DEVELOPMENT OF TECHNICAL ARRANGEMENT SKILLS AND FOOD SERVING LEARNING USING DIGITAL LITERACY IMPLEMENTATION STRATEGY

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Abstract. This study's aim is to discover the implementation strategy of digital literacy in developing technical skills in food arrangement and presentation (food plating) among the students of SMKN 7 Tanggerang. This study uses a study case. In addition, this study uses a qualitative research approach; the technique of collecting data uses observation and in-depth interviews the qualitative analysis used interactive analysis model. the research Informants are the head of SMKN as a policy maker and 2 culinary teachers at SMKN 7 Tangerang City as executors of the digital literacy implementation policy. Data collection techniques in this study used observation techniques and in-depth interviews. The findings of this study convey that digital literacy helps students and teachers of the Culinary Arts Department of SMKN 7 Kota Tangerang in technical aspects of food arrangement and presentation (food plating. By applying digital literacy, students are better able to access instructions and materials because they only need to use their gadgets. YouTube is assessed to be the most used platform because it is easy to use and can send many files in a short time. Apart from using the YouTube platform, most students use other platforms. The platforms used are Google Classroom dan Pinterest.

Keywords: technical arrangement; food serving; food plating; digital literacy implementation strategy

I. INTRODUCTION

The objective of this study is to investigate the implementation strategy of digital literacy in developing technical skills in food arrangement and presentation among the students of SMKN 7 Tanggerang. Food arrangement and presentation, or food plating, is a technical skill of culinary arts that is used to set up and serve food on the plate by noting food position and composition to point out the art of high value and quality [1]. In learning food plating in the culinary arts department, students need to understand and develop technical skills in performing food arrangements and presentations. This is useful for students to make good use of their skills to work in the culinary sector, such as industries, hotels, cruise ships, restaurants, or other places that need food arrangement and presentation services. It is generally known that digital technologies play an important role in the digital age. Hence, there is a need to close the gap in digital device accessibility and expand opportunities to access technology in order to create equality. However, creates a significant problem: students' failure to understand how to use such technology in the learning process. Digital literacy activities at school or in the classroom can be done in various ways. Among them, what is usually done by educators is to use LCD as an intermediary medium, or it can also be done by means of E-learning or with YouTube and internet media. This network-based learning is a distance learning process through the use of various applications [2][3]. The learning process is

carried out electronically (E-learning), this utilizes applications that are used as intermediaries in the learning process. Thus, the proficiency in using information technology must be mastered by educators or teaching staff themselves, so that it can be taught to students properly. Educators in the digital era like today must be literate in technology. Technology and information, which has entered the era of the industrial revolution 5.0, makes it easier for humans to search for information globally [4]. The application of digital literacy in the era of the industrial revolution 5.0 is a challenge in itself that is faced by educators and students [5].

Students should be encouraged to practise and fix problems by themselves with technology as a facility for instructional management. Every step should include the development of students' thinking and should focus on assessment by making students develop their thoughts by using the questioning strategy. Evaluation can help instructors learn about students' attitudes and behaviours when using social media. Although students are capable of accessing technology, they are not able to use it efficiently, especially when it comes to the learning process. Even though instructors attempt to support social media usage in order to engage students' attention, they are not able to integrate this into students' continuous learning process. Indeed, students rely on technology usage yet they lack critical evaluation, selection and usage knowledge, as well as academic skills. This includes supporting the critical usage of technology in

order to efficiently exceed capacities in various aspects. Consequently, providing advice on using technology for learning purposes has become a significant issue for the digital learning environment, especially for information scientists who play a role in digital content and media production[6].

