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Digital Literacy Training for Teacher to Support Learning 4.0 at SD YPK Ermasu

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ABSTRACT

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan keterampilan guru SD YPK Ermasu dalam mengintegrasikan literasi digital ke dalam proses pembelajaran secara efektif. Metode yang digunakan pelatihan, pendampingan, dan praktik langsung penggunaan media pembelajaran digital. Hasil kegiatan menunjukkan peningkatan pemahaman guru terhadap konsep literasi digital, keterampilan menggunakan platform pembelajaran daring, serta kemampuan merancang media berbasis teknologi. Hal ini terlihat dari peningkatan rata-rata skor dari 72,00 sebelum pelatihan menjadi 91,75 setelah pelatihan atau meningkat sebesar 19,75. Guru-guru menyatakan bahwa kegiatan ini memberikan wawasan dan inspirasi baru dalam memfasilitasi pembelajaran yang lebih inovatif, interaktif, dan sesuai dengan Pendidikan 4.0. Implikasi dari kegiatan ini adalah meningkatnya keterampilan guru mengoptimalkan literasi digital untuk mendukung pembelajaran menarik dan berkualitas, serta membekali siswa dengan keterampilan abad 21. Sehingga dapat direkomendasikan agar kegiatan serupa dilaksanakan secara berkelanjutan sebagai upaya meningkatkan mutu proses pembelajaran di tingkat sekolah dasar.

This community service activity aimed to enhance the capacity of teachers at SD YPK Ermasu to effectively integrate digital literacy into the learning process. The methods employed included training sessions, mentoring, and hands-on practice in the use of digital learning media. The results demonstrated an improvement in teachers' understanding of digital literacy concepts, skills in utilizing online learning platforms, and ability to design technology-based learning media. This improvement was reflected in the increase in the average score from 72.00 before the training to 91.75 after the training, representing a gain of 19.75 points. The participating teachers reported that the program provided new insights and inspiration for facilitating more innovative, interactive, and Education 4.0-oriented learning experiences. The implications of this activity include enhanced teacher competence in optimizing digital literacy to support engaging and high-quality learning, as well as equipping students with essential 21st-century skills. Therefore, it is recommended that similar programs be implemented on a continuous basis to improve the quality of teaching and learning processes at the elementary school level.

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INTRODUCTION

The Industrial Revolution 4.0 has brought rapid changes in various aspects of life, including the field of education, which is now facing major challenges in adapting to the rapid advancement of technology. The ongoing digital transformation requires teaching and learning processes to evolve in order to remain relevant to contemporary needs. Learning is no longer focused solely on one-way delivery of material through conventional methods, but must integrate technology to provide more meaningful and contextual learning experiences that align with students' characteristics. The use of technology in learning enables teachers to provide more diverse learning resources, facilitate project-based learning, and broaden students' access to information, ultimately making learning more meaningful (Sari & Munir, 2024). Teachers play a strategic role as agents of change who are not only responsible for delivering knowledge, but also for guiding students in mastering 21st-century skills (Baroroh et al., 2024). These skills are essential for preparing innovative generations capable of competing in the global era. Teachers' ability to master and utilize technology is therefore crucial to ensuring that learning becomes efficient, interactive, and relevant to the needs of the digital age.

One of the key competencies for educational success today is digital literacy. Digital literacy does not merely refer to technical skills in operating devices and applications, but also involves critical thinking skills in selecting, managing, and utilizing information appropriately (Warsiyah et al., 2022). Teachers with strong digital literacy skills are able to utilize various online learning resources (Dewi et al., 2024), develop interactive learning media, and create collaborative and participatory technology-based learning environments. The use of technology such as interactive presentation applications and multimedia learning resources can enhance student engagement (Silitonga et al., 2022). Technology also expands access to more diverse learning materials that are relevant to current educational demands (Septiyaningsih et al., 2025). Teachers' mastery of digital literacy serves as an important foundation for improving the quality of learning in the era of Education 4.0. Without these competencies, teachers risk falling behind in responding to educational paradigm shifts that increasingly emphasize technology integration. Digital literacy enables teachers to design relevant, innovative, and competency-oriented learning experiences that meet the demands of the 21st century (Widiyantti et al., 2024). Strengthening teachers' digital literacy is therefore a strategic step toward reducing educational quality gaps, ensuring equal access to technology, and promoting effective, efficient, and adaptive learning processes.

