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license**INTERACTIONS BETWEEN GENERATIONS IN DIGITAL LITERACY EDUCATION: A CASE OF MILLENNIAL FAMILIES IN SULI, CENTRAL MALUKU****Markus Silfanus Latuheru^{1*}, Feky Manuputty¹, Sulaiman Angkotasari¹**¹Universitas Pattimura, Jalan Ir. M. Putuhena, Ambon 97233, Indonesia*Correspondence E-mail: latuherusilfanus@gmail.comDOI: <https://doi.org/10.30598/baileofisipvol1iss2pp141-154>**ABSTRACT**

This study explores intergenerational dynamics in digital literacy education within millennial families in Suli Village, Central Maluku. The research aims to understand how intergenerational interaction facilitates the transfer of digital competencies and cultural values, positioning millennial family members as digital literacy facilitators and baby boomers as sources of ethical and traditional wisdom. Employing a structured descriptive qualitative approach, data were gathered through interviews, participant observation, and documentation analysis to uncover the nature, challenges, and potentials of digital learning across generations. Findings indicate that millennials play a transformative role in introducing and guiding older family members—particularly baby boomers—through the digital landscape. In turn, baby boomers contribute by reinforcing values related to digital responsibility and cultural ethics. This reciprocal relationship not only strengthens family cohesion but also promotes adaptive digital behaviors across age groups. Moreover, the research underscores the pivotal role of schools in shaping critical digital literacy among youth and the potential of community-based initiatives to bridge generational gaps in digital understanding. The novelty of this study lies in its contextual focus on millennial families in a rural Indonesian setting and the integration of cultural values into digital education. By framing digital literacy as both a technical and socio-cultural competency, the study contributes to the advancement of social and human sciences. It recommends the development of intergenerational digital literacy campaigns involving families, schools, and community actors as a strategic approach to foster inclusive and sustainable digital literacy in local contexts..

Keywords: Digital Ethics, Digital Literacy, Digital Technology, Intergenerational Interaction, Millennial

INTRODUCTION

Digital literacy, an individual's ability to access, understand, and participate in the digital world, has become an essential basic need in the modern era (Rahmadi & Fitria, 2022; Sá et al., 2021). This ability is not just about using digital tools or platforms but also involves critical skills to find, evaluate, and create information through digital media. Amid the rapid growth of digital technology, there is hope that digital literacy will become more widespread; however, reality shows significant challenges (Liu et al., 2020; Tejedor et al., 2020). The technology access gap remains a significant barrier in many countries, including Indonesia. Despite advancements in digital infrastructure connecting more people to the internet, there are remote areas and

communities that are still not fully connected. Data from Indonesia's Central Statistics Agency (BPS) indicates that about 21.5% of households in Indonesia did not have internet access in 2020. Moreover, when someone gains access, low digital literacy often becomes a constraint (Adam, 2021). Surveys from the Ministry of Communication and Informatics (Kominfo) show that a significant portion of internet users in Indonesia still lack an understanding of critical aspects such as data security, information verification, and digital ethics (Purnama & Rani, 2021).

However, the access gap is not the only obstacle. Another equally important issue is the public's low level of digital literacy. Surveys conducted by the Ministry of Communication and Informatics (Kominfo) highlight that a significant number of internet users in Indonesia do not adequately understand how to use technology safely and effectively (Simamora & Ningsih, 2020). Furthermore, with the explosion of digital content available today, distinguishing accurate information from inaccurate ones becomes increasingly complex. Unverified or even misleading content can often deceive individuals, emphasizing the urgency of digital solid literacy (Rahmadi & Fitria, 2022). The role of formal education in preparing the younger generation for the digital society is also a concern (Islami, 2021; Siahaan & Sawir, 2022). The integration of digital literacy into the educational curriculum is still uneven across educational institutions in Indonesia. This leaves graduates with skills that may not fully meet the demands of the digital society when they enter the workforce or participate in social life (Hafid et al., 2023).

The study by Prasetyo et al. (2024) on digital literacy in Indonesia has provided profound insights into the complexity of challenges faced by the public in the current digital era. One of the primary issues often highlighted is the technology access gap between regions. Urban areas tend to have better digital infrastructure compared to rural areas. This results in unequal access to information and opportunities to develop digital skills, with remote areas often lagging in the digital progress map.