The improvement of technology in the era 5.0 has proliferated in human life, which, of course, it helps to make life easier [7]. Not only in the economic fields, but technology also facilitates education, healthcare, and other systems. It is not undeniable, technology has a positive effect on society. For example, the utilization of technology to improve the learning outcomes or technical skills of students in a certain field [8]. There are some methods that teachers can use in teaching food arrangement and presentation to students, including the utilization of technology. However, to utilize and process the technology and information to maximum effect, it is required to have one of the components in the learning and academic environment, namely literacy digital [9]. In which the implementation of digital literacy can make students wiser in using and accessing technology. In the field of technology, especially information and communication, the user is directly related to digital literacy. Therefore, wise technological utilization is needed to generate positive interaction and communication.

This is also applied in SMKN 7 Kota Tangerang. SMKN 7 Kota Tangerang, is one of the local vocational schools in Tangerang City, Banten Province, Indonesia. Currently, SMKN 7 Kota Tangerang has three competencies, which are hotel accommodations, culinary arts, and hairdressing. Each of those three skills has its characteristics and supremacy. As one of the schools that is considered tehc-away, the implementation of the learning process in SMKN 7 Kota Tangerang utilizes technology such as smartphones, laptop/computers, and other gadgets. This is intended to both ease and assist students in developing either their skills or learning outcomes. The utilization of technology sure has to be applied in the learning of competencies in culinary arts skills [10]. According to the statement of one of the culinary arts teachers, during the implementation of food arrangement and presentation materials, students are provided with instructions or stimuli to maximize the students' digital literacy in developing their skills in food arrangement and presentation. This also proves the development of the outcomes regarding the food arrangement and presentation materials of students.

So that the strategy can be used and implemented in the food arrangement and presentation in other institutions, it is needed to discover the implementation strategy used by SMKN 7 in using digital literacy to develop students' ability in food arrangement and presentation. Therefore, this research aims to discover the strategy of SMKN 7 in implementing digital literacy to develop the ability of food arrangement and presentation (food plating) among the students of SMKN 7 Kota Tangerang.

Literacy is not just reading books but broader than that, namely reading digitally. Literacy is not limited to reading and writing but also includes the skill of making assumptions using other types of books, for example, e-books [11]. In addition, there is a need to access the internet in various regions. Currently, humans are in an all-virtual era when they do not meet face-to-face, globalization, and the digital era, but it is not uncommon for areas where it is still difficult to access via devices and the internet by preparing in every direction, literacy can be done easily. In addition, it is necessary to implement literacy plans in all educational institutions. [12] in [13] summarizes the literacy movement comprehensively, namely fundamental literacy, library literacy, media literacy, technology literacy, and visual literacy. So far, those who can explore literacy knowledge are limited to students, university students, librarians, teachers, lecturers, and others. So the literacy activities launched by the Ministry of Education and Culture should be motivated. Starting from literacy activities in the family environment, school environment, and national-scale literacy activities. Another thing was added by [14] that "digital literacy is the ability to efficiently and accurately use digital information technologies and the information retrieved from them in a variety of contexts, such as academic, career, or daily life. In other words, digital literacy is knowing how to use technologies in today's world and how to retrieve, use, and analyze the information that digital media provides. Based on this opinion, digital literacy is the ability to efficiently and accurately use digital information technology and information obtained in various contexts, such as academics, careers, or everyday life. Another thing is how to use today's technology and retrieve, use, and analyze the information that technology provides (digital media). Growing love and a sense of belonging to the facts of truth and science and renewing the order of life that starts from habituating speech to reading habits is necessary, even mandatory, to do. Many people do not have a reading culture because they are busy looking for treasure, do not like reading, and have not found material to read. In reality, they do not even know what quality reading material is like.

