

Digital Press Social Sciences and Humanities

The Effect of Digital Literacy on the Independence of
Street Children During the Covid-19 Pandemic

Ofri Somanedo and Any Diana Vitasari

Proceeding of The Non-Formal Education International Conference 2020

Alim Harun Pamungkas, Jamaris, Solfema (eds)

The Effect of Digital Literacy on the Independence of Street Children During the Covid-19 Pandemic

Ofri Somanedo*, and Any Diana Vitasari

Heuta Andra Pedagogy Foundation, Banyuwangi, Indonesia

*e-mail: ofrisomanedo@gmail.com

Abstract

The purpose of this study was to determine the effect of digital literacy on the independence of street children in terms of recent education. This study uses a quantitative approach with inferential analysis using different test techniques and multiple linear regression analysis. This research was conducted in one of the Islamic boarding schools in Malang City. The sampling method used was a Total Quota Sampling of 60 people. From the research findings, it shows that there is no significant effect of digital literacy in terms of the latest education of street children. The conclusion of this study is that street children tend to have low levels of digital literacy with the latest education taken by street children. The identification of street children with the latest education has a priority to get independent improvement interventions in their education.

Keywords

Digital literacy, street children, independence

1 Introduction

Street children have actually developed for a long time, but nowadays they are increasingly becoming the world's attention, along with the increasing number of street children in various big cities in the world. In the concept of community empowerment, it is necessary to know the potential or strength that can help the change process so that it can be faster and more directed because without the potential for power that comes from the community or a person, group, organization or community it will be difficult to move to make change. The results of the presentation by the Indonesian Child Welfare Foundation (2004) illustrate that street children continue to experience improvement in both qualitative and quantitative terms. The main problem of this has happened to various street children for violence action whether it is from physical, spiritual, and living expenses, as well as social forms. The number of these incidents results in the inability of the street children's families who are unable to provide for the family life needs of the street children, many internal dynamics of assistance such as harmony in the street children's families, child care capabilities and the lack of children's desire to be supported by the family during a crisis in the family. The purpose of This study is to determine the effect of digital literacy and independence of street children in terms of the latest education of street children.

According to Hidayat (2015, p. 84), sustainability regarding programs through rights that guarantee equality of participants in an action program needs to be described and understood by stakeholders such as discipline, independence and learning. The results of the presentation explained that there are several digital literacy issues that have been put forward by these experts, digital literacy in terms of work is an attitude of awareness, one's willingness, and a willingness to obey the rules and social rules that exist in the environment. Digital literature is closely related to performance or performance. That way can measure the level of digital literacy.

Literacy is currently the focus of various countries, especially developing countries. Initially, literacy was only understood as the ability to read and write, but nowadays it has developed into various meanings according to the study of the object being studied. One of the objects studied is digital literacy. Digital literacy is defined as the ability to understand and use information from various digital sources (Gilster, 1997).

Furthermore, the core competencies of digital literacy can be categorized into four parts. These categories are internet searches, guided directions, evaluation of information content, and knowledge compilation. These categories and interpretations tend to focus more on a person's cognitive abilities in responding to information in the digital world, not just skills in using digital devices. Another opinion states that digital literacy is knowledge, skills and mastery of both information sources and digital tools (Steinberg & Silk, 2002). Everyone who is able to take advantage of the latest digital devices is envisioned as a holder of the future. Based on these studies, it can be concluded that digital literacy is the ability and skills to organize information in the digital world which is supported by skills in operating existing digital devices. There are at least seven indicators to measure a person's digital literacy abilities and skills (Beetham et al., 2009). These indicators are information literacy, academic digital activities, learning skills, ICT literacy (information and communication technology), privacy management, communication and collaboration, media literacy.

The description of the study was that the digital literacy variable was assessed from the researcher using a study from Steinberg about adolescent independence. The value of the correlation coefficient shows that the strength of the relationship between facilities and customer satisfaction is strong, meaning that any small changes, either increasing or decreasing in facilities will affect the increase or decrease in greater customer satisfaction.

