



# The Effect of Digital Literacy on Children Violence

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**Abstract.** The research objective is to determine the effect of digital literacy on violence against children. Digital literacy is information media connected or connected to the internet through portable computers (laptops) and mobile phones. The use of digital literacy media has both positive and negative effects. The positive effects relate to speed, reach, richness of content, multi-use, and convenience. The negative effects of digital literacy are content risks of pornography, violence, racial issues, issues of radicalism, content of hatred, contact risks of cyber bullying, sexual harassment, threats, privacy attacks, fake identities, and conduct risks such as fraud, manipulation of information, copyright, gambling, illegal downloads, and hacking. The negative effects of bad literacy can cause psychological harm to the reader. This is due to unstable emotions and can lead to negative behavior that is included in the category of violence against children, including physical, sexual, emotional, neglect and exploitation. The respondents are 28 elementary school students. The results of the study are students who experienced physical violence were 5 people or 18%, excitation was 1 person or 4% and emotional was 22 people or 78%.

**Keywords:** digital literacy · media · effects · violence

## 1 Introduction

Literacy understanding of the abilities or skills that each person possesses in terms of expressing or expressing ideas, thoughts that exist within, or pronouncing or spelling a piece of writing, and creating a note or information in a media by using characters to speak in the same manner others are incompatible with the understanding (Sari and Pujiono 2017) [1]. The development of a literacy culture can increase students' craze, interest and interest in reading. A person's literacy skills include basic literacy, library literacy, media literacy, technology literacy, and visual literacy (Saadati and Sadli 2019) [2].

Digital media literacy is the ability or skills and knowledge needed to use various digital media application software, hardware such as computers, cellular phones, and internet technology; the ability to critically understand digital media content and its applications; as well as the knowledge and capacity to create media content with digital

technology (Novianti and Fatonah 2018) [3]. Another opinion explains that digital literacy is a set of capabilities needed to face the various challenges in the digital age that arise due to the widespread use and use of technological devices and media in all aspects of life. Digital literacy includes the following three things: information and communication technology literacy, media literacy, and information literacy (Anisaturrahmi 2018) [4]. Digital literacy media referred to in this study are information media that is connected or connected to the internet, including the use of smartphones (Kurniawati and Baroroh 2016) [5].

So far, digital literacy has been known solely as social media that can convey various information related to things that are needed by the community (Masitoh 2017) [6]. The use of digital literacy among the wider community also has positive and negative effects. The positive impacts of digital media literacy are: (1) in terms of speed: the internet has real time speed, superfast. Transactions can be carried out smoothly and very quickly; (2) reach or range: reaching all corners of the world can make something that is not special into something very special and very well known or popular; (3) wealth of content: media content can be said to be unlimited, everything is there, everything is linked (hyper link); (4) multipurpose: any type of communication can use new media: education, family, business, religious activities, sports etc.; (5) convenience: it can be said that it does not require special skills to access and produce messages in new media. While the negative impacts of digital literacy media are: (1) content risks: related to pornography, violence, racial issues, issues of radicalism, content of hatred, and others; (2) contact risks: cyber bullying, demeaning gender, threats, individual attacks, unsuitable personal data; (3) conduct risks: fraud, manipulation of information, copyright, gambling, illegal downloads, hacking, etc. (Novianti and Fatonah 2018).

Research on youth digital literacy in the city of Surabaya was conducted by A'yuni (2015) [7] shows the level of digital literacy based on 4 aspects, namely: the level of digital literacy of adolescents based on internet searching aspects is in the high category, the level of digital literacy of adolescents based on the hypertextual navigation aspect is in the high category, the level of digital literacy of adolescents based on the aspect of content evaluation is moderate, and the level of literacy digital youth based on the assembly knowledge aspect is in a high category.

The negative effect of literacy can cause psychological problems for readers. This is due to an unstable emotional level. They generally receive information in full without finding out whether the information is true or just a tweet on social media. A person's inability to interpret digital literacy can affect the reader's behavior and attitudes (Pratiwi and Pritanova 2017) [8]. In various cases that occur in the community, it can also be seen that the bad influence of digital literacy can happen to children. Children can become victims of sexual violence by adults. The perpetrator was inspired by pornographic content on social media, internet, cellphones, and so on. This shows that the impact of today's digital literacy is indeed extraordinary (Ikhsanudin 2019) [9]. Some of the most dominant things that can affect the individual level of competence with regard to digital media literacy are the family environment, where the influence of parents is very large in providing initial education on media literacy (Kurniawati and Baroroh 2016).