Serving food is the last factor in the process of organizing a food menu. Even though the food is prepared with a high taste, if the presentation is not done properly, the value of the food will not be significant because the food that is displayed when served will stimulate the sense of sight, causing tastes related to taste. Serving food itself is the art of serving, which is carried out in the final process of organizing a food menu, which contains compositional arrangements and color adjustments that are arranged attractively to increase appetite [15]. Learning about self-serving food is also given in the cooking class. Culinary management is knowledge in the field of cooking (the art of cooking), which covers the scope of food from the preparation of processing to serving the food itself, both traditionally and internationally [16]. Introducing and teaching knowledge of basic and main ingredients, nutrition and nutrition, techniques for making and processing various types of dishes from around the world correctly and hygienically to produce high-tasting products,

as well as correct serving techniques. This integrity forms the basis for the formulation of the basic competencies of each subject, including the basic competencies of the attitude group, the basic competencies of the knowledge group, and the basic competencies of the skills group.

Processing and serving food cannot be separated from human life. Food that is well prepared and then served attractively will be able to stimulate someone to enjoy it. The presentation of food with an attractive appearance makes a trend in culinary products [17]. Changes in trends in the appearance of food have made culinary developments. Many food businesses are inspired by the appearance of food and the creativity of high-class food, such as in hotels because it can create dishes with high selling value and become an attraction for consumers [18]. Good food is not necessarily gimmicky. Interesting food is not necessarily delicious. However, good and interesting food is what many people are looking for. Serving food is how to make delicious food with an attractive appearance. Because the appearance, the way of serving food, and the good quality of food can arise the desire to taste the food [19]. Therefore it takes creativity for someone to make food look attractive so that the food has charm.

II. RESEARCH METHODS

This research uses case studies, namely research on phenomena in real-life contexts where the boundary between phenomenon and context is blurred and various sources of evidence are used. In addition, this study uses a qualitative research approach that focuses on quality. This research uses various sources of evidence to gain an in-depth understanding of the phenomenon being studied. Sources of such evidence may include direct observation, in-depth interviews, document analysis, and field notes. By using a case study approach, researchers can examine the phenomenon from various perspectives and extract rich and contextual information. The main objective of this research design is to understand deeply the phenomenon being studied and explore the truth that is in it. Using a qualitative approach in case studies, this research will generate an in-depth understanding of the phenomenon and allow the researcher to explore the wider context in which the phenomenon occurs. The purpose of quality here is to understand in depth a phenomenon that occurs and examine its truth.

This research obtained informed consent from the participants before their involvement. Confidentiality and privacy were maintained throughout the research process, ensuring that the identities and personal information of the participants remained anonymous. The study also ensured the well-being and safety of the children during the learning activities, providing a supportive and nurturing environment. Ethical guidelines, such as obtaining ethical clearance from relevant authorities and following ethical research practices, were strictly adhered to throughout the study to ensure the ethical integrity of the research process.

III. RESULTS AND DISCUSSION

In this study, informants provided sufficient information regarding the application and perceptions of teachers regarding digital literacy at SMKN 7 Kota Tangerang to improve technical skills in food preparation and serving.

Table 1. Codification Interview with Informant

Informant	Interview Codification
Teacher 1	"Digital literacy needs to be implemented in schools. In addition to facilitating students, digital literacy is also able to help students keep up with the times," "The teacher acts as a facilitator and motivator in the application of this digital literacy," "during the implementation of learning material for serving food or food plating, students are given instructions and trigger to maximize students' digital literacy in improving the technical skills of arranging and serving food to students," "there are three stages in implementing digital literacy to existing students, namely planning, implementing, and evaluating," and "Schools can support this digital literacy to the maximum by increasing the quality of wi-fi in schools, school attendance, and school websites,"
Teacher 2	"Digital literacy is very helpful for students and teachers," "Many platforms are implemented by teachers so that students can easily access and improve their abilities, such as YouTube, Pinterest, and Google Classroom," "I prefer to implement digital literacy via cellphones because it is easy to use. in terms of access and ease," "students are given instructions related to serving food as a stimulus to foster student motivation in using digital literacy," "in practice, the teacher carries out three stages for application in class. Implementation starts from planning, implementation, to evaluation,"
Teacher3	"Digital literacy is very necessary and helps students and teachers," "The platforms used vary according to teacher preferences. Some use YouTube and some use Pinterest," "Providing instructions and materials related to the presentation of the material is used as a stimulus for students to use digital literacy," "Schools must improve wi-fi so that this activity can take place well, bearing in mind that not all students have a good data package or internet signal," and "usually, this activity starts with planning and ends with an evaluation,"

