

Digital Literacy Competence of Parents in Supervising Their Children Using Digital Media



Ponco Budi Sulistyo¹, Farid Hamid Umarella², Siti Muslichatul Mahmudah³, Noor Iza⁴

^{1,2,3} Universitas Mercu Buana, Jakarta, Indonesia.

⁴ Sekolah Tinggi Multi Media, Yogyakarta, Indonesia.

ABSTRACT: This research aims to determine parents' competence of essential aspects of digital literacy for their children with the qualitative descriptive method. The research results show that parents who are constantly moving to keep up with existing developments felt the parents' competence of digital media literacy, despite not entirely in depth. They try to improve their competence in various ways for each parent, including giving direction to their children to prevent and introspect for themselves and children who have positioned this digital media technology very close to whatever the activities are.

KEYWORDS: Digital literacy, digital media, parents, children.

I. INTRODUCTION

The development of digital technology, especially in field of information and communication, has brought significant changes to the pattern of human life, including communication patterns. The perception of internet interaction was as high in quality but slightly lower than other media (Baym, Zhang & Lin, 2004). Researchers view that one must distinguish between various online activities and identify individual relationships as monitored through various media to understand the role of the internet in social life. Use choices determine internet usage and directly compare social relationships and other meanings. Information and communication technology as alternative channels for social interaction and information exchange has also contributed to the rise of networked communities helpful in organizing, coordinating, supporting, and maintaining 'real life' activism (Biddix & Park, 2008).

Data released by Indonesia Internet Service Provider Association (APJII) shows that there were 171.17 million internet users in Indonesia in 2018. When it comes to age, these internet users were dominated by millennials. It turns out that those aged 15-19 years old have the highest penetration (reaching 91%). Millennials are a group of people born in the early 1980s to early 2000s. Another millennial age who dominated the other top positions regarding internet users in Indonesia, which is 20-24 years old with a penetration of 88.5% (Haryanto, 2019).

Meanwhile, regarding the use of social media, the biggest challenge is that social media which young people almost dominate, is not matched by the flow of quality information offered. A sizable flow of information and minimal filtering can have negative impact (Atmojo, 2014).

A study conducted by Ministry of Communication and Informatics of the Republic of Indonesia and UNICEF entitled "Digital Citizenship Safety among Children and Adolescents in Indonesia," found that 80 percent of respondents surveyed were internet users, with evidence of a strong digital gap between those living in urban areas and being more prosperous in Indonesia, and those living in rural (and less prosperous) areas. In the Special Region of Yogyakarta, Jakarta and Banten, for example, almost all respondents are internet users. Among the conclusions of that study are, since the internet has become an inseparable part of the daily lives of children and youth in Indonesia, efforts are needed to increase their awareness, knowledge and skills in relation to internet safety. This can be achieved through socialization, literacy education and training. Parents and teachers should supervise and accompany their children in their digital activities, and be involved in them (Kementerian Komunikasi dan Informatika Republik Indonesia, 2014).

Wardhani, Hesti & Dwityas (2019) in their study stated that information literacy competencies ranked the lowest compared to the dimensions of communication technology and information literacy and the dimensions of media literacy, which only reached 45.1%. Things that still need to be improved by students related to information competence, especially in the ability to identify the information needed, the ability to choose reliable sources of information on digital media, the ability to distinguish original news or hoaxes, the ability to return information obtained to others, the ability to rewrite information obtained with their language, as well as the ability to cite online references using the correct format.

II. CONCEPTUAL FRAMEWORK: DIGITAL LITERACY

The emergence of the internet today has brought the development of the media itself. Digital media is a big concept that emerged due to the development of the internet, causing reality in the digital space within society. Digital media is any encoded media in a machine-readable format. Digital media can be created, viewed, distributed, modified, and stored on digital devices (University of Guelph, 2006). Examples of digital media include software, digital images, video games, web pages and websites, social media, digital data and databases, digital audio such as MP3s, and electronic books.

Digital media has a broad and complex significant impact on society and culture. With the internet and personal computers, digital media have led to disruptive innovations in publishing, journalism, public relations, entertainment, education, commerce, and politics. The emergence of digital media and its impact on society suggests that we are beginning a new era in industrial history, called the information age, possibly leading to a paperless society where all media is produced and consumed on computers (Dewar, 1998).

