



DIGITAL SMART: Technological Literacy, Entrepreneurship and Digital Legal Literacy For Generation Z at SMA Negeri 7 Tangerang City

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ABSTRACT

The development of digital technology provides various opportunities for the younger generation in the fields of education, communication, creativity and entrepreneurship, but at the same time presents risks related to digital security, social media ethics, personal data protection and legal consequences for activities in the digital space. This Community Service Activity (PKM) aims to increase technological literacy, understanding of digital entrepreneurship, and awareness of digital law among Generation Z students at SMA Negeri 7 Tangerang City. Activities were carried out on April 24 2026 through interactive seminars and workshops using educational-participatory methods. The activity stages include preparation, delivery of material, discussion and question and answer, case studies, evaluation, and follow-up. The material provided includes safe and productive use of technology, entrepreneurial opportunities through digital platforms, social media ethics, personal data protection, cyberbullying, dissemination of incorrect information, online fraud, privacy violations, as well as copyright and legal consequences of digital activities. The results of the activity showed an increase in participants' understanding regarding the wise and productive use of technology, digital economic opportunities, as well as the importance of ethics and legal awareness in activities in the digital space. The enthusiasm of the participants was seen through active involvement in discussions, questions and answers, and discussion of case studies. This activity shows that the integration of technological literacy, entrepreneurship and digital legal literacy is a relevant approach in forming a digitally intelligent, productive, creative, ethical and legally responsible young generation.

Key words: digital literacy; digital law; Generation Z; digital entrepreneurship; legal awareness.

INTRODUCTION

The development of digital technology has brought significant changes in various aspects of people's lives, especially in the fields of education, communication, economics and social interaction. The presence of the internet, social media and various digital platforms has changed people's patterns of obtaining information, communicating, learning and carrying out various economic activities. Generation Z is a group that has a very close relationship with digital technology because it grows and develops amidst the rapid development of the internet and digital devices. These conditions provide great opportunities for the young generation to develop creativity, innovation, skills and entrepreneurial abilities through the use of technology. However, the high intensity of use of digital technology also presents various challenges. The ability to use digital devices and applications is not always accompanied by the ability to understand security, ethics and legal consequences in digital activities. Use of social media and the internet that is not accompanied by adequate understanding can cause various problems, including the spread of incorrect information, cyberbullying, hate speech, online fraud, privacy violations, misuse of personal data, and copyright violations. Therefore, the ability to use technology needs to be balanced with digital literacy which includes aspects of security, ethics, responsibility and legal awareness.

On the other hand, the development of digital technology provides increasingly

broad opportunities for the younger generation to develop entrepreneurial activities. Social media and various digital platforms can be used as a means to introduce products, build personal branding, carry out promotions, expand marketing, and develop business ideas. Students need to be directed not only to be users or consumers of technology, but also to be able to use it creatively and productively to create economic opportunities. Thus, technological literacy needs to be developed more broadly, not just the ability to operate digital devices, but also the ability to use technology productively, safely, creatively and responsibly.

From a legal perspective, digital space cannot be seen as a space free from rules. Every activity carried out via the internet and social media can have certain consequences if it is carried out in violation of other people's rights or applicable legal provisions. Students as active users of technology need to understand the boundaries between freedom of expression and actions that can harm other parties. Understanding personal data protection, privacy rights, intellectual property rights, communication ethics, as well as various forms of actions that have the potential to give rise to legal problems is an important part in forming legal awareness from school age.

SMA Negeri 7 Tangerang City has a strategic position in shaping the character and skills of students in facing developments in the digital era. Students not only need academic knowledge, but also need skills in using technology safely, productively and responsibly. Therefore, educational activities are needed that are able to integrate technological literacy, entrepreneurial insight and digital legal literacy in an integrated manner. This approach is important so that students can understand that technological developments not only provide opportunities, but also have risks that must be anticipated through knowledge, critical attitudes, ethics and legal awareness.

Based on these conditions, Community Service activities with the theme "DIGITAL SMART: Technological Literacy, Entrepreneurship and Digital Legal Literacy for Generation Z at SMA Negeri 7 Tangerang City" were carried out as a form of contribution from universities, especially law lecturers, in providing education to the younger generation. This activity is aimed at increasing students' understanding of the wise and productive use of technology, introducing digital entrepreneurship opportunities, and increasing awareness of the rights, obligations, ethics and legal consequences of activities in the digital space.

Implementation of activities uses an educational-participatory approach through the delivery of material, discussions, questions and answers, and case studies related to students' lives in the digital space. Material includes technological literacy, digital security, use of digital platforms for entrepreneurship, social media ethics, personal data protection, cyberbullying, dissemination of incorrect information, online fraud, and copyright violations. The approach through case examples that are close to students' lives is expected to facilitate the understanding process while encouraging participants to think critically about every activity carried out in the digital space.