Based on Table 1, the application of digital literacy benefits students and teachers. All informants also explained that the implementation of digital literacy activities at SMKN 7 Tangerang City consisted of three stages, namely planning, implementation, and ending with evaluation. All teachers think that this activity must continue to be improved with the support of the school by providing adequate internet facilities such as wi-fi. In terms of constraints, the constraints experienced by students are related to internet problems or internet signals. Therefore the teacher hopes that schools can provide better internet facilities so students can learn better. The application of digital literacy in learning aims to grow and improve students' ability to understand the use of technology so that the existence of technology itself is not misused. The role of digital literacy is to make a person communicate effectively with others even though they are not face-to-face [20]. Therefore, educators must first be able to master technology and keep abreast of existing developments so that educators can also participate in monitoring currently

developing information. Based on this explanation, the application of digital literacy in the learning process must also be supported by the ability of educators and facilities that accommodate them so they can apply it in learning.

The interviews with instructors demonstrated that the methods used to develop digital literacy in information science students can be developed as follows. First, universities should set clear policies and provide the appropriate learning environment to facilitate the use of technology to support context learning, such as building infrastructural systems and encouraging the practical and progressive use of e-learning in every subject. Second, curricula should include content for skills that promote digital literacy by integrating such content into each subject, since the study found that promoting digital literacy cannot be achieved by only attending a workshop; instead, it must be studied in a lesson. Third, instructional design has to be a form of student-centred learning. Students should be encouraged to practise and fix problems by themselves with technology as a facility for instructional management. Every step should include the development of students' thinking and should focus on assessment by making students develop their thoughts by using the questioning strategy. Evaluation can help instructors learn about students' attitudes and behaviours when using social media. The questions to ask in class should be related to real situations or instructors should provide case studies that prompt students to think critically, ask questions and discuss their answers in class. Most students are aware of what they should do, but they have a difficulty enacting it in everyday life. Therefore, this is the challenging part in evaluating digital literacy. Finally, students should be inspired that an information specialist is a crucial role in the twenty-first century.

In order for students to develop their digital literacy, they have to understand the process of work creation via digital media, especially because information scientists nowadays not only present data but also create and edit data as content creators. They have to transform data into a form of digital information and develop methods for collecting and accessing information to make the process simple and convenient. From the qualitative information collected in this study, the methods for creating effective teaching and learning environments for promoting digital literacy require that universities construct clear policies in order to support the fundamental structure of technology usage. The structure of technology will correspond to the curriculum and the content in each subject is adjusted by integrating digital literacy skills into related subjects.

The Role of Teachers in Applying Digital Literacy

The results of interviews and observations show that teachers have an important role in implementing digital literacy at SMKN 7 Kota Tangerang. According to **[21]**, the teacher is one of the media to improve the positive character of students with digital literacy. Teachers can guide students to be ready to face the challenges of the times through digital literacy. The application of digital literacy must be started by a teacher because the teacher is the spearhead of students in developing themselves. If a teacher has not been able to enter the digital era, then he can become a bridge for revolution, namely by becoming a motivator that moves students to be able to access learning resources **[22]**. the results of the interviews obtained the statement that "Providing instructions and material related to presenting material is used as a stimulus for students to use digital literacy" Digital literacy, especially for teachers, has many benefits, for example getting information, uploading work results, making digital media. In **[23]** the importance of developing teacher competencies, especially digital literacy, which has a positive impact on understanding and skills in using digital media, especially for educational media, needs to be implemented because practical solutions to build digital literacy competencies for teachers who have superior HR characteristics in advancing education in Indonesia.

