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## ANALYSIS OF PARENTS' DIGITAL LITERACY ABILITIES AND ITS INFLUENCE ON INTERNET USE IN EARLY CHILDHOOD AND ADOLESCENTS

Intan Purnama Dewi<sup>1</sup>, Daddy Darmawan<sup>2</sup>, Henny Herawaty Br. Dalimunthe<sup>3</sup>

<sup>1</sup>[intanpurnama@unj.ac.id](mailto:intanpurnama@unj.ac.id), <sup>2</sup>[daddydarmawan@unj.ac.id](mailto:daddydarmawan@unj.ac.id), <sup>3</sup>[henny\\_dalimunthe@unj.ac.id](mailto:henny_dalimunthe@unj.ac.id)

<sup>1,2,3</sup>Departement of Community Education, Faculty of Education, Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta 13220, Indonesia

**Abstract:** This study aims to analyze the influence of parental digital literacy on internet use in early childhood and adolescence in Bulak Village. The method used is Structural Equation Modeling (SEM) to test the relationship between latent variables of parental digital literacy and children's internet use. Data were obtained from 40 respondents using a questionnaire consisting of digital literacy indicators, such as functional skills and beyond, critical thinking and evaluation, and internet use indicators, such as internet access habits and time efficiency. The results showed that the digital literacy skills of parents in Bulak Village were at a moderate to high level, with the leading indicators being 1) functional skills and beyond, 2) creativity, 3) collaboration, 4) communication, 5) The ability to find and select information; 6) critical thinking and evaluation; 7) cultural and social understanding; 8) e-safety. Path analysis showed that parental digital literacy had a positive and significant influence on children's internet use ( $\gamma=0.72$ ) ( $p < 0.05$ ). Parental digital literacy significantly shapes safe and productive internet usage patterns for their children. Parents with good digital literacy can guide their children in using the internet for educational and entertainment purposes. Therefore, digital literacy training for parents and digital safety campaigns are highly recommended to maximize the positive impact of internet use on young children and adolescents.

**Keywords:** Digital Literacy, Internet Use, Parents

### INTRODUCTION

Indonesian Internet Service Providers Association (APJII), in 2021-2022, 77.02% of Indonesians have used the internet. This figure has increased from 2018 to 64.80% and 73.70% in 2019-2020. The most widely used device is a smartphone, and internet access is used 93.9% of the time every day (APJII, 2022). Judging from the penetration rate based on age, the age of 5-12 years contributes to 8.08% of the population of Indonesia. If you look closely at a survey conducted by APJII in the last 10 years, there has been a shift in the age of those who first

came into contact with the internet in 2014. The lowest age was the 18-year-old age group; in 2016, the lowest was 10 years. In 2018, the lowest age was the 5-year-old age group. The shift in data shows a tendency that the age of internet users is getting younger every day. This is in line with the research of Harrison and McTavish (2016), which states that the age of children in contact with digital technology is getting younger. Their research also explained that 72% of children under 8 years old and 38% of children aged 2 years and under have used various digital devices such as smartphones, iPads, iPods, and tablets.

Parents have a role that is very much needed for children, especially in today's digital era. Parents must be able to keep up with increasingly sophisticated and varied technology, especially those directly related to life, daily activities, and supporting work. This means that parents must be literate about digital developments to be wise in using and disseminating information in the digital world. So parents need to know digital literacy, especially parents with early childhood children, elementary school-age children in childhood, and adolescents in rapid development.

Digital literacy is a person's knowledge, attitude, and ability to use digital tools and facilities effectively to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, build new knowledge, create media expressions, and communicate with others in certain situations to enable constructive social action. In addition, digital literacy also includes reflection on this process as a whole (Hardiyani & Alwi, 2022).