Elementary school teachers play an important role in developing students' 21st-century skills, such as critical thinking, creativity, collaboration, and communication. These four skills are central to modern learning, which is not only oriented toward knowledge mastery but also toward students' ability to adapt and innovate amidst rapid technological development. Teachers are not merely conveyors of knowledge, but also facilitators and motivators who create inspiring and interactive learning environments. In Education 4.0, teachers are increasingly required to master digital literacy skills as a means of expanding students' learning experiences and equipping them with critical, creative, and adaptive thinking abilities (Maulana et al., 2024). The results of interview with teachers indicate that at SD YPK Ermasu, teachers' access to and competence in digital literacy

remain limited. This situation is caused by several factors, including the lack of training focused on educational technology mastery and the absence of sustainable mentoring programs.

Based on initial observations, most teachers at SD YPK Ermasu have not yet optimally integrated digital technology into the learning process. The limited use of digital technology in classrooms has reduced the variety of teaching methods and limited students' opportunities to learn through interactive media. Teachers still tend to rely on lecture and question-and-answer methods, which, although still relevant in certain contexts, are less capable of facilitating the active and interactive learning needed by students in the 21st century.

This community service activity aims to address these challenges through a series of programs that include improving teachers' understanding of the concept and urgency of digital literacy, training teachers in the use of digital learning media and platforms, and providing mentoring in integrating technology into lesson planning and daily teaching practices. The program is designed to be practical, applicable, and contextual according to the conditions of SD YPK Ermasu, ensuring that the materials provided are not only understood theoretically but can also be directly implemented in the classroom. Through structured training and mentoring, teachers are expected to become more confident, creative, and innovative in utilizing technology to design engaging learning experiences that are relevant to Education 4.0.

METHOD

This activity was conducted at SD YPK Ermasu, Merauke Regency, South Papua, involving 20 teachers as participants. The training program was designed to run for three days, followed by intensive post-training mentoring. The implementation method was divided into four main stages.The first stage was preparation, which included coordination with the school principal to determine the schedule and technical implementation, the development of digital literacy-based training modules, and the provision of supporting equipment such as laptops, projectors, and internet access. The second stage was the training implementation. The materials delivered included the concepts and urgency of digital literacy in Education 4.0, the use of online learning platforms such as Google Classroom and Canva for Education, the creation of interactive learning media using PowerPoint and educational applications, as well as digital classroom management and ethical use of technology. The third stage was mentoring, which was carried out through direct guidance while teachers implemented digital media in the classroom, accompanied by regular monitoring and evaluation of technology use. The final stage was evaluation, conducted through pre-tests and post-tests, observations, and participant feedback. The pre-test and post-test instruments consisted of 30 questions developed based on the training materials. The test scores were analyzed using a paired t-test to assess improvements in participants' understanding before and after the training. Through this structured process, teachers were expected to improve their skills in effectively integrating digital technology into learning, thereby enhancing the quality of education in response to the challenges of Education 4.0.