In line with this, **[24]** explains that digital literacy is more related to the technical skills of accessing, assembling, understanding, and disseminating information. Furthermore, **[25]** explains that there are eight essential elements for developing digital literacy, namely:

1. Cultural, namely understanding the various contexts of users of the digital world;
2. Cognitive, namely thinking power in assessing content;
3. Constructive, namely creating something expert and actual;
4. Communicative, namely understanding network and communication performance in the digital world;
5. Responsible self-confidence;
6. Creative, namely doing new things in new ways;
7. Critical in addressing the content; and
8. Be socially responsible.

Of all the elements above, the cultural aspect is the most critical element because understanding the user's context will help the cognitive aspect in assessing content.

Teachers play a crucial role in applying digital literacy in education, especially in the current digital age **[26]**. The COVID-19 pandemic has forced teachers and students to transfer to an online teaching and learning format, which has challenged teachers' professional role, career satisfaction level, and digital literacy **[27]**. Here are some key points from the search results regarding the role of teachers in applying digital literacy:

1. Professional Role: Teachers' professional roles have changed during the online teaching process, and they have been assigned more tasks, which has led to a decline in their satisfaction **[28]**.
2. Digital Literacy: Teachers should have adequate digital literacy to conduct online teaching effectively **[28]**. Digital literacy refers to an individual's ability to effectively find, evaluate, and use information through digital technology **[29]**. Teachers' digital literacy affects students' abilities in learning, collaborating, and facing challenges in the digital age **[29]**.
3. Training and Socialization: Many teachers have not had the opportunity to take part in training related to digital literacy, both organized by the government and the

private sector. Therefore, teachers are expected to be proactive in seeking information related to digital literacy from various sources. Socialization related to digital literacy is still very lacking, and the government and related parties must be more intensive in conducting socialization so that the community, especially parents, also understands the importance of digital literacy **[30]**.

4. Demographic Variables: Demographic variables, such as gender, teaching experience, and the level of schools, do not play a significant role in teachers' level of digital literacy. However, teachers' levels of education have a significant role in the level of digital literacy **[31]**.

In conclusion, teachers play a crucial role in applying digital literacy in education, and they should have adequate digital literacy to conduct online teaching effectively. It is important to provide training and socialization related to digital literacy to teachers, and take into account teachers' education level when designing and implementing professional development on digital literacy. Based on the several definitions of digital literacy described above, digital literacy is the knowledge and skills to utilize digital media, communication devices, and networks. This knowledge can form individuals capable of finding, evaluating, using, making, and utilizing information in a healthy, wise, intelligent, accurate, precise, and law-abiding manner. As a result, the individual can communicate and interact well in everyday life.

The Utilization of Communication Platform as Learning Media in SMKN 7 Kota Tangerang

Based on interviews conducted with related teachers, each teacher has different preferences regarding the use of the platform. However, the majority of teachers use the YouTube platform because it is considered easy and can help teachers present learning material easily. In addition, judging from the mostly older teachers, the YouTube platform is considered more user-friendly. YouTube is considered more friendly because users only need to type in the keywords they want to search for. In addition, videos on YouTube can be shared easily, so it is very helpful for teachers in conveying material to students. The use of YouTube as a learning medium is felt by teachers and it can be seen by students who easily find sources of material related to technical skills in food plating because they can directly find videos about food styling. In addition, the sources on YouTube are varied and broad, which makes it easier for students to find a lot of material from various sources, even from experts in their fields, such as chefs and trusted channels.

The use of YouTube learning resources will add insight into students' knowledge. Through learning resources, students' understanding of the subject matter will increase. By utilizing YouTube learning resources, students will not only know the subject matter in the form of words but, will know broadly the lessons of the material being studied. The more students use YouTube as their learning resource, the higher their learning outcomes **[32]**. Apart from utilizing the YouTube platform, teachers also use other platforms such as Google Classroom and Pinterest. Google Classroom has more

features and is more supportive in terms of giving assignments **[33]**. In Google Classroom, the material is structured so that it is easier for students and teachers to see previous material. Google Classroom makes it easy for teachers to share links to material to be studied. These links will connect students to material found on YouTube and Pinterest. In addition, in giving assignments, teachers can more easily set a collection deadline. In this case, students can submit assignments in the form of pictures or other things related to the material being taught. This also makes it easier for students because they can get notifications so they do not miss a given assignment.