Indramayu Regency is one of the regencies located on the North Coast of Java (Pantura), known as an area that produces many mangoes and is the largest rice producer in Indonesia. Indramayu Regency is 200 km from the National Capital and 130 km from Bandung as the Capital of West Java. Many residents work in the agricultural and fisheries sectors. The location of the Indramayu Regency area is very strategic as a trade route between cities, considering that it is an area that stretches along the North Coast of Java with a coastline of 114.1 km that stretches along the north coast between Cirebon-Subang. Although Indramayu Regency is in a strategic location, when viewed from the level of community welfare, poverty, inequality, and consumer behavior are serious problems faced by the Indramayu community (Mulyana & Octavianti, 2018). BPS data in 2022 stated that Indramayu Regency was the Poorest Regency/City in West Java, with a figure of 12.77%. In addition to having a strategic location, Indramayu Regency also has abundant

natural resources; it is ironic that the poverty rate is still high (Handayani, 2022, December 30). Good natural resources, but many residents only become low-income laborers, either as fishermen or agricultural laborers (Pratiwi, 2017; Septianda, 2017).

In addition to the high poverty rate, other social problems are also a concern, namely the high rate of violence against children in Indramayu Regency. In 2021, the Integrated Service Center for the Empowerment of Women and Children (P2TP2A) of Indramayu Regency recorded 49 cases of violence, including sexual violence, physical violence, domestic violence, neglect, psychological violence, trafficking, and exploitation. Throughout 2022-2023, there were 25 cases of sexual violence against children in Indramayu, according to the Selendang Puan Dharma Ayu Foundation, which focuses on sexual violence against children (Rahman, 2023, August 23). This number could continue to increase because many do not report the incidents they experience. Data from the P2TP2A Indramayu Regency states that violence against women and children is generally due to high poverty rates, which cause high unemployment, as well as low levels of education, which result in high dropout rates, minimal education provided to the community and other family problems that disrupt household life (Pontororing, 2023). In addition to the high rate of violence against children, early marriage, bullying, and pornography are also rampant in Indramayu Regency. Throughout 2022, 572 residents applied for early marriage dispensation in Indramayu Regency, with 564 granted by the Religious Court. As for 70% of the figures, the prospective bride and groom were pregnant (Sandy, 2023, January 21; Rasmadi, 2023, July 28; Handayani, 2023, January 23). For bullying, West Java is one of the provinces with a high and concerning category of bullying rates. Bullying incidents occur in urban and rural areas (Borualogo & Gumilang, 2019). Several cases of bullying in Indramayu that have attracted attention include the case of a teenager being bullied

at a funeral (Okezone.com, 2021), the case of Evan, who died from being sledded and crushed (Pikiran Rakyat, 2022), a three-year-old boy addicted to cigarettes due to being a victim of bullying (Kompas, 2023). Bullying cases that occur in children are only those that go viral and are reported to the public; it is believed that there are still many incidents that do not go viral and are not reported (KPAI, 2023; Borualogo & Gumilang, 2019).

Based on the results of an initial survey conducted in Bulak Village, Jatibarang District, Indramayu Regency, which is part of the central government, education, and agriculture area in Jatibarang District, the existence of a digital village (Le-Dig: Lebu Digital) provides benefits for the village to be able to obtain and disseminate information quickly and is also helpful for online learning facilities. However, on the other hand, the internet is also used by children and adolescents to access free internet to play online games and other accesses that can be freely viewed on their respective smartphone devices that parents or the surrounding community cannot monitor.

Digital literacy in the family is very important in the growth and development of early childhood and later ages if implemented properly. Davidson (2012) stated that children's wise internet use requires parental supervision and guidance. This means that parents must have provisions in the form of good knowledge and emotions so that supervision and guidance can run well without having to distance children from their time.

Digital literacy in parents is often studied in a general context but has not yet specifically measured the level of understanding of social media, social content, privacy settings, and in the context of local culture, society, and education. This study is an initial step in determining the right program for parents related to child care in the digital era that has not been widely touched by education and parenting policies in Indonesia, especially those related to local content.

