Analysis Of Digital Literature Factors On Junior High School Students
(Case Study on SMP 3 In Bekasi District)

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Article Info

Abstract

Students need to be equipped with digital literacy. If students are not equipped with digital literacy, it is feared that they will encounter some problems. Debriefing is needed since students know the internet. The purpose of this study was to analyze digital literacy skills which were influenced by the role of parents, students' reading interest, ICT skills, and self-control. The method used is quantitative with survey method. The data collection technique used a questionnaire instrument and a literacy ability test. Respondents were 125 students from 3 junior high schools in Bekasi Regency. Data collection by purposive sample method. Statistical analysis uses path analysis testing, this is done to see the direct and indirect effects on digital literacy of junior high school students. The results show that the role of parents affects digital literacy, reading interest affects digital literacy, ICT skills affect digital literacy and self-control affects digital literacy. In addition, the role of parents, interest in reading, ICT skills, and self-control simultaneously affect digital literacy.

Keywords: The role of parents, interest in reading, ICT, self-control, digital literacy

INTRODUCTION

Today's digital development is very fast and massive. If it is not balanced with sufficient skills, there will be several problems. Minister of Education and Culture of the Republic of Indonesia Circular Letter number 3 of 2020 dated March 3, 2020 regarding the prevention of Covid-19 in education units, changing teaching and learning activities to be online-based. Online-based learning is a learning system that does not take place in one room so that there is no physical interaction between teachers and learners, and face-to-face is done online. This requires adaptation and preparation as well as ICT capabilities that need to be prepared. Sufficient ICT skills will provide convenience in the online learning process and can affect digital literacy. Furthermore, the use of the internet by junior high school students, especially

those who live on regional borders, is known to have the most access to social media Ginting (2015) This needs to be addressed carefully because emotionally the ability to control self-control in junior high school students is not optimal, Jatnika (2017) .

In general, it can be described the online learning process carried out by teachers, students and the role of parents. Because parents who can monitor children at home are a factor that can affect digital literacy in students. is as follows:
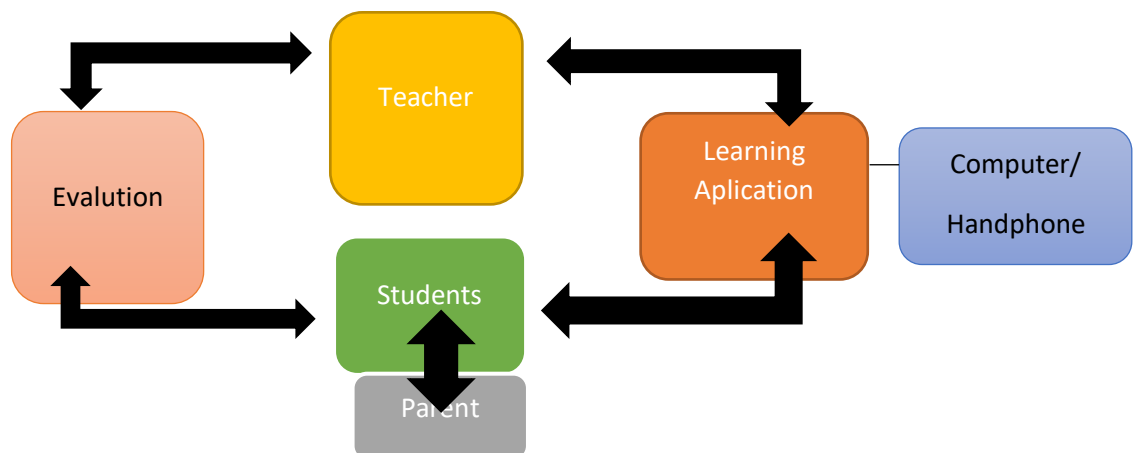

Figure. 1 Online Learning Flow

Middle school students who are able to use the internet can develop their talents and interests, but some are not interested and feel they are not talented. If you refer to Ginting's opinion, which says that many students on the border access social media the most, it is still questionable whether the digital literacy of the junior high school students is good enough? Because if it is not equipped with sufficient literacy skills, it will cause several problems, such as violations of the ITE Law, problems accessing sites that are prohibited by the government, incitement and so on. For example, in early 2021 there was a case of a child in Cianjur who insulted and was caught in a parody of the Indonesia Raya anthem. Because it was a violation of the ITE Law, the police stepped in to deal with the shirt.

