



The effect of family digital literacy on the formation of political knowledge of beginner voters in Malang Raya, Indonesia

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Abstract

The development of media and the abundance of information on digital platforms has made the Indonesian Ministry of Education and Culture implement a digital literacy program in schools. However, this seems to reduce the function of digital literacy education, because it is still considered the main task of schools and the government. With these arguments, this article is a study that seeks to trace the effect of the level of digital literacy application in families on the level of political knowledge of new voters. This research was conducted in Malang Raya, which includes Malang City, Malang Regency and Batu City for beginner voters in 2019. The population in this study was high school students in Malang Raya who already had the right to vote in the 2019 Election. The number of samples collected was 503 respondents spread across three regions of Malang Raya with the sampling technique using multi-stage sampling. The results of this study indicate that the significance level is 0.00 below the alpha number of 0.05. This means that there is a relationship between the level of digital literacy in the family and the political knowledge of new voters in Malang Raya.

Keywords: civic education, digital literacy, political knowledge

1. Introduction

In the current era, the internet contains a lot of information that is not suitable with the children's education curriculum. This is supported by data from the Ministry of Communication and Informatics which states that 95% of internet users in Indonesia only use the internet to access social media (A'yuni, 2015) ^[1]. Therefore, the government is implementing a digital literacy program under the Ministry of Education and Culture. This program is implemented as a form of vigilance to prepare young generation to use the internet wisely. According to Fieldhouse & Nicholas, digital literacy is a method for finding, evaluating and receiving or rejecting information in the use of digital media and information (Belshaw, 2012) ^[2]. Even in recent years, digital literacy has become an interesting topic in various worlds because of technological developments and their influence on the development of a country.

The results of research conducted by Qory Qurratun A'yuni (2015) ^[1] who took samples in Surabaya showed the digital literacy level of adolescents was high. The high level of digital literacy indicators for adolescents was in the aspects of searching the internet, navigating, and knowledge assembly. However, there were aspects that were classified as low, namely the aspect of evaluating information content. This aspect is one of the important aspects for creating good digital literacy skills, because this aspect emphasizes the art of critical thinking when getting information. The results of the next two studies emphasized the importance of digital literacy. Bella (2018) proved that the application of digital literacy contributed 44% towards improving student learning. Meanwhile, Nani and Nola (2017) saw a different perspective, where the poor understanding of digital literacy made children and adolescents lose their identity. This has a negative impact on their behavior such as being insulting,

judgmental, and meddling in other people's business. In this situation digital literacy becomes a dilemma. Should it carried out properly it will have a positive impact, but if it is done poorly it will have a negative impact, and this is where all stake holders must pay serious attention to this phenomenon.

However, various studies showed that not many have paid attention to the role of the family in shaping digital literacy. This is because digital literacy education is still considered as the main task of schools and the government. Another corroborating factor is the poor knowledge of parents' digital literacy, as there are parents who are not able to understand technological developments. Due to this situation, the development of digital literacy in the family is not going well. Indeed, good family digital literacy affects the knowledge of family members in sorting out between correct and incorrect information. This ability is useful for all aspects of life, including political aspects. In the political aspect, parental supervision could be in the form of control over children so that in absorbing information from various media platforms children could distinguish hoax or other types of information. Families are the first agents of socialization in implementing digital literacy and shaping political attitudes, because children tend to imitate what parents and other family members do. Therefore, it is crucial for family members to provide digital literacy and political knowledge to children.

Based on the explanation above, this article seeks to explore 2 objectives; first, understanding the level of digital literacy in families and second, analyzing the influence of family digital literacy in shaping children's political knowledge. This will be done by taking advantage of the momentum of the 2019 election in Indonesia, as this study will take respondents, namely novice voters in Malang Raya. Malang City was chosen because this city

has prominently known as the city of education, therefore many young people come from outside Malang City. In addition, Malang City has also become a benchmark in the development of digital-based areas in East Java, thus technological developments are rapid and innovative.