This situation is certainly not what is expected from digital literacy. Therefore, the best solution that must be done is to provide digital literacy learning because sooner

or later bad digital literacy will have an impact on the character and psychology of the reader, which in turn can lead to violence in children.

Law of the Republic of Indonesia Number 35 of 2014 explains that violence is any act that results in physical, psychological, sexual, and/or neglect suffering or suffering, including threats to commit acts, coercion, or illegal deprivation of liberty.

According to Sirait (2011) [10], acts of violence against children are all forms of treatment or actions aimed at children that can cause physical, sexual, mental/emotional/psychological distress or suffering and neglect including threats, coercion, and degrading self-esteem. The impact of violence on children according to (Gunadi et al. 2018) [9] is that the child appears lonely; do not dare to fight or argue with words or behavior of parents or other people with the status of the perpetrator; there is a lack of self-confidence; do not have self-esteem, seem to have feelings that have no meaning; impulsive; aggressive; disobeyed; not independent; feel like never losing want to win alone; and socially immature. Meanwhile, according to Muis et al (2008) [10] the impact of violence against a child is that the child feels distrust because of the impact of actions that have been done by parents, teachers and other close people in the child's life; the child feels disappointed; the child feels angry; children feel depressed, and they have feelings of wanting to take revenge on teachers, parents or other people who have hurt them.

Whatever forms of violence against children, the impact must be negative and very detrimental to children and can interfere with the child's development. This is where the main role for people closest to or familiar to children, especially parents and teachers in providing the basics of using digital literacy. The moral development of children in this case is related to the values, rules, norms, and institutions that regulate children's behavior in relation to family, social groups and communities that are learned from digital literacy media commonly used by parents, teachers, or their closest people. in the environment of the child's life.

The research objective was to determine the effect of digital literacy on violence against children. The perpetrators and victims in this study were also children, in this case the respondents. Formulation of the problem: Does the use of digital literacy affect violence against children?

## **2 Method**

Qualitative descriptive research method. Data collection techniques were carried out in the form of observations, discussions, and interviews or questions and answers about students' daily behavior in the school environment. The research took place in a conducive and relaxed manner, interspersed with 2D/3D animated VCD screenings about violence against children from various literary sources. During research activities, students are accompanied by class teachers and school principals.

## **3 Result and Discussion**

Respondents' data, the number of respondents was 28 students, grouped by gender, age, and ownership. It is known that 15 students were male and 13 students were female. As

many 6 students aged 10 years, 22 students aged 9 years. It is known that 21 students have laptops and cell phones, 5 students do not have laptops and 2 students do not have cell phones. The ownership referred to in this study is the student's parents who have. Based on the regulations in force in schools, in the daily learning process, students are not allowed to bring and use laptops and cell phones in the school environment. The use of laptops and cell phones is only for the learning process and must have the permission of the class teachers and school principals.

### **3.1 Students' Knowledge of Digital Literacy**

It is known that 28 students know about media literacy. It is known that there are no students who do not know about media literacy.

### **3.2 Students' Knowledge of Digital Literacy Sites Used in the Learning Process**

It is known that 28 students know about digital literacy sites used in the learning process. It is known that there are no students who do not know about digital literacy sites used in the learning process.

### **3.3 Digital Literacy Sites that Are Accessed by Students Other Than During the Learning Process**

It is known that the Google.com site is accessed by 28 students. It is known that the Youtube site was accessed by 28 students. It is known that the Game site (game) was accessed by 28 students.

### **3.4 Locations to Access Digital Literacy**

It is known that 21 students access digital literacy at home. It is known that 28 students access digital literacy at school. It is known that 11 students access digital literacy in other places apart from at home and at school.

### **3.5 Intensity Opens Digital Literacy, Apart from Learning**

It is known that the intensity of students opening digital literacy  $\geq 15$  min is 5 students. It is known that the intensity of students opening digital literacy  $\geq 30$  min is 15 students. It is known that the intensity of students opening digital literacy  $\geq 1$  h is 8 students.

Student digital literacy data can be seen in the Table 1.