The case examples above indicate that digital literacy and the security of internet use require long skills and learning. Guidance and supervision of teachers and parents are still needed. Good and planned supervision is one of the keys to the success of providing digital literacy for junior high school students. Many studies state that minimal supervision and do not care about digital literacy of parents at home, causes several problems to arise, although junior high school students can use various applications well, but if they are not equipped with sufficient literacy skills, it will have a bad impact on students.

Chairman of Sibekreasi, Yossi Mokalu said in a workshop in Pangkal Pinang in 2021 that it was hoped that Internet users would not be unaware that they had committed a cyber crime. As a first step in providing digital literacy, Yossi mentioned several types of violations on social media that children need to know, namely:

1. Spreading hoax news,
2. Defamation,
3. Online scams,
4. Cyberbullying,
5. Spread hate, and
6. Privacy violation.

The six categories above are things that students must know from an early age. Students must be able to understand the impact that will be experienced if doing the 6 categories above.

Providing sufficient counseling and understanding to students can suppress cases of violations that will occur.

Bawden's concept includes

a) Basic Literacy Ability (ability of fundamental literacy)

Includes reading, writing, understanding symbols, and calculating numbers.

b) Background of Information Knowledge (Back ground of information knowledge)

is the ability to use existing knowledge, to explore new information in order to enrich the knowledge already possessed. In the context of online learning, background information can be defined as the ability to search for information online through search engines, and select information

c) Skills in the field of ICT (skills of computer information ethnic)

creating/composing digital content. This skill is a key competency in the field of digital literacy, and involves the ability to assemble information or knowledge. In the context of online learning, this ability is

basic literacy

d) Attitude and user perception

In the context of online learning, this aspect can be in the form of the ability to include quotes from other sources of information through citation rules and compiling a bibliography

The influence of literacy ability is certainly influenced by many factors. The author emphasizes and assumes that digital literacy is influenced by the role of parents, interest in reading, ICT skills, and active use of online media.

Based on the description above, the researchers used to analyze digital literacy skills which were influenced by the role of parents, students' reading interest, ICT skills, and self-control in Bekasi Regency in the 2020/2021 academic year period. Specifically, the purpose of this research is to describe the influence of the role of parents, interest in reading, ICT skills and self-control on literacy skills.

RESEARCH METHOD

The method used is quantitative with survey method. The data collection technique used a questionnaire instrument and a literacy ability test. Respondents were 125 students from 3 junior high schools in Bekasi Regency. Data collection by purposive sample method. Statistical analysis using path analysis testing, this is done to see the direct and indirect effects on digital literacy of junior high school students. The research was carried out in three junior high schools in the Babelan sub-district, Bekasi Regency. This selection was based on suggestions from the head of the local office, as well as other considerations. Respondents were 120 students who were taken randomly from three junior high schools. Statistical analysis using regression analysis (Olive, 2017) with variable testing as follows; 1) the role of parents, 2) reading interest, 3) , 4) ICT skills, and 5) self-control. The research data was analyzed by classical assumption test, after that the data was analyzed by regression model (Santoso, 2014). Specifically, the position of each variable can be described as follows:
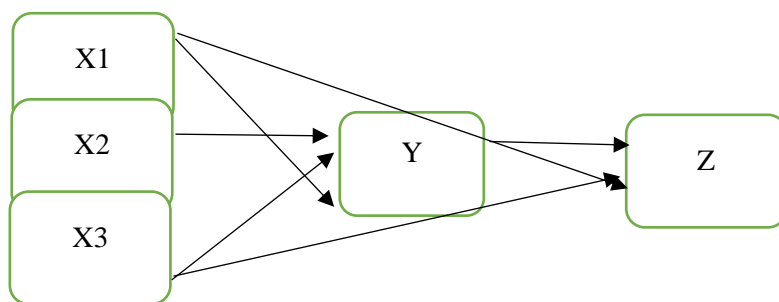
Figure. 2 Path Analized Digital Literacy