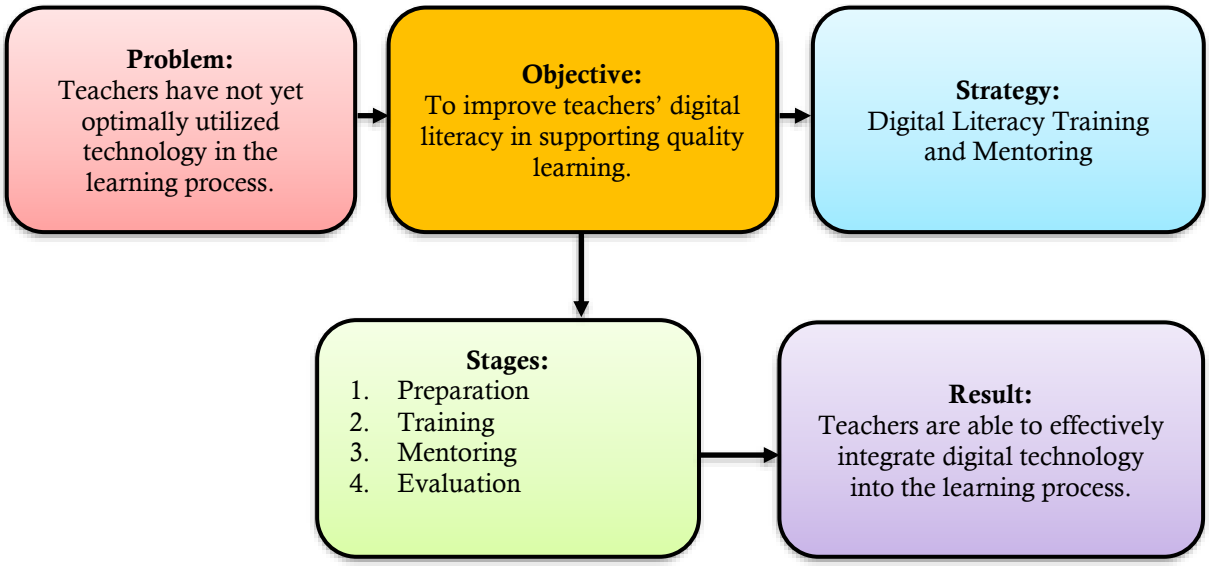

Figure 1. Problem Solving Framework

As shown in Figure 1, the flow from problem identification to the outcomes of this activity is described as follows:

1. The initial stage identified that teachers at SD YPK Ermasu have not yet optimally utilized technology in the learning process. This is due to limited knowledge, skills, and experience in effectively using digital learning media.
2. Based on this issue, the main objective of the program is to improve teachers' digital literacy. In this context, digital literacy includes the ability to operate devices and learning applications, as well as the ability to select and design appropriate digital learning media.
3. The strategy employed is digital literacy training and mentoring. The training provides teachers with basic to advanced knowledge and skills, while the mentoring ensures that teachers can directly apply what they have learned in the classroom, supported by continuous guidance and evaluation.
4. The expected output is that teachers are able to use digital technology effectively in learning. This success is measured by improved teacher skills in utilizing digital media, more engaging learning activities, and increased student participation and learning outcomes.

RESULTS

The implementation of the Digital Literacy-Based Teacher Training to Support Learning Quality in Facing the Challenges of Education 4.0 at SD YPK Ermasu ran smoothly and had a positive impact on improving teachers' competencies. Before the training began, a pre-test was conducted to assess participants' level of digital literacy, which showed that only some teachers had a sufficient understanding of digital literacy concepts and the ability to integrate technology into learning. After participating in a series of training activities, which included conceptual materials, hands-on practice, and intensive mentoring, the post-test results showed an improvement in teachers' average scores, reaching the good and very good categories in digital literacy mastery. The assessment categories were based on percentage scores as follows: 81–100% (very good), 61–

80% (good), 41–60% (fair), 21–40% (poor), and ≤20% (very poor). Teachers who previously used technology mainly for administrative purposes are now able to operate various modern learning platforms such as Google Classroom, Canva for Education, Quizizz, and other applications. Through this training, the teachers showed great enthusiasm, reflected in their active participation in every session, their willingness to directly try various learning applications, and their questions regarding effective strategies for implementing digital literacy in the classroom. The discussion during the training was dynamic and interactive, characterized by productive two-way communication between the facilitators and participants. The training process is shown in Figure 2.