The large number of content creators, designers, photographers, editors, and other aritists who share their work via Pinterest makes it easy for users to find inspiration. This inspiration usually becomes a reference to develop into even more interesting works, especially with the user-friendly Pinterest visual that makes it easy for users to explore the various existing pinboards. Users can also save other users' pinboards into the categories/groups that we have **[34]**. This makes it easier for students and teachers of SMKN 7 Tangerang City to find various ideas and sources that can be used as learning tools for improving technical skills in food preparation. With their myriad benefits and features, Pinterest, Google Classroom, and YouTube can also help students improve their technical skills in food plating. Both provide information in pictures and videos because these technical skills are related to appearance. The interview statement explained that "Many platforms are implemented by teachers so that students can easily access and improve their abilities, such as YouTube, Pinterest, and Google Classroom. Implementation starts from planning, implementation, to evaluation". This research is reminiscent of **[35]** which states that the study results show that $0.028 < 0.05$ is a significant relationship between facilities and children's digital literacy on YouTube social media; in other words, there is a relationship between the variables. A positive or unidirectional relationship means that if the facilities (equipment and house) are more comfortable (adequate/satisfactory), the child's digital social media literacy is improving and increasing. Supported by directed and measurable guidance by parents and family at home. It also has a review that is similar to the research being conducted by researchers, that is, with adequate facilities in learning digital literacy, positive and good results will be obtained in the development of learning

Implementation of Digital Literacy to Improve Technical Skills for Food Arrangement and Serving for Students at SMKN 7 Kota Tangerang

Based on interviews conducted with the teacher concerned, all three agreed that implementing digital literacy was carried out in three stages. This stage begins with planning, implementation, and evaluation. At this planning stage, the preparation of the RPP is carried out. In addition, teachers must also prepare teaching materials that are appropriate and interesting for students. The teacher's task continues beyond this stage. The teacher must also determine

the appropriate learning method for the class. Digital literacy practice, especially in schools, has several targets, including class-based, school-culture-based, and community-based targets [36]. First, class-based digital literacy is carried out by increasing the digital literacy training attended by school principals, teachers, and education staff. Digital literacy in the learning process aims to increase the understanding of school members in using digital media and the internet. The second stage is the implementation stage. At this stage, of course, it cannot be separated from several indicators, namely time or lesson schedules, so that learning is structured and evenly distributed; learning applications such as YouTube, Pinterest, Moodle, and Google Meet, as well as teaching materials such as e-books, learning videos from teachers, textbooks, and other material from the internet. Digital literacy dimensions include tools and systems, information and data, sharing and creation, and historical and cultural contexts. An understanding of these dimensions can be developed into material that can help a person be more critical in choosing information. The results of [37] state that the results of the analysis of this research are that in developing the character of students in the 21st century, digital literacy plays a vital role because children tend to be more interested in things that smell of technology; YouTube and other social media can be utilized by teachers or educators. as a forum for channeling the development of character values. The conclusion from this study is that using digital literacy requires parents and teachers to supervise by giving or limiting digital ethics so that students avoid negative impacts.

The last stage is the evaluation stage. This evaluation stage aims to help students review the lessons they have received. This evaluation stage is in the form of giving homework and existing exams, such as midterm exams and final semester exams. These three stages can only be carried out correctly if the initial stage, namely the planning stage, is carried out correctly. The teacher must plan the things that will be done and delivered in class well. In addition, the teacher must prepare everything so that the class can be exciting and students are more enthusiastic about learning and learning activities. Digital literacy is a form of ability to obtain, understand and use information from various sources in digital form. In education, literacy plays a role in developing knowledge of specific subject matter, encourages curiosity, and develops creativity. This is what requires students to have literacy or the ability to process and understand information that is good to learn and understand so that the rapid development of technology allows students to access information more efficiently so that they can maximize learning in this research, especially in the Development of Technical Arrangement Skills and Food Serving Learning Using Digital Literacy Implementation Strategy.

