

ABSTRAK

Pesatnya perkembangan teknologi informasi membawa tantangan tersendiri bagi generasi X, di mana generasi ini tidak tumbuh bersama internet namun kini harus berhadapan langsung dengan derasny arus informasi digital. Penelitian ini bertujuan untuk menganalisis peran media Tular Nalar dalam mendorong literasi digital pada generasi X di Kabupaten Banyumas melalui program Akademi Digital Lansia, dengan menggunakan teori belajar sosial Albert Bandura yang mencakup empat aspek yaitu *Attention*, *Retention*, *Reproduction*, dan *Motivation*. Pendekatan kualitatif deskriptif digunakan dengan lima informan, tiga dari generasi X dan dua dari tim Tular Nalar, pengumpulan data dilakukan melalui wawancara mendalam dan observasi. Hasil penelitian menunjukkan dari sisi *attention* ketertarikan generasi X terhadap literasi digital tumbuh bukan dari minat terhadap literasi digital, melainkan dari kekhawatiran pribadi menghadapi ancaman nyata seperti hoaks. *Retention*, materi paling mudah diingat ketika terhubung dengan pengalaman nyata. *Reproduction*, peserta mampu menyebarkan ulang informasi yang telah diverifikasi namun terbatas pada keluarga akibat rendahnya kepercayaan diri untuk menjadi sumber informasi di khalayak luas. *Motivation*, dorongan berliterasi digital muncul dari perpaduan rasa takut akan penipuan dan keinginan untuk bisa mengikuti perkembangan zaman walaupun bisa melemah ketika pendampingan pascapelatihan berhenti berjalan. Tular Nalar terbukti cukup berperan dalam membentuk perilaku literasi digital pada generasi X, walaupun berisiko menurun akibat ketidaklanjutan program.

Kata kunci: Tular Nalar, literasi digital, Generasi X, teori belajar sosial, Albert Bandura.

ABSTRACT

The rapid development of information technology presents a unique challenge for Generation X, a generation that did not grow up with the internet but must now directly confront a massive flood of digital information. This study aims to analyze the role of Tular Nalar media in improving digital literacy among Generation X in Banyumas Regency through the Senior Digital Academy program, using Albert Bandura's social learning theory, which encompasses four aspects: Attention, Retention, Reproduction, and Motivation. A descriptive qualitative approach was employed with five informants, three from Generation X and two from the Tular Nalar team, and data collection was conducted through in-depth interviews and observation. The results indicate that, in terms of attention, Generation X's interest in digital literacy does not stem from a general interest in the topic but rather from personal concerns about real threats such as hoaxes. Regarding retention, material was most easily remembered when linked to real life experiences. In terms of reproduction, participants were able to share verified information but limited it to their families due to a lack of confidence in serving as a source of information for a broader audience. Motivation: The drive to improve digital literacy stems from a combination of fear of being deceived and a desire to keep up with the times, although this drive may weaken once post-training support is discontinued. Tular Nalar has been shown to play a significant role in shaping digital literacy behavior.

Keywords: Tular Nalar, digital literacy, Generation X, social learning theory, Albert Bandura.