This activity is expected to not only result in increased knowledge, but also encourage changes in students' attitudes and behavior in using technology. Integration between technological capabilities, an entrepreneurial mindset and legal awareness is important to form a young generation who is able to make optimal use of digital developments while understanding their limitations and responsibilities. Thus, Generation Z is expected to be able to become intelligent, creative, productive, ethical, safe and legally responsible technology users in facing various challenges in the digital era.

METHOD

Community Service Activities (PKM) with the title "DIGITAL SMART: Technological Literacy, Entrepreneurship and Digital Legal Literacy for Generation Z at

SMA Negeri 7 Tangerang City" were carried out using educative-participatory methods. This method was chosen so that students not only gain theoretical knowledge, but are also actively involved in the learning process through discussions, questions and answers, and case studies related to the use of technology and activities in the digital space.

1. Time and Place of Implementation

Activities are carried out on:

- Day/Date: Friday, April 24, 2026
- Time: 08.00–12.00 WIB
- Place: Classroom of SMA Negeri 7 Tangerang City
- Address: Jl. Pioneers of Independence I RT.007/RW.003, Babakan, Tangerang District, Tangerang City, Banten 15118.

2. Activity Targets

The main target of the activity is Generation Z students at SMA Negeri 7 Tangerang City, especially students who actively use digital technology, the internet and social media in their daily lives. The selection of students as targets was based on the high intensity of use of digital devices and social media in this age group. These conditions provide opportunities to develop creativity and entrepreneurship, but also have the potential to cause various problems if the use of technology is not accompanied by an understanding of security, ethics and digital law.

3. Implementation Stages

Implementation of activities is carried out through several stages as follows:

a. Preparation Stage

The preparation stage was carried out through coordination between the implementing team and SMA Negeri 7 Tangerang City. Coordination includes determining the time, place, participants, materials and technical implementation of activities. In addition, students' needs were identified regarding the use of technology, digital entrepreneurship opportunities, as well as an understanding of law and ethics in digital activities. The team then prepared outreach materials, presentation materials, case examples and supporting media tailored to the characteristics of Generation Z.

b. Material Delivery Stage

Delivery of material is carried out through interactive lectures and presentations. The activity material covers three main aspects, namely:

- 1) Technological literacy, including wise use of technology, digital security, information management, and productive use of digital media.
- 2) Digital entrepreneurship, including the use of social media and digital platforms for creativity, promotion, marketing, developing business ideas and introducing digital economic opportunities.
- 3) Digital legal literacy, including social media ethics, personal data protection, copyright, cyberbullying, the spread of false information, online fraud, as well as the legal consequences of activities in the digital space.

The material is presented in language that is easy to understand and uses examples that are close to students' daily lives.

c. Discussion and Question and Answer Stage

After delivering the material, participants were given the opportunity to ask questions and convey experiences related to the use of technology and social media. The discussion was directed at improving participants' ability to understand digital issues from a technological, entrepreneurial, ethical and legal perspective.

d. Case Study Stage

At this stage, participants are given examples of problems that often occur in

the digital space, including the distribution of photos or videos without permission, cyberbullying, use of other people's work without permission, fraud via social media, misuse of personal data, and distribution of unverified information. Participants are directed to identify problems, understand their impacts, and determine appropriate and responsible actions based on ethical norms and applicable legal provisions.

e. Evaluation Stage

Evaluation is carried out to determine the level of participants' understanding of the material that has been provided. Evaluation is carried out through oral questions, discussions and simple quizzes before and/or after the activity. Aspects evaluated include understanding the use of technology, digital entrepreneurship opportunities, social media ethics, and awareness of legal rights and obligations in the digital space.

f. Follow-up Stage

The follow-up stage is directed at applying the knowledge that participants have gained in everyday life, especially in using technology and social media safely, productively, ethically and responsibly. The results of the activity can also be used as evaluation material for schools and service teams in developing digital literacy activities and legal awareness for the younger generation in a sustainable manner.

4. Material and Activity Approach

Activity materials are designed by integrating aspects of technology, entrepreneurship and digital law. An educational-participatory approach is used to create two-way interaction between presenters and participants. The use of discussions, questions and answers, and case studies is intended so that participants can relate the material to their experiences in using the internet and social media.

Through this approach, activities are not only oriented towards increasing knowledge, but are also directed at building digital attitudes and behavior that are more critical, ethical, safe, productive and responsible. Thus, participants are expected to be able to apply the principles of using technology intelligently, utilizing technology to create opportunities, and considering legal aspects in every activity in the digital space,

RESULTS AND DISCUSSION

1. Activity Results

Community Service Activities (PKM) with the theme "DIGITAL SMART: Technological Literacy, Entrepreneurship and Digital Legal Literacy for Generation Z at SMA Negeri 7 Tangerang City" was held on Friday, April 24 2026, at 08.00–12.00 WIB at SMA Negeri 7 Kota Tangerang. Activities are carried out targeting Generation Z students who are active users of digital technology, the internet and social media.