2 Methods

This research was conducted at the Salafiyah Sabilul Hikmah Islamic Boarding School located on Jalan Polowijen 190 RT 04. RW 02 Polowijen Village, Blimbing District, Malang City. This cottage is led by Gus Ubaidillah Hamid who graduated from a boarding school in Pasuruan. He started to build a cottage since 2013, in a house which is a waqf from his wife's family. This study uses a quantitative approach and uses analysis of variance and kruskal-wallis in the analysis process the data. In this study the authors used the Nonprobability Sampling method, while the sampling method used was the Total Quota Sampling. The researcher took the method of collecting data, namely the way of questionnaires, observation and interviews, documentation. In this study the respondents faced were street children who did not know the researcher personally, so the researcher used the data collection method in the form of personal interviews using the guidelines of the instruments that had been prepared.

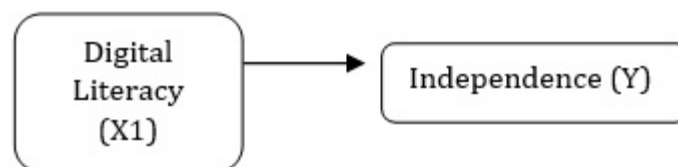


Figure 1 Variable

Information:

X1: Digital Literacy (independent variable)

Y : Independence (dependent variable)

→ : Partial effect

.....> : Simultaneous influence

This study took participants of street children in the Salafiyah Islamic Boarding School in Malang City, as many as 30 in 2020 and 30 respondents of street children in Ponpes Salafiyah Sabilul Hikmah Malang. So, the total respondents are 60 respondents. Research using Likert scale questionnaires as well using Analysis of Variants and Kruskal-Wallis in data analysis.

3 Results and Discussion

3.1 Results

This section describes the real condition of the results of the study of the level of each existing variable. The division of the level is a description of the number of calculation results from the instruments filled in by the respondents and then analyzed using Microsoft Excel 2007. Digital literacy level categories are divided into three levels of digital literacy categories, namely: the small group, namely the percentage of <60% of the total scoring, from the middle class, namely the percentage of 60% - 79% of the total score, the upper class, namely the percentage of > 79 % scoring amount.

The results of the description of the instrument that have been compiled state the statement 9, so that the lowest score obtained is 9 then the highest score that can be obtained by means of 32 then is adjusted according to the percentage with the scoring that has been prepared. From the presentation with digital literacy, the total number of statements possessed is as many as 20 statements, which are obtained from the minimum score is 20 then the maximum score that can be is 76 then which is adjusted according to the various increases in the influence. The following are the criteria for the division of the various factors.

Table 1 Criteria Level

level	criteria	range	
		Digital literacy	independence
High	>79% total score	26-32	54 - 76
moderate	69% - 70%	18-25	37- 53
low	< 60%	9-17	20-36

3.1.1 Street Children Digital Literacy Level

There is this stage that describes the level of discipline of street children in the Salafiyah Ponpes Sabilul Hikmah criteria that have been prepared. The results of the study regarding the picture obtained by the digital literacy of street children, namely 11.6% of street children belong to the category that has a low digital literacy level, then 74.7% has a moderate digital literacy level, and as much as 13.7% is in the digital literacy level category.