Note

X1 = The Role of Parent
X2 = Reading interest
X3 = ICT Skills
Y   = Self Control
Z   = Ability of digital Literacy

RESULTS AND DISCUSSION

The data that has been collected before being processed, the data will be processed by testing the assumptions of validity and reliability. The results of the validity of the data variables X1, X2, X3, Y and Z are as follows:

Table 1. KMO and Bartlett's-test

		X_{1234}	Y
KMO		0,71	0,74
Bartlett's-test	Chi-Square	1230,4	445
	df	180	46
	Sig.	0.00	0.00

KMO Test stands for Kaiser-Meyer-Olkin Measure of Sampling is a adequacy test for each variable in the variance proportion model between variables (Yong & Pearce, 2013). In the data taken, the KMO is 0.71 for the independent variable and 0.74 for the dependent variable, meaning that the instrument is valid because the threshold of 0.50 (X-Y-Z > 0.50) can be met. The value of the Barlett Test of Spehricity Chi-Square is 1230.4 (X) and 445 with a significance of 0.000.

Meanwhile, the score on Bartlett's-test has been fulfilled, because the significant value is below 0.05. After that, the testing process was continued by testing Anti-image correlations between the independent and dependent variables.

Table 2. Anti Image Correlations

Butir	X-Y	Z	Validitas
1	0.765a	0.665a	Valid
2	0.524a	0.724a	Valid
3	0.731a	0.728a	Valid
4	0.811a	0.611a	Valid
5	0.817a	0.737a	Valid
6	0.684a	0.784a	Valid
7	0.765a	0.665a	Valid
8	0.524a	0.724a	Valid
9	0.731a		Valid
10	0.811a		Valid
11	0.817a		Valid
12	0.684a		Valid
13	0.811a		Valid
14	0.817a		Valid
15	0.684a		Valid
16	0.765a		Valid

Referring to table 2 above, it shows that the value of the independent and dependent variables is above 0.5, meaning that it can be concluded that the instrument items are categorized as valid.

Table 3.Instrument Of Reliabelity

Variabel	C's Alpha	Item
X_1	0.65	4
X_2	0.53	4
X_3	0.67	4
Y	0.64	4
Z	0.76	8
		24

In the opinion of Retnawati (2015) that the greater the reliability of an instrument, the smaller the measurement error error, and vice versa. From the results of proving the reliability of Cronbach's Alpha. (ρ) the instrument gets a score above > 0.5, so it shows high reliability. Similarly, the items of the instrument above. All of the above items are categorized as reliable (trusted).

Table 4. Descriptive Statistic

	Mean	SD	n
	1.18	0.53	125
X1	1.23	0.54	125
	1.67	0.64	125
	2.12	0.52	125
	1.18	0.41	125
X2	2.24	0.65	125
	1.77	0.34	125
	1.12	0.43	125
	2.18	0.53	125
X3	1.27	0.64	125
	2.67	0.54	125
	2.42	0.53	125
	2.18	0.51	125
Y	2.23	0.75	125
	1.37	0.84	125
	2.42	0.33	125
	0.85	0.61	125
	0.87	0.65	125
	0.94	0.34	125
Z	0.85	0.43	125
	0.90	0.41	125
	0.81	0.75	125
	0.95	0.34	125
	0.83	0.43	125

Explains that in table 3 the spread values are quite good because they are below 1. The data depicted are the grain average and standard deviation. Furthermore, the results of the data that have been obtained are analyzed by classical tests so that the parametric statistical requirements are met (Santoso, 2014). The first classical test is the normality test. The data that has been obtained shows that there is a linear relationship between variables (significant value of deviation from linearity is greater than 0.05) which is 0.00. Thus it can be concluded that the model in this study meets the requirements to be a good regression model because there is a linear relationship.