Figure 2. Training Process

This training not only had an impact on improving teachers' technical skills but also brought significant changes in their attitudes, motivation, and readiness to integrate technology into the learning process as part of efforts to respond to the challenges of Education 4.0. Post-training observations showed that teachers not only gained high confidence in using digital devices and applications but also became more creative in designing learning scenarios that combine conventional methods such as lectures, group discussions, and question-and-answer sessions with digital technology support. These include the use of interactive media, multimedia-based presentations, educational videos, online learning platforms, and gamified quizzes. This combination of methods has made classroom environments more dynamic, interactive, and collaborative, encouraging active student participation and fostering a learning environment that supports the development of 21st-century skills such as critical thinking, communication, creativity, and collaboration. The evaluation results showed that the teachers' average score increased from 72,00 in the pre-test to 91,75 in the post-test, representing a 19,75 improvement. This finding

indicates that the training was effective in enhancing teachers' understanding and skills in integrating digital literacy into the teaching and learning process. Detailed data regarding this difference can be seen in Table 1. Data analysis indicates that the training and mentoring provided had a positive impact on improving teachers' knowledge, particularly in understanding the concepts, strategies, and implementation of digital literacy to support the quality of learning in the era of Education 4.0. To strengthen these findings, a statistical analysis using a t-test was conducted to determine the significance of differences before and after the program. Prior to the t-test, prerequisite tests, namely normality and homogeneity tests, were carried out to ensure that the data met the requirements for inferential statistical analysis.

Table 1. Pre-test and Post-test Scores

No.	Treatment	Mean	Std. deviation	Minumum	Maximum
1.	Before	72.00	7.130	57.00	82.00
2.	After	91.75	5.684	82.00	98.00

The normality test was conducted using the Kolmogorov–Smirnov method. Subsequently, a paired t-test was employed to determine whether there was a significant difference between pre-test and post-test scores and to evaluate the effectiveness of the training program**.** The results showed that the significance values for both pre-test and post-test data were above 0.05, each recorded at 0.15. The next assumption test, the homogeneity test, also indicated that the data were homogeneous, as shown by a significance value of 0.57 (> 0.05). With all prerequisite tests fulfilled, the t-test analysis could be conducted because the data met the assumptions of normality and homogeneity. The results of the t-test showed a significance value of < 0.05, specifically 0.00, indicating a significant difference between the conditions before and after the implementation of the program. The detailed results of the analysis are presented in Table 2.

Table 2. T-Test Analysis Results

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Digital based teacher training	Equal variances assumed	-9.686	38	.000	-19.750	2.039	-23.878	-15.622
	Equal variances not assumed	-9.686	36.20	.000	-19.750	2.039	-23.884	-15.616

The training and mentoring conducted at SD YPK Ermasu showed positive results, where teachers experienced an increase in knowledge after participating in the program, particularly in integrating digital literacy into the learning process. Most teachers began to implement project-based learning methods combined with the use of digital media and platforms, making learning more relevant to students' daily lives. Classroom observations showed that students were more motivated to learn when teachers used digital learning media and reported that they could understand the material more easily. Students who were previously passive became more engaged, demonstrating improvements in collaboration skills, creativity, and problem-solving abilities. Teachers also utilized technology to design more interactive learning scenarios, creating a more dynamic classroom atmosphere that supports the development of 21st-century competencies. As a follow-up, an online teacher group at SD YPK Ermasu was established as a forum for sharing materials, ideas, and technology-based teaching strategies. This is expected to maintain innovation

consistency, strengthen the implementation of Education 4.0, and serve as a best practice model that can be replicated in other schools in South Papua.