This study aimed to analyze the digital literacy skills of parents in Bulak Village regarding internet use in early childhood and adolescence. This study provides insight and practical guidance for parents in improving digital literacy, especially when accompanying children in using the internet wisely and safely. Theoretically, this research enriches the literature on digital literacy, expanding the concept of parenting in the digital era by paying attention to the local context.

## RESEARCH METHODS

This study uses a quantitative research method with a descriptive research approach. Quantitative descriptive research is a statistical analysis used to describe, summarize, and analyze quantitative data. Quantitative descriptive analysis includes techniques, including data centralization measurements, data distribution measurements, and data skewness measurements (Sudirman et al., 2023). The study was conducted in Bulak Village, Jatibarang District, Indramayu Regency, West Java Province, with informants being parents who have 40 young children and adolescents. The data collected consisted of primary data and secondary data. Primary data is obtained from respondents by distributing questionnaires online and/or manually to couples/parents with young children and/or adolescents. The data obtained were processed using Microsoft Excel, Statistical Package for Social Science (SPSS), and Structure Equation Modeling - Linear Structural Relationship (SEM-LISREL) analysis. The processing method used in this study is the Structural Equation Model (SEM). SEM is a statistical technique used to build and test statistical models that are usually causal. SEM analysis considers interaction modeling, nonlinearity, correlated independent variables, measurement errors, interference from correlated errors, several latent independent variables where each is measured using multiple indicators, and one or two latent dependent variables, which are also each measured using multiple indicators (Narimawati & Sarwono, 2017). The analytical technique used in SEM is a linear structural relationship (LISREL) using Lisrel 8.8 software. In

this study, the latent variable of parents' digital literacy is explained by the indicators 1) functional skill and beyond; 2) creativity; 3) collaboration; 4) communication; 5) The ability to find and select information; 6) critical thinking and evaluation; 7) cultural and social understanding; 8) e-safety. The indicators explain the internet usage variable: 1) internet access habits, 2) content accessed via the internet, 3) children's relationships with other family members, and 4) internet usage rules.

## RESULTS AND DISCUSSION

### Result

Parents' digital literacy skills based on Likert scale measurement indicators with statistical descriptions for each indicator are explained in the following table:

Table 1. Statistical Description of Parents' Digital Literacy Skills

Indikator	Mean	Std.dev	Nilai max	Nilai min
Functional skill and beyond	3.2	0.8	5	1
Creativity	2.8	1.0	5	1
Collaboration	3.0	0.9	5	1
Communication	3.5	0.7	5	2
Ability to find and select information	3.1	0.9	5	1
Critical thinking and evaluation	2.9	0.8	5	2
Cultural and social understanding	3.2	0.8	5	2
E-safety	3.4	0.6	5	2

Generally, parents in Bulak Village with early childhood and adolescent children have varying digital literacy skills. The communication and e-safety indicators show relatively better results, while the creative and critical thinking indicators require more attention to be improved. Although most parents feel comfortable using technology for communication and e-safety, they also face challenges regarding creativity, collaboration, and evaluation of digital information. This means that parents should be passive users and can utilize and improve

digital literacy properly.

SEM-LISREL testing was conducted to analyze the influence of adult digital literacy (parents) on internet use in early childhood and adolescent children. This analysis uses the SEM-LISTEL method with indicator data processed through SPSS AMOS.

Table 2. Path Coefficients

Hubungan	Koefisien Standar ( $\beta$ )	t-value	P-value
Digital literacy → Internet usage	0.72	6.85	0.000

The results of the analysis show that parental digital literacy in Bulak Village has a positive and significant influence on early childhood and adolescent internet use. The path coefficient value of  $\gamma = 0.72$  with a p-value = 0.000 ( $<0.005$ ) indicates that the higher the digital literacy of parents in Bulak Village, the better the internet use by their children.

