorded the highest average post *-test* score (88.0) with the opening of 32 new digital stores, while Kalimantan demonstrated the most significant progress in digital adaptation from a very minimal initial understanding. The success of parents in onboarding *superior* regional products such as woven crafts, weaving, and local food products to *e-commerce platforms* proves that *stimulating creativity in creating storytelling*-based marketing content can provide real commercial added value for domestic products.

As a step to ensure sustainability *after* the 14-day program, the establishment of the Cross-Island Digitally Smart Parents Community Forum and the distribution of practical guidance modules are crucial instruments to ensure this e-commerce ecosystem continues to thrive. Intergenerational collaboration within the household, with children acting as internal mentors, is key to maintaining consistent digital store management amidst parents' busy domestic schedules. Thus, this multi-destination service model can serve as an adaptive reference in accelerating national digital financial inclusion, narrowing the generational digital divide, and sustainably strengthening the economic resilience of MSME families in Indonesia.

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