DISCUSSION

The training and mentoring that have been implemented successfully resulted in a significant improvement in teachers' digital literacy competencies at SD YPK Ermasu. Based on the evaluation of pre-test and post-test results, it is evident that the average teacher scores increased substantially, indicating that the context-based and practical training design was highly effective in improving both conceptual understanding and digital skills. This success cannot be separated from the training design, which emphasized hands-on practice, interactive learning, and continuous mentoring. In addition, strong support from school management and active participation of teachers contributed to the effectiveness of the program. However, several challenges were encountered, including differences in teachers' initial digital literacy levels, limited time for practice, and occasional internet connectivity issues during implementation which was adjusted to the conditions and needs of teachers, as well as the use of varied and applicable methods during the program. Training activities supported by structured monitoring have been proven to enhance the development of digital literacy among elementary school teachers (Maheswari & Anggraini, 2025). Utilizing technology as an innovative tool to develop interactive, collaborative, and relevant learning experiences that align with the demands of the 21st century (Perdana et al., 2025; Sumual et al., 2026). The integration of technology in learning can also enhance students' motivation and engagement in the educational process. (Nazib et al., 2024; Asad et al.,2026). In addition to training, mentoring activities played an important role in strengthening the transfer of knowledge from theory to practice. Mentoring was conducted continuously through hands-on practice, discussions, and guided assistance, allowing teachers to directly try out and modify digital literacy-based learning strategies. This had a positive impact on improving teachers' skills in designing learning that utilizes technology creatively and responsibly, including mastery of cultural, ethical, and digital safety aspects, which are essential components of 21st-century competencies (Putranto, 2024). Thus, the digital literacy-based training and mentoring program as a whole had a significant positive impact on improving the quality of learning at SD YPK Ermasu. Teachers who previously tended to position technology merely as a supporting tool have begun to see it as a strategic medium for creating a dynamic and innovative learning environment. These findings indicate that strengthening digital literacy through well-planned training and intensive mentoring can be an effective strategy in preparing educators to face the challenges of Education 4.0, while also ensuring that students gain meaningful, adaptive, and relevant learning experiences in line with current developments (Sabaruddin, 2022; Setiadi, 2026).

These findings are consistent with previous studies; however, this program offers a unique contribution to education in South Papua through hands-on digital literacy training accompanied by continuous mentoring in a region with limited access to educational technology. This approach enhances teachers' practical skills in integrating technology into classroom instruction and can serve as a replicable model for other regions facing similar challenges. The integration of digital literacy in the learning process not only enhances teachers' professional competence but also has the potential to expand students' access to diverse learning materials (Anhar et al., 2024). The use of technology plays an important role in improving the quality of the learning process (Putri & Nanggala, 2023). This training not only broadened teachers' understanding of technology integration in teaching and learning activities, but also provided practical knowledge on the use of various digital media and platforms to create interactive, creative learning that aligns with the demands of Education 4.0 (Nuroh & Liansari, 2024). Mentoring activities have been proven to play

a crucial role in ensuring that teachers are able to effectively apply digital literacy skills in the classroom. Through hands-on practice, intensive guidance, and continuous feedback, teachers become more confident in utilizing digital devices and applications to support learning quality (Purba et al., 2024). Mentoring also helps teachers understand innovative teaching strategies that are in line with technological developments, enabling them to facilitate students in developing 21st-century skills. With well-planned training and mentoring implementation, the main objective of this community service activity—to improve teachers' digital literacy skills at SD YPK Ermasu—has been achieved. Teachers gained a deeper understanding of the application of educational technology and were motivated to integrate digital literacy into their daily teaching practices. This is expected to improve the quality of learning, encourage active student participation, and address the challenges of education in the digital era.

CONCLUSION

This community service activity on Digital Literacy-Based Teacher Training to Support Learning Quality in Facing the Challenges of Education 4.0 at SD YPK Ermasu has successfully improved teachers' competencies, with the average score increasing from 72.00 before the training to 91.75 after the training, representing an improvement of 19.75 points, particularly in utilizing digital literacy to support high-quality learning processes. The training, followed by intensive mentoring, provided a deeper understanding of the use of learning media and technology, interactive teaching strategies, and effective classroom management in the digital era. The participating teachers demonstrated improved skills in designing and implementing technology-based learning that is relevant to students' needs. This success proves that strengthening teachers' digital literacy is essential in addressing the challenges of Education 4.0, where the ability to integrate technology into learning is one of the key factors for educational success.

To sustain the achieved results, it is recommended that the school continue to facilitate teachers in developing their digital literacy through advanced training activities, workshops, or forums for sharing best practices among teachers. In addition, adequate technological infrastructure support is needed, such as stable internet access and digital learning devices, to ensure that learning innovations can be implemented optimally. With these measures, it is expected that the quality of learning at SD YPK Ermasu will continue to improve and be able to prepare students to compete in the digital era in a creative, critical, and adaptive manner.

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INFORMED CONSENT

The authors have obtained informed consent from all participants.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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