Implementation of activities uses educational-participatory methods which provide opportunities for participants to be actively involved through the delivery of material, discussions, questions and answers, and case studies. The material provided includes technological literacy, digital entrepreneurship, as well as digital legal literacy related to the use of social media and student activities in the digital space.

The results of the activity showed that participants gave a positive response and participated in the activity enthusiastically. Participants gain a better understanding of the wise and productive use of technology, the use of digital media as a means of creativity and entrepreneurial opportunities, as well as the importance of understanding the legal aspects of digital activities.

In addition, the activity provides participants with an understanding of the

importance of maintaining personal data security, using social media ethically, avoiding cyber bullying, being careful about online fraud, checking the veracity of information, and respecting the work of others in the digital space. Participants also showed active involvement in discussion sessions and case discussions.

Evaluation is carried out through oral questions, discussions, and simple quizzes before and after delivering the material. The evaluation is aimed at finding out participants' understanding of the use of technology, digital entrepreneurship, social media ethics, and rights and obligations in the digital space.

2. Discussion

The results of the activity show that digital literacy for Generation Z is not only directed at the ability to use devices and technology. This ability needs to be accompanied by an understanding of security, ethics, productivity, entrepreneurship and law. This is important because students are a group that is very close to the internet and social media, so their various activities in the digital space can provide benefits as well as pose risks.

Technological literacy material provides an understanding that technology should not only be used for entertainment and communication, but can also be used productively to obtain information, develop creativity, improve skills, and support the learning process. Wise use of technology is also related to participants' ability to manage information and maintain personal security in the digital space.

The digital entrepreneurship aspect is an important part because technological developments provide opportunities for the younger generation to develop creativity into activities that have economic value. Social media and various digital platforms can be used to introduce products, carry out promotions, build networks and develop business ideas. Thus, digital literacy can be directed not only at consumptive abilities, but also at productive and creative abilities.

From a legal perspective, activities in the digital space also require awareness of rights and obligations. Participants are provided with an understanding through case examples regarding the distribution of photos or videos without permission, cyberbullying, use of other people's work without permission, fraud via social media, misuse of personal data, and the distribution of unverified information.

Discussion of these cases is important because participants can relate legal material to situations they may encounter in everyday life. The participatory approach means that participants not only receive theoretical information, but are also invited to think about the consequences of actions taken in the digital space.

Understanding personal data protection is also an important outcome of the activity. Participants are directed to be more careful in providing or distributing personal information via the internet. Likewise, when using social media, participants need to consider ethics before posting, commenting, or sharing information with others.

This activity also shows the importance of strengthening legal awareness from school age. A contextual understanding of the law can help participants recognize the boundaries between positive use of technology and digital actions that have the potential to harm themselves or others. Therefore, digital legal literacy needs to be placed as an inseparable part of overall digital literacy

The implementation of activities is supported by the enthusiasm of the participants, support from the school, the relevance of the material to the lives of students, interactive methods, as well as the availability of supporting facilities for activities. However, there are several obstacles, including differences in the level of understanding of participants, limited time, the breadth of digital legal material, limited practice, and very fast technological developments.



Figure 1: Documentation of Community Service Activities

Overall, DIGITAL SMART activities show that education that integrates technological literacy, digital entrepreneurship and legal awareness can be an effort to shape wiser, more productive, safer and more responsible digital behavior in Generation Z. Participants are not only directed to become technology users, but are also expected to be able to use technology creatively while still paying attention to ethics and applicable legal provisions.

CONCLUSION

Community Service Activities with the theme "DIGITAL SMART: Technological Literacy, Entrepreneurship and Digital Legal Literacy for Generation Z at SMA Negeri 7 Tangerang City" were carried out well and received a positive response from participants. The activity is able to provide participants with an understanding of the wise, safe and productive use of digital technology, as well as introducing the use of technology as a means of developing digital creativity and entrepreneurship.

Apart from that, the activity strengthens participants' legal awareness in their activities in the digital space, especially with regard to social media ethics, personal data protection, cyberbullying, online fraud, dissemination of unverified information, and respect for other people's work. Educative-participatory methods through discussions, questions and answers, and case studies help participants understand the material more contextually.

Thus, integration between technological literacy, digital entrepreneurship and legal literacy is a relevant approach in forming Generation Z who is not only capable of using technology, but is also able to use it creatively, responsibly and with legal awareness.

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