Considering to the complexity in its impact, the development of digital media needs to be balanced with the competence in the field of digital literacy of its users. According to Jenkins (2009) digital literacy refers to an individual's ability to find, evaluate, and organize clear information through writing and other media across various digital platforms. The evaluation of digital literacy consists of grammar, composition, typing skills, and an individual's ability to produce text, images, audio, and designs using technology. While digital literacy initially focused on standalone digital and computer skills, the advent of the Internet and the use of social media has caused some of its focus to shift to mobile devices. Digital literacy does not replace traditional forms of literacy but builds skills that form the basis of traditional forms of literacy. The American Library Association (ALA) Digital Literacy Task Force defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

The digitization of society has brought various types of technology into homes, kindergartens, schools, and a growing number of public spaces such as libraries and museums- however, the introduction to the technology is often done without reflecting on its implications for the welfare and education of children. Babies, toddlers, and children are exposed to technology by parents, care-givers, and teachers often referred to as 'digital migrants' (Doty & Dworkin, 2014). Everyone who cares for children needs to decide what technology children should be allowed to use, the types of activities they do, the apps they use, and how much time they should spend in front of the screen. The parents' digital literacy framework aims to structure the skills needed to increase parental oversight of children's use of technologies. There are four skill sub-sets, namely: (1) basic digital parenting skills; (2) communication skills; (3) creativity; (4) life-long learning skills (Romero, 2014).

1. Basic digital parenting skills

The first set of skills is considered the key to parents' digital literacy. Essential skills include privacy, content, and technology management.

2. Communication skills

The second skill set includes communication and interaction management, the social and emotional regulation modeling of technology's uses.

3. Creativity

The third set of skills involves problem-solving, creative attention and self-regulation of uses, time-on-task, multi-tasking, and attentiveness.

4. Life-long learning

The fourth set of skills covers life-long learning and introduces information-seeking strategies on the internet and the community of practice. It also applies to using technology as a (meta) cognitive tool to enhance life-long learning.

III. RESEARCH METHOD

This research method is descriptive qualitative. Qualitative research is geared towards making careful observations and detailed documentation of the phenomena of interest. Descriptive research only describes a situation or event. This research does not seek or explain relationships, test hypotheses or make predictions. The results of qualitative research emphasize meaning rather than generalization. Natural objects are objects that are what they are, not manipulated by the researcher so that the conditions when the researcher enters the object, after being in the object, and after leaving the object are relatively unchanged (Rakhmat, 2009). The subjects of this research were parents in the city of Jakarta and Yogyakarta, Indonesia whose children actively use digital media.

Data analysis in this research consists of 1) Data reduction, a form of analysis that sharpens, selects, focuses, discards, and organizes data to conclude. Data reduction occurs continuously until the final report. 2) Data display defines a model as an organized collection of information that allows describing conclusions and taking action. The most frequent form of qualitative data model so far is narrative text. 3) Drawing/verifying conclusions, from the outset of data collection, the qualitative researcher begins to decide what something means, noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions (Ardianto, 2011).

IV. RESULTS AND DISCUSSION

Results

Since the early stage, the introduction of digital media to children and teenagers has indicated various factors. Several parents stated that they introduced digital media to their children before reaching adolescence. A similar condition also occurred in parents in Jakarta and Yogyakarta, who were the sources for this research. However, some parents stated that they have no choice but to allow their toddler children to use digital media for an educational purpose such as online school. Moreover, some parents admitted that they do not have a deep understanding of the use of digital media.

The use of digital media is inherent in everyday life, especially for children and teenagers, based on each parent's reasons and goals. Some parents stated that they consciously allowed their children to use digital media because of various interests, including today's learning media demands. Other parents stated that using digital media as a form of socialization would benefit their teenage children's self-development.

The purpose of using digital media by parents to their teenagers also changes when there are other needs in digital media based on the child's age development. Parents also do not just let their children use digital media in their teenagers. They also had previously used digital media. Parents also admit that there is a process where they study the media to balance and adapt the development of digital media to understand digital media literacy, which is currently undergoing changes and many new things arise.