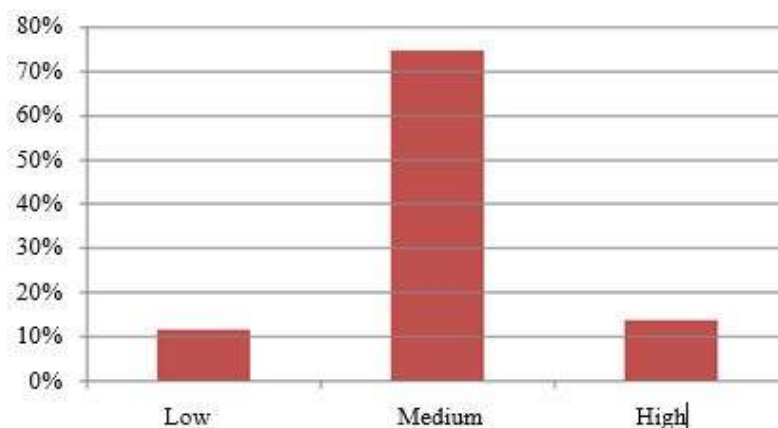


Figure 2 Digital Literacy Level

3.1.2 The level of independence of street children

This section explains the level of independence in the Salafiyah Islamic Boarding School Sabilul Hikmah referring to the existing criteria. From the research, the results obtained regarding the description of independence, namely 5% in the low category, 23% of them in the category of having moderate independence and those included in the category of having a high level of independence by 79% (Figure 3).

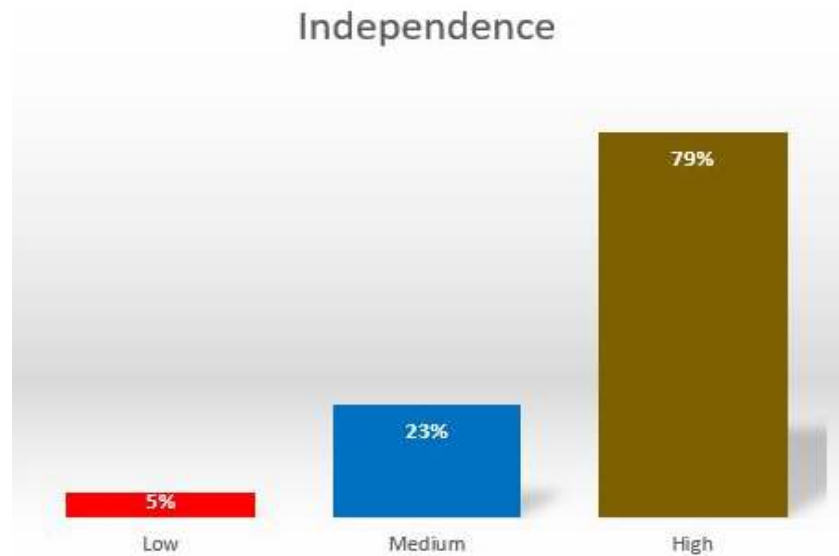


Figure 3 Level of Independence

The results of the level of independence of street children were sharpened by indicators of descriptive analysis on independence. Descriptively, the results of each indicator of independence behavior show that the indicator is the lowest score among other indicators.

3.1.3 Analysis of Variants

The study in this section the researcher describes the analysis of variance from several existing variables. Some of the analyzes carried out are digital literacy and independence of street children from an educational background. In the analysis section using analysis of variance (one-way ANOVA) this variant the researcher assumes if homogeneity and normality are met and analyzes as an alternative to the Kruskal-Wallis analysis if the homogeneity and normality opinions have not met. In each statistical test there are criteria in its interpretation in Table 2.

Table 2 Criteria for Each Statistical Test

Type of Test	Criteria	Interpretation
Normality test	Sig value > 0,05	normal data
Homogeneity test	Sig value > 0,05	homogeneous data
One-way test ANOVA	Sig value > 0,05	there is no difference
Kruskall-Wallis test	asympt sig value >0,05	there is no difference
Post Hoc	Sig value > 0,05	has no mean difference

3.1.4 Digital Literacy Level in terms of Recent Education

In this analysis, the researcher tests normally and the homogeneous test is tested first. In this normality test, researchers used the method or Shapiro-Wilk and Kolmogorov-Smirnov in Table 3.

Table 3 Normality test of the latest education data with digital literacy

Education level	Kolmogorov-Smirnov ²			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Elementary	.385	3	.	.750	3	.000
Junior High	.155	11	.200*	.947	11	.600
Senior High	.394	4	.	.773	4	.062
Junior High Dropout	.185	26	.022	.907	26	.023
Senior High Dropout	.186	9	.200*	.881	9	.160
University Dropout	.265	7	.148	.891	7	.282

From the results of the normality test using the Shapiro-Wilk and Kolmogorov-Smirnov data shows that the value of (sig.) > 0.05 means that the results are said to be the same. The next stage is through normal testing of information, then the homogeneity test. Homogeneous testing is carried out so that the requirements of the analysis of variance can be seen in Table 4.