Beyond geographical aspects, digital literacy is also closely related to education. Handoyo (2023) and Putra et al. (2023) emphasize the lack of integration of digital literacy into formal educational curricula. The insufficient emphasis on digital literacy in schools means the younger generation is not fully equipped with the skills needed to function effectively in today's digital ecosystem. A curriculum that is inadequate in digital literacy can produce graduates who are ill-prepared to meet the demands of an increasingly digital workforce and often confuses them in distinguishing valid information from invalid ones.

On the other hand, Susanti et al. (2023) mentioned that efforts from the private sector and non-governmental organizations have significantly addressed the existing digital literacy gap. Muliani et al. (2021) and Permatasari et al. (2022) agree that through various training programs and workshops, they aim to enhance the digital skills of the community, especially among the less fortunate or marginalized groups. However, the challenges remain substantial given the scale and depth of the digital literacy issues in society. The government is also not sitting idly by, as Sari et al. (2022) outlined. Recognizing the importance of digital literacy as a foundational basic need, the government has launched various initiatives, policies, and investments to expand

access and improve the quality of digital literacy nationwide. However, like many other public policies, these initiatives' actual implementation and impact still require ongoing evaluation and adjustments.

In the local context, the issue of digital literacy is also felt in Suli Villages, a traditional village located about 20 KM from the center of Ambon City, Maluku. Despite its proximity to the urban center, this village's digital literacy challenges cannot be overlooked. Suli Villages, with all its cultural richness, displays an exciting dynamic in the intergenerational interaction within the context of digital literacy. With their broader educational background and technological exposure, the millennial youth play a crucial role in educating the older generation, especially the baby boomers, about the importance of digital literacy. Conversely, with their wisdom and life experiences, the baby boomers also provide valuable insights and perspectives to the youth about traditional values and balanced digital ethics. This unique dynamic creates an environment where the knowledge and values of each generation can complement each other, laying a solid foundation for the Suli Villages community to face the continuously evolving digital era.

In the ever-evolving digital age, digital literacy has become one of the critical skills that every individual must possess. In this article, the author argues that one of the most effective approaches to address these digital literacy challenges is through the active role of families and formal education systems. At home, the millennial generation, growing up amidst technological advancements, has significant potential as agents of change. They can serve as educational facilitators, especially for family members less experienced in navigating the digital world, such as the baby boomers. By sharing knowledge on identifying fake information, understanding online privacy, and using social media ethically, the millennial generation can strengthen digital awareness and skills among the older generation.

However, the role of formal education must not be overlooked. Schools have the opportunity to play a crucial role in shaping the digital literacy of the younger generation. By integrating digital literacy into the curriculum, schools can ensure that every student is provided with the tools and knowledge they need to function effectively in the complex digital world. The importance of digital literacy education is not just about understanding technology but also about developing critical skills that enable students to assess, comprehend, and respond to information appropriately in the digital environment.

Furthermore, to bolster these efforts, digital literacy campaigns designed for cross-generational participation can be a proactive step. Such campaigns can provide a platform for community members of various age groups to share knowledge, experiences, and resources (Dewi et al., 2021). Through dialogue and intergenerational interactions, communities can learn from one another, creating an environment supportive of digital literacy growth. With a collaborative approach involving families, education, and community initiatives, we can move toward a society that is more aware and skilled in addressing the challenges and opportunities of this digital era (Farid, 2023).

RESEARCH METHODS

This research approaches the issue of digital literacy in Suli Villages, Central Maluku, using a qualitative research method specifically chosen to gain deep insights into the patterns of intergenerational interaction and the dynamics of digital literacy in that region (Creswell, 2017). The decision to use a qualitative approach aligns with the research objective, aiming to obtain a profound understanding rather than just quantitative data. The primary focus of this research is on Suli Villages, a location rich in cultural dynamics and traditions, adding complexity to intergenerational interactions. The selected research subjects were designed to reflect various generations, from millennials and Generation Z to baby boomers. Each of these generations brings different perspectives and understandings of digital literacy, and by selecting ten family members from various generations, this research has depicted a broad spectrum of experiences. Each narrative and expertise has provided a real insight into how digital technology has influenced and integrated into their daily lives.