2. Literature Review

Understanding Family Digital Literacy

The term digital literacy was coined by American writer Paul Gilster in 1997^[7] through one of his books, *Digital Literacy*. Digital Literacy according to Paul Gilster is the ability to understand and use information in many formats from various sources presented via computers (Lee, 2014)^[8]. The ability to think critically and make wise use of various sources of information is a demand in digital literacy. Various cases such as fraud, internet abuse, defamation, addiction, name-calling such as “*sumbu pendek*” (lit. short axes/ short-tempered), and the most recent of which are cases regarding hoaxes, show that Indonesian people still have low digital literacy. Based on this case, there have been several efforts taken by various parties such as anti-hoax campaigns, public service advertisements to use social media wisely, to the formation of the 2013 Curriculum. However, the aforementioned movements were not yet implemented massively and evenly and somehow tend to be responsive therefore digital literacy in Indonesia does not yet have a clear role.

Gilster (Gilster, 1997)^[7] argued four abilities that are considered important in digital literacy, namely searching the internet, navigating hypertext, evaluating information content, and knowledge assembly. Gilster placed more emphasis on critical thinking when dealing with digital media than on technical competence as a core skill in digital literacy (A’yuni, 2015)^[1]. In establishing digital literacy, support from each institution is needed. Governments, community groups and families could play a role in shaping 'digitally literate' individuals. The first institution that could play an important role is the family. In this era, many parents provide access to cellphones to children who are actually not old enough to get this access, as they do not have stable emotions. Some parents also do not provide assistance when their children use cellphones. Thus, in this modern society, the internet is actually a medium that lacks parental supervision due to the lack of parental guidance and knowledge of the internet (Lee, 2014)^[8]. Therefore, digital literacy is needed in the family to bridge these needs.

Family literacy is a concept used for literacy practices that involve parents, children, and other family members at home (Nutbrown & Hannon, 2003)^[9]. The concept of family literacy is also used to explain a variety of specific programs that raise the importance of the family dimension in learning and practicing literacy (Nutbrown & Hannon, 2003)^[9]. In this context, the family is not only the responsibility of the parents, but all family members. In Indonesia, the Ministry of Education and Culture has set six indicators to measure the level of digital literacy in families, namely the increasing number and variety of digital literacy reading materials owned by families; increasing frequency of reading digital literacy materials in the family on daily basis; increasing number of digital literacy literature read by family members; increasing frequency of access of family members to use the internet wisely; increasing intensity of digital media use in various activities in the family; and the number of

digital literacy trainings that are applicable and have an impact on families.

Factors for Forming Youth Political Knowledge in Society

Pastarmadzhieva (2015)^[10] explained political knowledge in a simple way that leads to a range of factual information about politics that is stored in long-term memory. This relates to all information in the past about politics which is then stored in memory. Political knowledge is important for countries that adhere to a democratic political system, because citizens could understand the content of public debate and carry out informed political participation (Pastarmadzhieva, 2015)^[10]. This has become a problem in Indonesia, where there is often a gap between the expectations of the people and political activity. Lack of socialization and education that builds political knowledge in society makes people unwise in responding to the democratic process. Some people have apathy towards politics and government, because they think that some policies are irrelevant to their situation, so they do not use their voting rights. This is where political knowledge plays an important role because it can erode distance, so that citizens can rationalize and understand their own interests. This affects the content of beliefs, opinions, preferences and attitudes, which have an impact on political preferences and elections (Pastarmadzhieva, 2015)^[10]. One of the efforts to improve political knowledge is through education. Knowledge and education play an important role for the progress of individuals and the public (Clark, 2013; Pastarmadzhieva, 2015)^[3, 10]. Education in this context does not only lead to formal but also non-formal institutions. Based on this discourse, several broad categories related to political knowledge can be drawn, namely: political culture, political information, public education, public opinion, and civic competence. Education serves to increase cognitive abilities when processing information (thereby reducing costs involved in political learning) and to increase interest in political affairs (Clark, 2013)^[3]. William Galston, a professor who specializes in issues of public philosophy and political institutions in the United States, also wrote a scientific paper related to political knowledge, entitled *Political Knowledge, Political Engagement, and Civic Education*. One important aspect according to Galston (2001)^[6] is education. Education is a key format for forming good citizens. The level of general education of individuals significantly influences their political knowledge and characterizes their political participation (Galston, 2001)^[6]. In formal institutions, the best instrument for shaping political knowledge is actually in school educational institutions. Schools are the right places to convey political knowledge because there is a process of political socialization. Political education in Indonesia has started from elementary school to high school (SMA), namely through the civic subject with different knowledge weights at each level of education. In addition, political education is also obtained through student activities such as OSIS (Students Organization), Scouts and PMR (Red Cross). With these activities, schools can provide roles for students to get to know politics according to student interests.