From the resulting SPSS analysis for homogeneous testing of relevant or significant results (Sig.), Which is 0.468, because the significance results are 0.468 > 0.05, the conclusions from various kinds of age ranges of street children who have been compared are the same homogeneous, from homogeneous assumptions that have been tested by the one-way ANOVA test are fulfilled. The next stage is after the homogeneity test and normality test have been fulfilled, is the ANOVA test. Then proceed to analysis of variance, the researcher examines the mean results in the last education grouping section in Figure 4.

Table 4 Homogeneity test of the latest education data with digital literacy

Test of Homogeneity of Variances					
Value	Levene Statistic	df1	df2	Sig.	
	.932	5	54	.468	

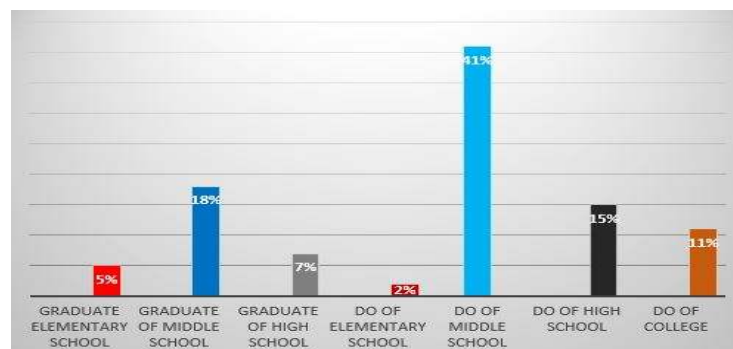


Figure 4 Average Digital Literacy Level by Latest Education

From this explanation, the digital literacy of the results of the latest education of street children has details, namely the average digital literacy level of street children for elementary / equivalent graduates is 5.0. From the digital literacy average of street children who graduate for Junior High School / equivalent is 18.3. Then the digital literacy average for street children education for high school graduates / equivalent is 6.7. From the digital literacy average of street children for SD drop out of 1.7. The average digital literacy rate for street children DO SMP is 41.7. Then the digital literacy average of street children DO SMA is 15.0. After that, the average digital literacy rate for street children, DO PT, was 11.7.

Table 5 Digital literacy ANOVA test based on recent education

ANOVA					
Value	Sum of Squares	df	Mean Square	F	Sig.
Between groups	134.568	6	22.428	2.008	.081
Within groups	593.015	53	11.170		
Total	792.538	59			

From the SPSS analysis for homogeneous testing obtained from the results (Sig.), Namely a number of $0.081 > 0.05$. These results indicate or it can also be concluded that there is no significant difference in digital literacy in terms of the latest education of street children. Education background of street children consists of elementary to high school graduates.

Table 6 Independence Normality Test based on Latest Education

Education history	Test of Normality					
	Kolmogorov-Smirnov ²			Shapiro-Wilk		
Value	Statistic	df	Sig.	Statistic	df	Sig.
Elementary	.237	4		.939	4	.650
Junior High	.173	11	200*	.933	11	.438
Senior High	.298	4		.849	4	.224
Junior High Dropout	.194	26	.013	.850	26	.001
Senior High Dropout	.365	9	.001	.755	9	.006
University Dropout	.264	6	200*	.875	6	.246

The results of the normality test using Shapiro-Wilk and Kolmogorov-Smirnov show that the value of significance (sig.) > 0.05 so that the data is declared normal. The next step is the homogeneity test as an ANOVA requirement.

Table 7 Homogeneity test for independence based on recent education
 Test of Homogeneity of Variances

Value	Levene Statistic	df1	df2	Sig.
	1.680	5	54	.155

From the SPSS analysis for homogeneous testing obtained from the relevant or significant results (Sig.), Which is 0.155, because the relevant or significant results are $0.155 > 0.05$, the various conclusions about the age range of street children who have been juxtaposed will be homogeneous or the same, from the assumption that homogeneity has been tested by the One-way ANOVA test is fulfilled. The next stage is after the homogeneity test and normality test can be fulfilled, is the ANOVA test. Then proceed to analysis of variance, the researcher examines the mean results among the various street children's latest education.