In the data collection process, a combined approach was used. In-depth interviews were conducted with research subjects to delve into their views and experiences, while participatory observation provided opportunities to observe direct interactions among millennials, Generation Z, and baby boomers, especially in the context of digital literacy. Furthermore, documentary studies were also conducted to gather documents or other resources relevant to digital literacy in Suli Villages. The obtained data were then analyzed using thematic analysis techniques, where data were coded, categorized, and analyzed to identify patterns, themes, and relationships between emerging concepts.

The importance of data validity in this research cannot be overlooked. Therefore, triangulation techniques were used to ensure the accuracy and validity of the findings. This means using various data collection methods and sources of information to confirm and validate the research results. Lastly, research ethics principles were strictly adhered to at every step of the research. Obtaining permission from the authorities in Suli Villages and maintaining the confidentiality of research subjects' information were top priorities, ensuring integrity and trust throughout the research process.

RESULTS AND DISCUSSION

Lessons from the Millennial Generation on Generation Z and Baby Boomers

The Baby Boomer generation refers to the generation born between 1946 and 1964, marking the post-World War II period when birth rates dramatically increased. With their current ages ranging between 56 to 74 years old, this generation grew up in a different socio-political context (Slagsvold & Hansen, 2021). One of their distinctive characteristics is their determination to uphold principles and customs that existed before them (Specht et al., 2021). Their loyalty in their careers and personal relationships often reflects a deep dedication and strong commitment to traditional values. For many members of this generation, loyalty to their job or organization

becomes a top priority, along with aspirations to create stability for their family and society (Syaha & Harsono, 2020).

Meanwhile, the Millennial generation, born between 1981 and 1996, is a product of the digital era (Rahayu et al., 2022). With their current ages ranging between 24 to 39 years old, they grew up during the rapid technological transition, from the early days of the internet to the era dominated by social media. Their digital intelligence reflects an extraordinary ability to adapt to technological changes (Hardika et al., 2020). Millennials are known for their sharp analytical skills amidst digital advancements, enabling them to utilize information effectively and innovatively. Although often criticized for having a more liberal and individualistic attitude, this generation also demonstrates a collaborative spirit and aspirations to bring about positive change in society (Setiyani et al., 2020).

Contrary to that, Generation Z refers to the generation born between 1997 and 2012, representing a true example of a generation growing up in a wholly digital era (Hernandez-de-Menendez et al., 2020). Their current ages range from 8 to 23 years old, and they possess unparalleled technological skills and the ability to adapt quickly to new innovations. Their collaborative and flexible nature reflects an inclusive view of the world, with a tendency to work together across traditional boundaries (Shabib et al., 2021). However, the need to maintain privacy and a more independent attitude signify the challenges faced by this generation in balancing digital connectivity and emotional well-being (Tolstikova et al., 2020).

Amid the social and cultural landscape of Suli Villages, the millennial generation stands out as the group most familiar with digital technological innovations. As a generation that grew up and developed in the digital era, they have automatically acquired expertise in various technical aspects, from primary usage to more complex abilities. JA, an informant from Suli Villages aged 30, expressed gratitude for growing up in an era where basic knowledge of digital and technology was acquired automatically from the surrounding environment but acknowledged that the internet and social media have become invaluable learning sources for him to hone and expand his understanding.

ANC, a 26-year-old individual, reflected on his experience with the digital world. Like many of his peers, ANC acknowledged that he naturally acquired knowledge about digital technology as technology rapidly progressed. However, ANC's awareness of the importance of using technology wisely has prompted him to adopt a more disciplined approach. Although he recognized the benefits and conveniences offered by technology, ANC also did not turn a blind eye to the potential misuse and negative impacts that could arise from inappropriate usage. Thus, ANC strives to be an innovative and responsible technology user, utilizing digital resources in ways that support his personal growth and well-being as well as that of the surrounding community. In the context of the traditional family of Suli Villages, a region steeped in old values and highly revered customs, the millennial generation, including the informant SAY, aged 31, faces unique challenges and opportunities. Amidst the rapid pace of technological advancement,

they are tasked with bridging the growing generational divide, ensuring that traditions are not overlooked while also embracing new values effectively.