Digital literacy, when viewed from the background of its current presence, will indeed be more in demand and actively used by teenagers besides they were born in the current era of digitalization or what is known as 'digital native' the ability to use digital media is indeed more active than among the parents. However, the results of interview indicated that parents have tried to find and learn even though their children understand better some parts of digital media. Parents also stated that they do not hesitate to learn from their children to improve their understanding of digital literacy.

Parents' understanding of digital media literacy is not only limited to knowing and using digital media, but some actions include managing children's privacy on digital media. Parents do this to control their teenagers' use of digital media. Regarding how each parent controls their child's privacy in using digital media, it seems that it has various ways. Some protectively control by understanding the arrangements and access available in digital media, but some feel it is sufficient to reflect on the mutual trust and openness between children and their parents.

Most of the parents who became the subjects of this research already knew the types of content that exist in digital media. They also understand the content that is appropriate and allowed to be seen by their children who are still at the age of children and teenagers; of course, it must be able to suit the ages of their children. For this reason, apart from the privacy controls carried out, there is a management of content that is allowed or not consumed by teenagers.

An informant stated that she does the controlling by checking the history menu. From the beginning, she also told her child about things related to pornography, violence, or any restricted content for children their age. Another informant applies the time to access digital media on their teenage children's gadgets, as applied by one of the informants who emphasized regulating the use of gadgets by her child that are not excessive.

Digital media literacy does require skills and understanding for parents to balance the use of digital media in their children. Before introducing or providing access to digital media to teenagers, the learning for parents did not stop until then. With the existence of digital media, where things change in seconds, parents have no choice but to update existing technology and digital media information. Apart from their personal needs, parents also are interested in playing their role as parents to their teenage children in assisting them. The efforts made by the parents are varied; some parents read online news and learn through the social media platform that is enough to help them keep up with the latest information. Other parents used this digital media to seek updated information to improve digital media literacy.

Understanding digital media literacy is inseparable from the ability to communicate. In this case, the parents often encountered children while discussing digital media and the things in it and seeing the emotional side of children involved in using digital media. Another way, parents can do this is with informal communication with their child, whether relaxing or watching videos together. It is also essential to explain what is permissible and not explain the reasons leading to examples and the resulting impact. A similar statement was also conveyed by a parent when communicating with her child well, slowly, and giving direction, explaining the causes and effects lightly that her child can absorb. Then, she gave and supported things that became her child's hobby or favourite to divert or reduce her child's use of digital media outside of its function for learning and communication. The communication is not only about giving orders or prohibitions but also directions conveyed in a non-formal or a relaxed atmosphere. Another parent most often talks to her child, telling which one they can view or find depending on the type of media they use.

The ability to communicate between parents and children related to digital media literacy also includes the efforts of parents to accompany the emotional and mental challenges of children when they start using digital media, especially to the teenagers.

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Further, parents hope that their children can positively take advantage of digital media for their adolescent development, including supporting creativity and solving problems for themselves. Parents try to support their children's creativity through digital media.

There is also a form of action taken by parents in helping their children who seem interested in the digital media sector, of course, balanced with the understanding of digital media literacy for the child. Even for parents who are not very good at using digital media, they still do one of the ways for their children to get positive benefits from digital media is to increase their creativity.

Digital media is also used as an alternative solution when there are school assignments for children that parents do not fully master; therefore, digital media is also directed towards that interest. Children feel the use of digital media as a solution to problem-solving, but parents also use it to increase their understanding of problems to find solutions eventually.

There are various roles of parents in supervising children's behaviour, for example, parents who monitor their child's use of digital media. Another case found that it is not easy for parent to monitor all the time, so the method that applied is to provide mutual understanding to one another. Another informant also gave a similar statement about monitoring and providing direction and responsibility to her child to understand the importance of digital media literacy when using digital media in her daily life.

The presence of digital media as new media today will continue to develop in the future. There is an ability that must be possessed to respond to the presence of this media, especially in learning about things that will later appear as advances in digital media technology. It is also a skill for parents in increasing their understanding of digital media literacy, especially for their teenage children. Some parents agreed that the technology in digital media can improve the standard of living of learning. However, there must be balance and the basis for allowing children to use digital media. Addressing responsibility to the teenager when deciding to use digital media is essential to learn to control themselves in the future simultaneously.