After performing normality and multicollinearity tests, and producing data that is linear and does not occur multicollinearity, the data can be processed by regri analysis. The results of the regression analysis data are as follows:

<div align="center">Table 5. Coefficients</div>

Model	Standardized	t	Sig.	r	r2
Sub Struktural 1					
X1	0.16	1.74	0.08		
X2	0.45	2.74	0.01	0.46	0.42
X3	0.35	3.2	0.00		
Sub Struktural 2					
X1	0.24	4	0.01		
X2	0.31	3.74	0.01	0.76	0.59
X3	0.05	5.20	0.53		
Y	0.4	6.32	0.00		

From the results of the analysis presented in table 5 presents the influence between the independent and dependent variables. the results, obtained the price: t1 = 4.00, p-value = 0.000 <0.05, or Ho is rejected. Thus there is a role for parents in digital literacy skills. From the results of the analysis presented in table 5, the values obtained are: t2 = 3.74, p-value = 0.000 <0.05, or Ho is rejected. Thus, there is an influence of reading interest on digital literacy skills. From the results of the analysis presented in table 5, the values obtained are: t3 = 5.3, p-value = 0.53 > 0.05, or Ho is accepted. Thus, there is no influence of ICT ability on digital literacy. From the results of the analysis presented in table 5, the values obtained are: t3 = 5.20, p-value = 0.00 <0.05, or Ho is rejected. So it can be said that self-control affects the ability of digital literacy. In table 5 it is stated that the value of R square is 0.59. It can be stated that the role of parents, reading interest, ICT skills, self-control simultaneously affect students' digital literacy skills by 59% while the remaining 41% is influenced by other factors.

In table 5, it is stated that the role of parents affects self-control by 0.16, while reading interest affects self-control by 0.45, and ICT skills affect self-control by 0.35. The parental role variable has a direct effect on digital literacy by 0.24. Reading interest has a direct effect on digital literacy by 0.31, while ICT skills have a direct effect on digital literacy by 0.05.

The indirect effect of parental role variables, reading interest, ICT ability has an indirect effect through self-control of 0.4 or 40% on digital literacy.

According to Wulandari, D. R., & Sholeh, M in 2021 stated that digital literacy is considered quite effective to increase students' reading interest. This confirms the results of the study that reading interest has an effect on digital literacy. Likewise with the role of parents who can contribute to students' digital literacy. In the study of Munawar, M et al, in 2019 it was stated that 26% of parents were already involved in child literacy assistance. Even though it is only a little, it is still possible to contribute even more in increasing students' digital literacy. Fauziyati, A (2019) The influence of spiritual emotional intelligence (ESQ) including self-control on digital literacy abilities. The magnitude of the percentage of the influence is 27%.

Maheasy, D. (2020) stated that with the development of technology, the role of all parties in efforts to improve the quality of human resources and protection of Generation Z when utilizing ICT is still needed. Based on the results of Mahmudah's research, the role of all parties, including parents, is needed to improve students' digital literacy. However, in this study it was not stated that ICT skills had an effect on students' digital literacy.

Table 6. Anova

Model	Regression	Residual	Total
SS	38.489	21.302	79.721
df	4	115.00	119.00
MS	11.104	175.24	
F	64,35		
Sig.	0.000		

From table 6 it is stated that the value of Fo = 64.35, db = (4.00) p-value = 0.000 <0.05, Ho is rejected: Thus the intensity of using online media, academic values, family, reading intensity has a positive effect on students' digital literacy skills.

CONCLUSION

The essence of the results of this study, shows that the role of parents affects digital literacy, reading interest affects digital literacy, ICT skills affect digital literacy and self-control affects digital literacy. In addition, the role of parents, interest in reading, ICT skills, and self-control simultaneously affect digital literacy. Responding to these results, both parental role variables, reading interest, ICT skills and self-control need attention from parents and teachers. Parental attention can refer to all variables, so that parents at home can take real action so that students have good digital literacy.Dari tabel 6 dinyatakan bahwa diperoleh nilai Fo = 64 ,35, db = (4,00) p-value = 0,000 < 0,05, Ho ditolak: Dengan demikian intensitas penggunaan media online, nilai akademik, keluarga, intensitas membaca berpengaruh positif terhadap kemampuan literasi digital siswa.

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