With his awareness of the significance of digital literacy, SAY sees himself as a bridge between two worlds: a world filled with stories, songs, and oral traditions from his ancestors and a digital world brimming with innovation and global connectivity. As a digital literacy facilitator, SAY often feels compelled to provide holistic education to older family members who may not fully understand or feel comfortable with technology. The importance of this role is not only in imparting technical knowledge but also in instilling confidence and independence in facing the digital era. SAY and his millennial peers understand that digital literacy is not just about operating devices or applications but also about understanding digital ethics, information security, and the social implications of technology.

As informal mentors, millennials are very significant in guiding Generation Z in their technological journey. With patience, specialized skills, and a deep understanding of the digital world, millennials stand as reliable guides for this younger generation. The supervisory task they undertake is not a light one. Starting from the family environment, they serve as trustees in ensuring that Generation Z uses technology safely and responsibly. Schools and churches also become arenas where this supervisory role is taken seriously. In churches, for instance, millennials often actively oversee Generation Z's activities through events like Sunday school or the Protestant Church Maluku Youth Organization (AMGPM).

However, their role is not limited to just supervision. Millennials also take the initiative to educate Generation Z about various aspects of technology. They guide by providing a deep understanding of smartphone features, effective social media navigation strategies, and how to utilize modern communication apps for various needs. The approach used by millennials in providing this guidance is crucial. They create a relaxed yet informative learning environment through an empathetic and adaptive approach. This allows family members, including Generation Z, to feel comfortable and gain confidence in facing technological challenges. Thus, millennials serve as technology guides and as protectors and mentors, ensuring that Generation Z can grow and adapt to an increasingly digital world in a positive and productive manner.

The communication methods used by millennials in Suli Villages towards the baby boomer generation highlight a gradual and structured approach. Recognizing that adapting to technology may require time and patience, millennials consciously start by introducing basic concepts. This includes teaching the basics of operating devices, fundamental skills to navigate websites, as well as the basics of using email.

Furthermore, to make digital literacy relevant to the daily lives of the baby boomer generation, millennials ensure that they are taught about technologies that genuinely meet their needs. For example, they are introduced to video call features that allow them to communicate with family or friends far away, reducing feelings of longing and enhancing the quality of interpersonal relationships. Not only communication aspects but also baby boomers are taught about technology applications that can assist them in managing daily life. Applications for

scheduling, managing finances, or even online shopping can be beneficial instruments in enhancing their efficiency and comfort in life. However, amidst all these practical lessons, millennials also ensure that the baby boomer generation is educated about the importance of digital security. They are taught about various risks they might face online, such as being introduced to phishing techniques, and are guided on how to protect their personal information. Additionally, awareness about the importance of filtering the information they receive, mainly to avoid spreading hoax information that could cause tension or emotions, is also essential to this digital literacy education.

An interview with SBT, a 28-year-old individual actively teaching digital literacy to the baby boomer generation in Negeri Suli revealed that his approach is very gradual and structured. According to SBT, the first approach he uses is introducing the basics of technology, such as operating devices, navigating websites, and using email. However, he also emphasizes the importance of making digital literacy relevant to the daily needs of the baby boomer generation. For instance, SBT introduced the video call feature to them, considering the intense longing the baby boomer generation has for family and friends in different locations.

Digital Literacy *a la* Suli Villages: Combining Traditional Values and Modern Technology

Amidst the rapid development of digital technology, Suli Villages offers a unique perspective on how digital literacy can be closely integrated with its strong traditional values and local culture. One prominent characteristic is the ability of the millennial generation in Suli Villages to seamlessly combine modern technology with their traditional heritage. Millennials in Suli Villages see technology as a tool for interaction and connectivity and as a medium to promote, preserve, and strengthen their cultural identity. They have utilized social media and other digital platforms as channels to share traditional stories, rituals, or unique dances. In this manner, technology becomes not just a symbol of modernity but also a profound tool for celebrating and preserving the legacy of their ancestors.

According to FS, digital technology has become an essential means for the younger generation of Suli Villages to maintain and preserve their culture. "I often see my peers using social media platforms, such as Instagram and YouTube, to upload videos or photos about our traditions, like customary ceremonies or unique dances," he expressed. FS emphasizes that through these platforms, many can access traditional stories, both within and outside of Suli Villages.