Discussion

This research discusses the parents' digital media literacy and its aspects, especially for the children and teenagers. Informants of parents in the city of Jakarta and Yogyakarta show a situation not too far off regarding their children's use of digital media, this situation is found almost evenly among informants in the two cities. Parents' understanding of digital media literacy is a process that includes several lines in it, starting from their process of knowing digital media itself, starting to know its existence, then using it for various purposes, until finally, they know the results of their analysis. All aspects show the importance of understanding for both parents and children, where parents also play a role in it, especially for children who enter adolescence.

Results also show that the initial process of parents getting to know the use of digital media is that some of them already know about it then use it for personal needs, and then they introduce their children to digital media. However, some parents eventually learn about digital media from their children who have already mastered it before their parents. The informants in both cities recognized this behaviour. Some parents are pretty good at using digital media in their daily lives, and some are new to digital media because their children also use it, so they feel the need to know about digital media and try to use it even though it is not active or it can be said that only the standard usage.

The goals and reasons for parents in providing access to the use of digital media are indeed quite diverse, ranging from as a medium of communication, socialization, learning, or ensuring that children do not have a technology glitch in connection with the increasingly advanced times and many changes and new things, of course, included in technology and digital media. Therefore, the needs should be balanced by understanding digital literacy, both for parents carrying out their role in the family and adolescents searching for identity towards adulthood.

Digital literacy for parents means that parents need to decide what digital media their children should use, including what activities they do, their applications, and how much time they spend in front of the screen. The parental digital literacy framework aims to structure the skills needed to increase parental supervision of children's use of technology. These skills expressed on papers; "Digital Literacy for Parents of the 21st Century Children," among others, (1) basic digital parenting skills; (2) communication skills; (3) creativity; and (4) life-long learning skills (Romero, 2014). Furthermore, this research uses the framework above as the basis for the discussion.

1. Basic digital care tools

The skills considered parental digital literacy in essential digital care tools include managing privacy, content, and technology in digital media. The understanding of digital media privacy here is how parents manage their children in accessing the digital media. The informants appeared to vary regarding the effort of parents. The initial level regulates being able to synchronize the devices used by children to be seen by them as parents, monitoring friendships or social sphere as well as the child's activities on digital media such as making friends with who or posting what kind of content about him or her, in addition to these efforts some parents choose to implement a sense of mutual openness and understanding between parents and their children.

Regarding supervision on digital media, it is not only seen from the privacy side but also the focus to pay attention to is the control over the child's content on digital media. The parents in this research, more or less understand the types of content in digital media; they also understand that there are potential impacts of the presence of digital media. It would have two

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directions, positive and negative, so of course, parents expect to get a positive impact from the presence of this digital media for themselves and their children. Parents understand their responsibilities, including selecting content that their children consume. They use several menus on digital media to supervise the content that appears and the content that is accessed by their children, for example, setting the age-restricted mode. This selection aims to prevent content unsuitable for the children from appearing on the home page.

2. Communication skills

Understanding arises from the knowledge obtained in various ways, one of which is through interaction in communication with each other, including understanding digital literacy for parents and children using digital media. This ability will describe the communication between parents and children in explaining and providing direction on aspects of digital media, including the existing rules starting from their application before assigning them to their children.

Parents are increasingly aware of using digital media technology to find the latest information. They do not have choice but to immerse themselves in the latest information or develop existing digital media trends. Despite, they admit that it is not too deep to follow and trace the development of digital media due to various factors, both in terms of the time of use, suitability of needs for digital media technology devices, and skills in operationalizing the media, but at least they are fundamentally or know the surface of the development of existing digital media technology. Therefore, they enrich information to carry out their role as parents who supervise and provide guidance on the use of digital media to their children. The way they update information is, among others, finding out via digital media about trends, including the media currently used by many people, especially among teenagers, so they can also find out about the situation of their children. Parents who do not understand the ins and outs of digital media are their efforts to increase their knowledge, especially in digital literacy, by communicating and finding the latest information with their children learning new things in digital media.