In the next description after the analysis process is the ANOVA test. This test aims to examine whether there is a significant difference in independence from the last education of street children. The next stage is the difference test using analysis of variance (ANOVA). This test is useful for testing the last education which is not the same as having a mean or not the same result, <0.05 from the mean that is not the same, if the results are relevant or significant (Sig.) > 0.05 from the same mean.

Table 8 Independent ANOVA Test based on the last education

	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between groups	191.812	5	38.362	.565	.726
Within groups	593.015	54	67.874		
Total	3856.983	59			

From the SPSS analysis for homogeneous testing obtained from relevant or significant results (Sig.), Namely a number of $0.726 > 0.05$. These results indicate or it can also be concluded that there is no significant difference in the independence of street children in terms of the latest education of street children. Education background of street children consists of elementary to high school graduates.

4 Discussion

In the aspect of street children education, very active in participating in activities at the boarding school, such as training in making paralon pipes and counseling so that in some activities street children receive special assistance from the boarding school which is a person's ability to manage all the resources they have properly and appropriately.

This indicates that street children understand the importance of aspects for their future, in this case training, in their lives. In addition to the training aspect of street children, it also contributes to increasing independence in the form of education. education is that at first did not attend school, it is now registered in the pursuit of packages (Gantina & Eka, 2011).

Research studies show that their status remains in school because they want to be considered equal and can be used for their future provisions. It has been described by Parker (2005, p. 226) with regard to a person's skills about and the task of independence, namely being able to carry out to achieve objectives and how to manage them Some of the literature reinforces and supports the findings in this study which describe the high level of independence of street children. Besides being based on previous research, the literature review describes the factors that support the level of independence of street children, namely thinking positive emotions, aspects of behavior and values.

In this context, the high level of independence of street children is also thought to be driven by the existence of several educational institutions and having a high spirituality aspect. Another aspect that contributes to the high level of independence of street children is also thought to be the impact of being close to the boarding school.

Positive results from the level of independence of street children that tend to be high are sharpened through the results of the descriptive analysis of each indicator. The results of each indicator analysis show that the behavior and indicator value has the lowest value among the other indicators. Both indicators are closely related to street children education. If the level of education is high, it will certainly increase these indicators, of course, independence properly in line with this and physical will be fulfilled. If the level of education is higher, it will be well maintained. Explaining the results of the analysis, in maintaining and even increasing the independence of street children, assistance is needed by experts in the field of family education (parenting).

The need for access to education can be met by conditioning the families of street children to be active in non-formal education forums such as training and empowerment programs with assistance from experts in the field of family education (parenting).

Regarding digital literacy, which tends to be more varied. The majority of street children have high digital literacy. But not balanced and implemented. Decisions made by street children in the preliminaries examined in this study are reflected in that more than half of the activities are learning partly from other indicators. This indicates that street children have not confirmed their digital literacy yet. From the presentation of the results that have been analyzed on digital literacy indicators that street children are left behind. Increased learning behavior and positive feelings of street children about their behavior can be improved through the application of digital literacy skills in learning activities, especially the non-formal education path

It is different from digital literacy, which has a very small low category, in the low category level it is almost equal to the high criteria which is only 1% adrift. The research findings which state that high independence which is at a moderate level is also as viewed from research studies states that age categories that have a tendency to be in the low and medium level digital literacy category, namely the millennial generation or the generation born between 1981 to 1994 and in context In this study, the average age of street children was 18.9 years old who entered the millennial generation. Measuring each indicator states that it is an intermediate indicator. From the explanation of the study, it is clear that the assumption is getting stronger that street children are still living independently, so it is so easy. Indicators of independence as well as the benefits of obeying the rules for the skill level of learning and also the qualitative levels of the academic, physical, and spiritual fields are still at that level. Of course, through the empowerment program that is empowered at the Ponpes in the form of training that improves skills in using the digital world to increase income and independence for street children.