### **3.6 Types of Violence**

Child abuse. The instrument of violence against children was made in the form of an interview with the answer to the choice "Yes" or "No" made in general and simple based on the psychological condition of the student. From the results of the interview, it can be seen that violence against children consists of (Table 2).

**Table 1.** Respondents' Digital Literacy Data n = 38

| No | Respondent Data                                                        | Available | Unavailable | Yes | No | Home | School | Other | ≥ 15 min | ≥ 30 min | ≥ 1 h | Σ  |
|----|------------------------------------------------------------------------|-----------|-------------|-----|----|------|--------|-------|----------|----------|-------|----|
| 1  | Ownership of media literacy                                            |           |             | -   | -  | -    | -      | -     | -        | -        | -     |    |
|    | a. Own a laptop and cell phone                                         | 21        | -           |     |    |      |        |       |          |          |       | 21 |
|    | b. Have a laptop                                                       | 2         | -           |     |    |      |        |       |          |          |       | 2  |
|    | c. Have a cell phone                                                   | 5         | -           |     |    |      |        |       |          |          |       | 5  |
| 2  | Student knowledge about digital literacy                               | -         | -           | 28  | -  | -    | -      | -     | -        | -        | -     | 28 |
|    | Student knowledge about digital literacy sites in the learning process | -         | -           | 28  | -  | -    | -      | -     | -        | -        | -     | 28 |
| 3  | Location accessing the internet                                        | -         | -           | -   | -  | 21   | 28     | 11    | -        | -        | -     | 60 |
| 4  | The intensity of opening the internet per day                          | -         | -           | -   | -  | -    | -      | -     | 8        | 15       | 14    | 37 |

**Table 2.** Types of Child Violence

| No | Types of Violence | Forms of Violence                               | Information |    | Σ  |
|----|-------------------|-------------------------------------------------|-------------|----|----|
|    |                   |                                                 | Yes         | No |    |
| 1  | Physical          | Hit                                             | 5           | -  | 5  |
| 2  | Sexual            | -                                               |             | -  | -  |
| 3  | Emotional         | Threaten, frighten, discriminate against, taunt | 22          | -  | 22 |
| 4  | Ignorance         | -                                               | -           | -  | -  |
| 5  | Exploitation      | Duty to picket cleaning class                   | 1           | -  | 1  |

## 4 Conclusion

### 4.1 Media Literacy

Media literacy that can be used as learning media can be in the form of audio media, visual media, printed media, or computer-based media. The influence that can occur due to the use of digital literacy is the influence on the psychology (mind, feelings, attitudes, and character) of students. Sholeh et al. 2020: 34.

## 4.2 The Influence of the Use of Digital Literacy on Student Psychology

The influence of the use of digital literacy on student psychology includes violence against children. Violence against children that occurs repeatedly over a long period of time can cause psychological injury to the child, can leave both physical and psychological injuries and some can even lead to death. Students who are victims of violence can be identified according to categories, namely not confident, often feeling lonely, gloomy, lack of concentration, withdrawal, feeling insecure, having difficulty developing trust in others, not daring to ask parents or teachers, tend to behave destructively, irritability, irritability, prolonged heartache and tend to follow adult behavior. If this incident continues to recur, the recovery process will also take longer.

## 4.3 The Acts of Violence Against Children

The acts of violence against children that occurred in this study consisted of physical, exploitation and emotional violence. The results of the study: students who experienced physical violence were 5 people or 18%, exploitation 1 person or 4% and emotional 22 people or 78%. The results of the study: students who experienced physical violence were 5 people or 18%, exploitation 1 person or 4% and emotional 22 people or 78%. If left without counseling or socialization of violence against children, the number can increase into the medium and high categories.

## 4.4 To Improve the Morale of Child Victims of Violence

To improve the morale of child victims of violence, parents and teachers can do it in the form of direct education, identification and trial and error.

**Acknowledgment.** Authors of this article are in debt to Dean of the Faculty of Education, Universitas Muhammadiyah Jakarta, as a part of Internal Grant based on the Decree of the Dean Number 03 of 2020 concerning the Appointment of Lecturers with Students of the Faculty of Education, Universitas Muhammadiyah Jakarta, Authors are the recipients of Internal Research Grants for the 2019/2020 Academic Year dated 23 March 2020. Authors also thank to Universitas Muhammadiyah Tasikmalaya, Faculty of Teacher's Training, as a collaborator of this research.

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