Table 3. Factor Loadings

Indicators	Latent Variable	Loading Factor ( $\lambda$ )	t-value	P-value
X11	Digital Literacy ( $\xi$ )	0.70	7.90	0.000
X12	Digital Literacy ( $\xi$ )	0.60	6.30	0.000
X13	Digital Literacy ( $\xi$ )	0.72	8.30	0.000
X14	Digital Literacy ( $\xi$ )	0.78	9.20	0.000
X15	Digital Literacy ( $\xi$ )	0.68	7.50	0.000
X16	Digital Literacy ( $\xi$ )	0.63	6.70	0.000
X17	Digital Literacy ( $\xi$ )	0.65	7.00	0.000
X18	Digital Literacy ( $\xi$ )	0.75	8.75	0.000

X21	Internet Usage ( $\eta$ )	0.68	7.10	0.000
X22	Internet Usage ( $\eta$ )	0.65	6.85	0.000
X23	Internet Usage ( $\eta$ )	0.62	6.70	0.000
X24	Internet Usage ( $\eta$ )	0.60	6.30	0.000

All loading factor indicators show  $>0.60$ , which means that the indicators are valid for measuring the latent variable of digital literacy. The contribution of indicators to the latent variable, that parental literacy in Bulak Village ( $\xi$ ): The indicator with the largest contribution is communication (X14,  $\lambda = 0.78$ ,  $p = 0.000$ ), followed by e-safety (X18  $\lambda = 0.75$ ,  $p = 0.000$ ) this shows that communication is helped by the existence of digital devices that parents widely use and make it easier for them to obtain information quickly. In addition, parents in Bulak Village are pretty aware of digital security and understand the risks of digital activities. This is inseparable from digital devices, which are only used for communication and entertainment and rarely for transaction activities.

Furthermore, the contribution of indicators to latent variables, that parental literacy in Bulak Village ( $\xi$ ): the indicator with the lowest contribution is creativity (X12,  $\lambda = 0.60$ ,  $p = 0.000$ ), followed by critical thinking and evaluation (X16,  $\lambda = 0.63$ ,  $p = 0.000$ ). This shows that the digital literacy skills of the creativity aspect of parents in Bulak Village have weaknesses in creativity and critical thinking in using technology. Technology is not widely used to develop parental knowledge and skills or is still limited to communication and entertainment.

Internet use ( $\eta$ ) is the main indicator of internet access habits (X21,  $\lambda = 0.68$ ,  $p = 0.000$ ) and time efficiency (X22,  $\lambda = 0.65$ ,  $p = 0.000$ ). This reflects that targeted and efficient internet access is an important aspect of children's internet use. Internet usage rules are still low and need reinforcement from parents. Parents also need to monitor children's activities when accessing the internet.

Tabel 4. Goodness of FIT Indices

Indeks	Value	Criteria	Interpretation
Chi-Square	34.2	$p > 0.05$	Good fit model
GFI (Goodness of Fit Index)	0.92	$> 0.90$	Good fit model
CFI (Comparative Fit Index)	0.95	$> 0.90$	Very good fit model
RMSEA (Root Mean Square Error)	0.04	$< 0.08$	Low error, good model fit

The proposed model fits the data well. The main fit index values, such as GFI = 0.92, CFI = 0.95, and RMSEA = 0.04, indicate that this model is valid for representing the relationship between variables.

The processing results for goodness of fit testing in the table above show that the model is good. In addition, SEM provides an alternative use of other goodness of fit indicators, namely the RMSEA, GFI, NFI, and CFI criteria. Because the results of several indicators produce the conclusion of the goodness of fit model, testing the theory hypothesis can be carried out.

Structural model analysis was conducted to determine the relationship between exogenous latent variables and their endogenous latent variables. The exogenous latent variables in this study are adult digital literacy, and the endogenous variables are the use of the internet by AUD and adolescents.