4.1 Digital Literacy Reviewed from Recent Education

The presentation of the analysis of this study shows that there is no difference when digital literacy increases, according to the latest education of street children. Furthermore, although the results of different tests state that there is no significant difference, each last education has a difference in general in digital literacy. The results of this research study place the educational background in a low digital literacy position, even though the description of the data extracted is that educational background most determines a person's digital literacy level. In line with this low digital literacy has an impact on the discipline management of street children, Singodimejo in Sutrisno (2009, p. 90), discipline is a willing and willing decision to obey and obey the rules around it. Furthermore, discipline will support the desires of the institution, but if the discipline decreases it will cause obstacles and delay the institution's achievement.

4.2 Independence Reviewed from Previous Education

The study of this aspect shows that there is no significant difference in the level of independence behavior in terms of the educational background of street children. Furthermore, although there is no significant difference, each type of educational background certainly has a different average from one another. Educational background is an educational background that experiences different problems from one child to another with low independence. The results of the study place an educational background as the educational background of street children with low independence. independence is not a skill that has been owned from birth for children to be accustomed to behaving independently to train independently gradually and starting from the AUD period. Independence is very much needed from an early age because independence is not in the form of something that exists from birth but patterns of attitudes and behavior can be learned and a reaction to various conditions in socializing in the environment (Hasanah, Supriyono, Herani, & Lestari, 2010). From the formation of this process, independence cannot be separated from the influence of the environment around the place of residence, it can also affect the family, school and community.

4 Conclusion

In the analysis of variants it is known that street children who tend to have low digital literacy are street children whose age range is 15 years, from the last primary and junior secondary education, as well as status who are not in school. And also does not have a significant difference between the independence seen from the last education of street children. These results can be a reference for policy holders and parties who are in direct contact with the social sector of street children, that the focus on increasing the independence of street children can be studied through digital literacy. Furthermore, content in family education programs (parenting education) can be filled with knowledge and skills.

5 Suggestion

Street children whose last education was elementary school, junior high school and who also dropped out were actively and independently participating in activities in the field of non-formal education. Furthermore, content in family education programs (parenting education) can be filled with knowledge and skills. Thus, increasing its independence. Social agencies are suggested that these findings can be a source of information that can create an atmosphere of good digital literacy, high independence to meet their learning needs to be more responsible. This function should be able to involve the surrounding community in implementing non-formal education links, empowerment and escort not only for street children but providing educational opportunities, especially for families of street children.

References

- Badan Kesejahteraan Sosial Nasional. (2004). *Modul Pelatihan Pimpinan Rumah Singgah*. Jakarta.
- Beetham, H., McGill, L., & Littlejohn, A. (2009). *Thriving in the 21st century: Learning literacies for the digital age (LLiDA project): Executive Summary, Conclusions and recommendations*. UK Joint Information Systems Committees (JISC).
- Gantina, K., & Eka, W. (2011). *Teori dan Teknik Konseling*. Jakarta: Indeks.
- Gilster, P. (1997). *Digital Literacy*. New York: Wiley Computer Pub.
- Hasanah, N., Supriyono, Y., Herani, I., & Lestari, S. (2010). Peningkatan Kepercayaan Diri Mahasiswa Melalui Pelatihan Asertivitas. *Jurnal Interaktif*, 1(2), 77-83.
- Hidayat, H. (2015). *Pengelolaan Hutan Lestari: Partisipasi, Kolaborasi, dan Konflik* (1st ed.). Jakarta: Anggota IKAPI.
- Parker, D. K. (2005). *Menumbuhkan Kemandirian dan Harga diri Anak* (B. Wibisono, trans.). Jakarta: Prestasi Pustakakarya.
- Steinberg, L., & Silk, J. S. (2002). Parenting Adolescents. In M. H. Bornstein (Ed.), *Handbook Of Parenting*. New Jersey: Lawrence Erlbraum Associates.
- Sutrisno, E. (2009). *Dimensi dan Indikator Disiplin Kerja*. Surabaya: SMMAS.