FS also emphasizes how technology has become a profound tool for connecting with their ancestors. "By sharing traditional stories and rituals through digital media, we feel like we're bridging the gap between the past and the present," says FS. For him, every post about the culture of Suli Villages on digital platforms is a step towards introducing and appreciating the heritage passed down from previous generations. However, FS also acknowledges the challenges of maintaining the integrity and authenticity of culture in the digital era. "We always have to ensure that the information we share is accurate and remains in its proper context," he states.

Nevertheless, he hopes that through collective efforts and wise approaches, the millennial generation in Suli Villages can continue to celebrate, preserve, and value their cultural heritage with the proper technological support.

As a concrete example, millennials often use social media to upload photos or videos from local festivals, customary ceremonies, or even seminars about the history and culture of Suli Villages. Thus, technology becomes a bridge connecting the younger generation with the older one, ensuring that the values and traditions upheld for years remain relevant and remembered in this digital age. Suli Villages, with its rich background of history, traditions, and culture, reflects a community with a profound sense of social identity. Amidst globalization and the advancement of information technology, digital literacy in Suli Villages is not merely the adoption of technology but a reflection of how the community understands, interprets, and utilizes technology within its cultural values.

The integration of technology with traditional values demonstrates the adaptability and resilience of the Suli Villages community in the face of change. This illustrates that digital literacy there does not negate tradition but rather integrates technology as a tool that strengthens and expands cultural existence. In other words, technology is used as a medium, not as a substance, which aids in preserving and promoting culture. This aligns with Turkle (2023), suggesting that technology can facilitate traditional cultural practices and social interactions within society. In the context of cultural heritage, Turkle & Salamensky (2013) explore how technology influences the perception and experience of cultural authenticity and identity within communities.

Through their digital literacy, Suli Villages crafts new narratives about their identity. Social media and digital platforms serve as mirrors for these narratives, where they can represent themselves to the outside world in ways they see fit, without having to forsake their cultural roots. This representation can influence how outsiders perceive and understand Suli Villages and how the younger generation there understands and interprets themselves in a broader global context. However, digital literacy in Suli Villages also faces challenges like any social change. For instance, how can we maintain cultural integrity in a fast-paced digital era amidst a flood of information? How to prevent potential distortions or misrepresentations of traditions and cultural values? The social impacts of this digital literacy, both positive and negative, also need further analysis, including how digital literacy influences social structures, intergenerational relationships, and power dynamics within the Suli Villages community.

Involvement of Key Figures in the Community

The involvement of influential figures such as Raja, who serves as the village chief, and the teacher at XX Elementary School, along with Saniri, who possesses his traditional expertise, adds a profound and meaningful dimension to the community's dynamics. Their roles are not merely confined to their positions or knowledge but also as mediators between two different generations within the community. In the context of Suli Villages, rich in tradition and cultural values, these figures serve as emotional and social bridges.

Raja, with his authority as the village chief and in accordance with tradition, and the teacher from XX Elementary School, as an educational figure in the community, wields significant influence in shaping perceptions and attitudes towards digital literacy. They can convey messages about the importance of technology in preserving and promoting the cultural heritage of Suli Villages to the younger generation. On the other hand, Saniri, with his traditional expertise, plays a crucial role in demonstrating how technology can be integrated with existing traditions, bridging the past with the present.

With their roles and influence, the three of them collaborate to articulate the importance of digital literacy within the context of the culture and traditions of Suli Villages. They often serve as speakers, educators, or even inspirers for many individuals in the community, promoting a holistic understanding of how technology and tradition can mutually support and enrich each other in this modern era.

Raja of Suli Villages, aged 57, expressed deeply in our conversation that his position as the village chief gives him the opportunity to understand and respond to the needs and aspirations of the community. With a warm voice, he conveyed how he sees the significance of digital literacy as a tool that can enrich and preserve the culture of Suli Villages amidst the tide of modernization. According to Raja, his role is not just that of a leader but also as a bridge between the younger generation, who are enthusiastic about technology, and the older generation, who firmly uphold traditions. He believes that with the right approach, technology can be a beneficial means for preserving their cultural heritage. Raja also acknowledged the contribution of Saniri, renowned for his traditional expertise, in helping the community understand the best ways to integrate traditional values with current technological advancements.