From what parents know and understand about information and aspects of digital media technology to themselves, they can provide assistance and direction to their children who use digital media. Parents choose how to provide direction by communicating informally or in a relaxed atmosphere to explain the rules for using digital media technology. Some applied the communication by positioning themselves like their children or as friends to convey guidance and other messages by first understanding the characteristics of adolescence, so children are ready to accept the ongoing communication. Communication skills between parents and children aim at providing an understanding of each other regarding the rules of using digital media. They are delivering messages in the form of directions during the ongoing communication process, as much as possible strive to be accepted by these teenage children. Parents tried mutual communication where children can communicate openly with their parents, for example, asking about things they do not understand, finding information in digital media, telling stories about their activities when using digital media, and discussing trends that are currently hype. This kind of activity could create an open attitude and understanding between parents and their children, especially with the age of the children in their adolescence, they are happy to be able to explore themselves.

3. Creativity

With the many features and conveniences offered by digital media technology, this should be a stimulus to increase user creativity. Parents help to encourage their children's creativity, such as showing examples of those who have succeeded in creating creativity, hoping that children can be motivated to achieve the same thing. Parents will fully support their children's creativity in using digital media. In that case, parents will direct their children to deepen their interest in that field again through the help of more professional parties, like putting it in a particular tutoring place or community where they can still oversee its activities.

An understanding of creating creativity in digital media technology can also solve problems for parents and children. Some parents can finally manage to identify their child's personality through the information they obtain from the internet. Meanwhile, children who use digital media as a tool finally solve it, even though, as explained, sometimes children's emotions are taken out when they find difficulty. However, parents who master communication skills can push their children not to give up easily and not complain. So, they slowly solve their problems with the use of digital media.

4. Life-long Learning

Another skill that includes digital literacy for parents is finding strategies in seeking the information as lifelong learning. Digital literacy has a common characteristic with media, where it continues to evolve with all the existing changes. Hence, cognitive skills are essential for deciding in the provision and using digital media to their children. Research findings show that almost all parents agree that digital media technology can be used as a learning medium and as a way to increase knowledge for its users. We can take advantage of digital media optimally because technology is constantly developing, and if we cannot adapt to it, we will be left behind, including parents and children. Therefore, use it wisely and balance with a good understanding of the users that must be applied. Parents are now increasingly aware of providing access to digital media use for their children. However, when they are teenagers, with all the granting of access to them, parents try to re-understand the use of digital media correctly and, of course, according to the needs of their children due to broad and complex impact and complexity.

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From the above discussion, parents' understanding of digital literacy regarding digital media technology in their teenagers is quite open and aware of this condition. Parents do not remain silent and indifferent to their children's development. They take their role as parents, there is a sense of supervision, responsibility, and selfcontrol for their children who use digital media in their daily lives, both for learning and entertaining purposes. Parents' concerns for their children are also still visible, especially when their children enter the teenage period. Parents will try and make efforts to understand aspects related to digital media, such as the type of media, the type of content, how it is used, its functions and benefits, the impact it causes to existing developments. They as much as possible enrich their knowledge, understanding and skills in ways that can be suitable for them to apply in their families, so that they can also provide guidance, assistance, and explanations about the rules for using digital media to their children as a preventive measure the development of their children in their teens today and in the future.

V. CONCLUSIONS

Based on the results and discussion above, the conclusions of this research are as follow:

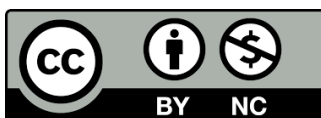
1. The presence of digital media technology that has entered every line of activity in daily life, including parents and children, makes parents increasingly required to provide briefings on digital media literacy for their children who are currently active users of digital media. This make their awareness increases, and parents are more open to seeing the importance of digital literacy.
2. Parents have understood the aspects of digital literacy, including:
 - a. Manage privacy by monitoring children's activities on digital media relating to age-appropriate content for consumption. This is done with the help of the features provided by the digital media platforms they use.
 - b. Create interactive relationships between parents and children work well so that parental guidance messages can be received and applied correctly. Parents try to emphasize to their children, to create a sense of openness and mutual understanding.
 - c. Another skill is creativity that parents must support the process of creating children's creativity with all their abilities, starting from trying to motivate, teach, and provide support by asking other parties who are more professional in the child's favourite field to be able to provide more proper direction.
 - d. Parents can ensure that life-long learning skills through digital media technology can be implemented based on trust and responsibility given to their children. Children can use digital media according to their needs and under applicable regulations to increase self-knowledge.

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