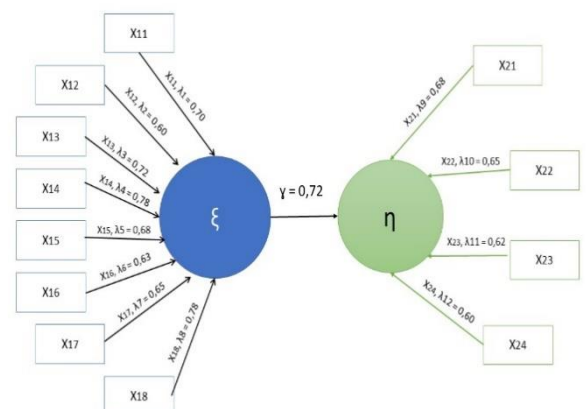


Figure 1. Research Structure Model after Testing

In this study, there is only one hypothesis, namely:

H0: Adult digital literacy does not affect internet use for early childhood and adolescents

H1: Adult digital literacy affects internet use for early childhood and adolescents

Based on table 4.10 shows that the p-value = 0.000 means the p-value <0.05, so H0 is rejected. Ha is accepted because it has a significant relationship and a positive path coefficient. This supports the findings that: High path coefficient ( $\gamma = 0.72$ ), indicating a strong influence; high-quality latent variable indicators, supporting variable measurement; the model's fit with the data is perfect, with a fit index that meets the criteria; theoretical support and positive correlation, indicating a logical and meaningful relationship between variables.

## **DISCUSSION**

Technological advances have significantly changed the way children access information and interact digitally. Although the internet offers a variety of educational and entertainment benefits, without proper guidance, children can face significant risks, such as exposure to inappropriate content, cyberbullying, and misleading information. Therefore, the role of parents in accompanying children using the internet is very important. Research shows that good digital literacy from parents contributes greatly to helping children become wiser in using the internet.

Parents' digital literacy skills are still dominant in the use of technology for communication, information, and entertainment. In addition, parents already understand that the use of digital devices has the risk of crime and data misuse, so most parents do not use their digital devices for financial transactions and avoid activities involving money as much as possible.

Parents in Bulak Village still cannot

develop creativity and critical thinking skills or evaluate digital activities. This is inseparable from using digital devices, which are only for communication and entertainment (Mun, Li & Fernandez, 2011; Kurniawati & Sutharjana, 2023; Nair et al., 2020). Limia and Prihandini (2018) also expressed the same thing, stating that the motivation that most often drives parents to use the internet is social interaction, to fill free time, and to seek entertainment. Meanwhile, the motivation to seek information, education and relaxation is not the main reason for using the internet. Parents in Bulak Village still use the internet more for fun things without relying on excessive thinking skills.

Digital literacy can be defined as the ability to understand, assess, and utilize information obtained from various digital platforms critically and ethically. This literacy covers various aspects, including technical skills, ethical understanding of the use of technology, and knowledge of digital security.

Early childhood is still limited to educational internet content, light entertainment according to their preferences, and activities that are moving to be imitated by early childhood. This situation cannot be separated from the choice of parents for early childhood and their guidance (Iskandar & Nudhifab, 2021). Meanwhile, adolescents use the internet more diversely and more intensively. The Internet usage time given to adolescents is more, and various purposes can be achieved by accessing the internet, ranging from education, socialization, entertainment, and games (Hakim & Rajj, 2017; Iskandar & Isnaini, 2019). Adolescents are more vulnerable to exposure to content that is not appropriate for their age and are at risk of obtaining misleading information when compared to early childhood. Zaini and Soenarto (2019) stated that early childhood must be accompanied by wise internet control because children cannot choose the right content. According to Watsqo (2023), adolescents use the internet more often because parental supervision and pressure

have begun to decrease compared to early childhood. The reason for learning needs is the main reason parents reduce the intensity of supervision even though they realize it can have an impact if misused. In addition, teenagers are starting to be active on social media to follow trends and are done for a long time and continuously (Sari et al., 2017; Hakim & Rajj, 2017; Felita., et al., 2016; Al Yasin, 2022). Situations like this often affect adolescents' learning activities. The negative impacts if supervision is not carried out on adolescents include experiencing difficulties in social interactions in the real world, emotional disorders, and decreased concentration in learning (Mulyono, 2021; Putri et al., 2016; Fitri, 2017).