YSP, a prominent figure from Suli Villages aged 52, also participated in the same discussion with Raja. With a face that radiates depth of life experience, YSP emphasized that tradition and technology can coexist without sacrificing one another. He believes that the rich traditions of Suli Villages must be proudly preserved, but adaptation is key in today's digital era. YSP argued that technology if used wisely, can be a tool to teach the younger generation about the cultural values long cherished by the people of Suli Villages.

He also expressed his appreciation for the younger generation's active engagement in digital literacy. However, at the same time, YSP felt it important for them to always remember and cherish their cultural roots. Echoing Raja's sentiments, YSP also acknowledged Saniri's role in this process, referring to him as the "guardian of tradition" who ensures that with every step Suli Villages takes into the digital world, the trace of tradition remains unforgettable. In the unique and profound culture of Suli Villages, integrating digital literacy with customs reflects the close collaboration between leadership, tradition, and education. Village chief Raja, who holds significant responsibility as the community's leader, plays a central role in determining the direction of harmonization. With his inclusive vision, Raja promotes a dialogue that brings

together the younger generation, familiar with technology, and the older generation who firmly uphold traditional values.

In this context, Saniri, a guardian of tradition, emerges as a key figure who seamlessly integrates the cultural richness of Suli Villages with technological advancements. With his profound knowledge of customs and traditions, Saniri demonstrates how technology can be woven into various aspects of life without compromising the essence and authenticity of the traditions. With this approach, technology is not seen as a threat to tradition; instead, he perceives its potential as a tool that can enhance understanding and appreciation of ancestral heritage. However, the integration efforts are not solely focused on the community or village level. At the educational level, the primary school teacher from School XX, representing formal education in Suli Villages, stands at the forefront to ensure that the younger generation is introduced to digital literacy that aligns with their cultural values. By incorporating local elements into the curriculum, this teacher creates an environment where students can see how technology, when used judiciously, can serve as a tool to enrich and deepen their understanding of their own traditions and culture.

Overall, through the collaboration of these three key figures, Suli Villages provides a tangible example of how a community can adapt and thrive in the digital age without losing its identity and cultural heritage. The integration of digital literacy with traditions is not merely about adopting technology; it's more about how technology can be leveraged to strengthen and preserve a rich and valuable cultural identity. From a sociological perspective, several dimensions of interaction patterns highlight the social dynamics of Suli Villages.

Firstly, the presence of Raja as the village chief underscores the importance of leadership in guiding the integration between digital literacy and traditions. With his inclusive vision, Raja acts as a mediator facilitating dialogue between two generations with distinct understandings: the tech-savvy younger generation and the older generation that upholds traditions. On the other hand, Saniri, as the guardian of tradition, offers the perspective that technology doesn't have to be at odds with tradition. Instead, with a profound understanding of customs and traditions, Saniri demonstrates that technology can be seamlessly woven into daily life without sacrificing cultural essence. This signifies that in the process of modernization, traditions can remain relevant and dynamic. At the educational level, the role of the School XX teacher highlights that digital literacy is not an end goal but a means to understand and appreciate cultural heritage. By integrating local cultural elements into the curriculum, the teacher emphasizes that education can serve as a medium to facilitate a deeper understanding of the relationship between technology and tradition.

Sustainable Digital Literacy Learning

The digital literacy in Suli Villages demonstrates a dynamic transformation in line with technological evolution. Instead of just an initial introduction or one-time training, digital literacy there has become an integral part of daily life. The millennial generation in Suli Villages plays a

crucial role in leading and driving this adaptation. With easy access to information and technology, they stand at the forefront of understanding and mastering the latest developments in the digital world. However, the role of the millennial generation in Suli Villages does not stop at their personal mastery of technology. They also act as facilitators in ensuring that other family members, especially the older generation, remain relevant and competent in this digital era. With patience and dedication, they share their knowledge and skills, ensuring that every family member has the access and understanding needed to function in an increasingly digitized society.