To improve technical skills for food arrangement and serving for students, it is important to implement digital literacy in education. Digital literacy refers to an individual's ability to effectively find, evaluate, and use information through digital technology.

1. Role of Digital Literacy: Digital literacy affects students' abilities in learning, collaborating, and facing challenges in the digital age. Therefore, it is crucial to prepare students to face challenges in the digital age, such as resulting in better academic performance, increasing students' interest in learning, and preparing students' readiness to face future challenges.
2. Role of Teachers: Teachers play a crucial role in applying digital literacy in education, and they should have adequate digital literacy to conduct online teaching effectively. It is important to provide training and socialization related to digital literacy to teachers and take into account teachers' education level when designing and implementing professional development on digital literacy.
3. Obstacles: Many teachers have not had the opportunity to take part in training related to digital literacy, both organized by the government and the private sector. Therefore, teachers are expected to be proactive in seeking information related to digital literacy from various sources. Socialization related to digital literacy is still very lacking, and the government and related parties must be more intensive in conducting socialization so that the community, especially parents, also understands the importance of digital literacy.
4. Demographic Variables: Demographic variables, such as gender, teaching experience, and the level of schools, do not play a significant role in teachers' level of digital literacy. However, teachers' levels of education have a significant role in the level of digital literacy

In conclusion, to improve technical skills for food arrangement and serving for students, it is important to implement digital literacy in education. Teachers play a crucial role in applying digital literacy in education, and they should have adequate digital literacy to conduct online teaching effectively. It is important to provide training and socialization related to digital literacy to teachers, and take into account teachers' education level when designing and implementing professional development on digital literacy.

IV. CONCLUSION

According to the results of the study, it can be concluded that digital literacy does help students and teachers of the Culinary Arts Department of SMKN 7 Kota Tangerang in carrying out the learning process, especially in developing technical skills in food arrangement and presentation (food plating). By applying digital literacy, students will have an easier time accessing instructions and materials because they only need to use their gadgets. YouTube is assessed as the most used platform because it is easy to use and can send many files in a short time. Apart from using YouTube, usually students also use other platforms. The platforms used are Google Classroom and Pinterest. Three stages must be carried out in the application of digital literacy to improve the technical skills of arranging and serving food to students at SMKN 7 Kota Tangerang. This stage starts with planning,

continues with implementation, and then ends with an evaluation. At this planning stage, the teacher must prepare appropriate lesson plans, media, and teaching materials. The teacher must also determine what learning methods should be used in class. Next is the implementation stage. This stage cannot be separated from the lesson schedule and the applications you want to use. The last is the evaluation stage. This stage aims to allow students to review what they have learned at school. This stage can be done in the classroom by asking students one by one to conclude today's learning or by giving out assignments for students. The advice that researchers can give to teachers in applying digital literacy in schools is to explore more platforms that provide more complete features. The goal is that students can get variations and more interesting materials related to the technical skills of arranging and serving food. *Digital literacy* is a term that refers to knowledge and skills in using digital media, communication devices, and networks to find, create and evaluate information and use it wisely, smartly, carefully, precisely, healthily and law-abidingly in order to establish interactions in life. Daily. Digital literacy activities are aimed at helping increase the knowledge and awareness of educators at the junior high school level about the impact of using digital technology so that they can use it wisely and responsibly. From this counselling activity, the visible change is an increase in the participants' knowledge regarding the Development of Technical Arrangement Skills and Food Serving Learning Using a Digital Literacy Implementation Strategy.

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