Parents play a significant role in teaching their children how to use the internet. Parents with good digital literacy will be better able to provide guidance and examples of safe and wise internet use. Children tend to imitate the behavior and attitudes of their parents, including in the use of digital technology (Livingstone, 2003). Furthermore, Livingstone and Helsper (2008) highlighted the importance of parents' role in digital supervision and guidance in their research. The study results showed that children whom parents with high digital literacy accompanied tended to be better able to identify valid information and avoid harmful content.

Nikken and Jansz (2014) stated that children whose parents actively accompany their internet use tend to be wiser in choosing the content they consume. Parents are responsible for their children's digital activities by accompanying them in using technology. Guidance is carried out through supervision, directing them to positive content (Aliya & Irwansyah, 2018), being able to manage the time for using technology appropriately and wisely (Mochamad, 2021), and continuing to interact or communicate positively with each other and stimulate activities and approaches that are appropriate for children (Barteu-Rojas et al., 2018). Parents with good digital literacy can act as effective mediators, directing children

to positive sources of information and keeping them away from risky content.

Parental digital literacy helps children develop the critical thinking skills to filter online information. The same thing was expressed by Eastin, Greenberg, and Hofschire (2006) in their study, finding that informed and digital literacy-based parental interventions, such as open discussions about internet use and proportional supervision, contribute to children's healthier and more directed internet use. Children of digitally literate parents are more likely to use the internet for educational and creative purposes and are more aware of risks such as cyberbullying or online fraud. It can be concluded that parental digital literacy greatly influences children who use the internet. With good digital literacy, parents can protect children from potential dangers in cyberspace and guide them to use the internet wisely and productively. Digital literacy in children includes children's ability to search for correct information, avoid harmful content, and use the internet for self-development and learning.

## CONCLUSION

### Conclusion

Based on the results of the study show that 1) The level of digital literacy of parents who have young children and adolescents in general, parents have begun to care about the dangers caused by the use of internet devices so that they avoid financial activities on their devices. Parents are more likely to use internet-connected devices for communication and entertainment. However, the understanding of creativity and critical thinking still needs to be improved. 2) Internet use in early childhood is still controlled and limited to educational content and light entertainment, while in adolescents, internet use is more diverse and intensive. Adolescents use the internet for various purposes, including education, socialization, and entertainment. However, they are also more vulnerable to exposure to inappropriate

content and other online risks, such as cyberbullying and misleading information. 3) The Influence of Parental Digital Literacy on Internet Use in Early Childhood and Adolescents has a positive and significant effect, meaning that parents know about their children's internet use. So far, digital literacy can still be well controlled against internet use in children.

### Recommendation

Suggestions for the community, especially adults in Bulak Village, are as follows: 1) Digital literacy training needs to be provided for parents (adults) to improve creativity, critical thinking, and evaluation related to digital literacy. 2) Parents must be educated to continue accompanying their children in learning, especially when using the internet/gadgets. 3) To minimize cybercrime, related parties such as village officials, schools, and community organizations need to campaign for digital security.

This study was limited to parents with early childhood and adolescent children in Bulak Village, with 40 respondents. Respondents are mothers who have early childhood and adolescent children, so the study results cannot be fully generalized by involving mothers and fathers in filling out the questionnaire.

The recommendation for further research is to use this study as an initial reference in developing a digital literacy education model for parents, especially those with early childhood and adolescent children. Suppose you are interested in researching a similar pattern. In that case, you should use variables that directly measure the impact on children so that data is obtained from parents and children directly in one study. In addition, it is also best to involve both parents, namely father and mother.

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