Not only that, the sustainable approach to digital literacy also underscores an awareness of the importance of continuous adaptation and renewal. In Suli Villages, updating digital knowledge and skills is not just a necessity but reflects a commitment to ongoing innovation and adaptation to change. This emphasizes that digital literacy is not just about technology but also involves adaptation, continuous learning, and the exchange of knowledge across generations.

In an interview with YAS, a 28-year-old resident of Suli Villages, he shared that;

“Continuous digital literacy learning in Suli Villages is a necessity. Technology keeps evolving, and we need to continuously keep up with it to avoid being left behind. I feel fortunate to understand and master technology, and I feel a responsibility to ensure that this knowledge is also passed on to my family members, especially the older generation. I often hold small training sessions at home, helping them grasp the basics of technology, such as using smartphones or navigating the internet. Through this approach, I hope to help them feel more comfortable and confident using technology daily.”

From YAS’s statement, it can be observed that the millennial generation in Suli Villages is not merely a passive recipient of technology but an active agent of change, facilitating digital literacy learning among the older generation. YAS himself demonstrates a personal dedication and commitment to ensuring that his family members, and potentially his community, can harness the full potential of this digital era.

The millennial generation in Suli Villages stands out as a dynamic force in driving digital literacy, especially within a sociological context. While they are recognized as agents of change in the digital age, they deeply understand and value the traditional values that are an integral part of their cultural identity. The analytical skills possessed by the millennial generation enable them to leverage digital technology in a profound and meaningful way. They can quickly and efficiently extract, understand, and interpret information from various digital sources. In Suli Villages, this ability is crucial in helping the community grasp and adopt digital literacy without sacrificing the essence and authenticity of their traditions. Social media and digital platforms have become an integral part of the daily routines of the millennial generation. In Suli Villages, this phenomenon creates a bridge between digital literacy and tradition. Through their digital interactions, millennials connect traditional values with modern contexts, ensuring that traditions endure and evolve with the times.

The high level of digital literacy awareness among the millennial generation impacts various aspects of life, including education and employment. They understand the importance of adaptation and continuous learning in the digital era, and as such, they play an active role in ensuring that digital literacy in Suli Villages evolves in line with technological advancements.

However, behind all the progress and innovation, the millennial generation in Suli Villages remains anchored to their cultural roots. Their deep cultural engagement ensures that even as they immerse themselves in the fast-paced digital world, they continue to respect and preserve the traditional values passed down from generation to generation.

CONCLUSION

In exploring the intergenerational interaction in digital literacy education in Suli Villages, Central Maluku, this research highlights the crucial role of the millennial generation as pioneers and educational facilitators for the older generation, especially the baby boomers. Conversely, with their wisdom and life experience, the baby boomers provide valuable insights into traditional values and digital ethics. The dynamics of interaction between these two generations create a harmony that strengthens intergenerational communication and allows for better adaptation to the continually evolving digital era. The importance of digital literacy as a critical skill in today's digital age has been recognized by various entities, including UNESCO. Families with millennials within them play a vital role in educating and empowering other family members to understand and utilize technology wisely. Meanwhile, formal education in schools also has a crucial role in equipping the younger generation with strong digital literacy, which goes beyond mere technological understanding but also encompasses critical skills to function in a complex digital environment. To deepen and expand the impact of digital literacy education efforts, intergenerational campaigns can be an effective solution. Through collaboration between families, schools, and community initiatives, such campaigns can create a supportive learning environment where knowledge and resources about digital literacy can be exchanged and enhanced.

ETHICAL STATEMENT AND DISCLOSURE

This study was conducted in accordance with established ethical principles, including informed consent, protection of informants' confidentiality, and respect for local cultural values. Special consideration was given to participants from vulnerable groups to ensure their safety, comfort, and equal rights to participate. No external funding was received, and the authors declare no conflict of interest. All data and information presented were collected through valid research methods and have been verified to ensure their accuracy and reliability. The use of artificial intelligence (AI) was limited to technical assistance for writing and language editing, without influencing the scientific substance of the work. The authors express their gratitude to the informants for their valuable insights, and to the anonymous reviewers for their constructive feedback on an earlier version of this manuscript. The authors take full responsibility for the content and conclusions of this article.

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