Education does not only come from within the classroom, but also comes from non-formal institutions such as the role of society, the participation of young people in community activities, and various political activities. Through these activities, citizens can have more opportunities to observe, engage with, and learn about

the political process and can develop a stronger sense of obligation to seek political information (Clark, 2013) [3]. Formal classrooms are important for all dimensions of knowledge, but non-school sources tend to provide relevant information (Galston, 2001) [6]. Civil society also plays a role in political knowledge through socialization activities and examples of appropriate political behavior. Political socialization is related to the importance of politics for individuals and the state, which is channeled or conveyed in appropriate ways. Meanwhile, political behavior can be in the form of real action in political participation, such as conveying political aspirations well, being an agent of social control in all political activities, to the use of suffrage itself. Through real experiences, young people can learn about their environment. Based on the above discourse, the political knowledge variable will be analyzed by looking at indicators of understanding related to politics, sources of political understanding, and understanding related to the General Election.

3. Method

This research was conducted in Malang Raya, which includes Malang City, Malang Regency and Batu City for beginner voters in 2019. The location was chosen because Malang Raya is one of the cities of education in East Java for various levels ranging from elementary school to university, so it becomes the destination for young people to continue their education. Beginner voters, who range in age from 17-21 years, are very familiar with technology. Therefore, the author was interested to see to which extent the digital education system initiated by the government is applied to youth and their environment, in this case their family as the first agent of socialization. The population in this study was high school students in Malang Raya who already had the right to vote in the 2019 Election. Election moments are the right time to measure the political knowledge of beginner voters. The number of samples collected was 503 respondents spread across three regions of Malang Raya. The sample size was determined using multi stage sampling technique.

The author used a quantitative research method with a correlation analysis approach to see the relationship between two variables without any attempt to influence these variables. The measurement scale used the Likert scale, where the Likert scale used several questions to measure individual behavior by responding to the five choice points on each question item in this study, namely: very bad, not good, quite good, good, and very good, then completed with qualitative data to clarify the results of the study. This study aimed to show the relationship between

the variables of the application of digital literacy in the family and political knowledge. This was done to see the extent of family efforts in applying digital literacy in their lives, which will later be seen to what extent the relationship is with the political knowledge of children who are included in the category of beginner voters. The data was collected by means of a survey in which information was obtained using a questionnaire, interviews with beginner voters to strengthen data results, and documentation related to supporting data.

4. Result

This study viewed the relationship between the application of digital literacy in the family and political knowledge during the 2019 Election. The basic variables for the application of family digital literacy referred to the six indicators set by the Ministry of Education and Culture, namely: the number and variety of digital literacy reading materials owned by the family; frequency of reading digital literacy materials in the family every day; the number of digital literacy readings read by family members; frequency of access of family members to the wise use of the internet; the intensity of the use of digital media in various activities in the family; and the number of digital literacy trainings that are applicable and have an impact on families. The data collected were processed using the SPSS application and grouped into five level categories based on the Likert scale. General data was given to clarify or provide a general description. The results of SPSS processing showed that from a total of 503 respondents in this study, 270 of them were 17 years old (53.7%), 185 respondents were 18 years old (36.8%) and only 48 respondents were 19 years old (9.5%) of which 295 were male (58.6%) and 208 are female (41.4%). Large number of respondent was adolescents, assuming that they were included as first-time voters, who were already in high school educational level.

Family Digital Literacy

As a first analysis step, Table 1 shows the level of application of family digital literacy obtained by breaking the indicator into several question items. To make it easier to read, all items are collected into a table accompanied by answer choices and percentages. The indicator to see the level of digital literacy is based on indicators that have been put forward by the Ministry of Education and Culture in the K13 Curriculum. The following data were obtained from a total of 503 respondents along with the results of SPSS processing:

Table 1: Percentage of respondents' answers on indicators of digital program implementation in the family

Code	Item	Answer										Total (%)
		VB		NG		QG		G		VG		
		Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)			
A1	The availability of reading material is related to digital literacy of the family	9	1.8	29	5.8	112	22.3	296	58.8	57	11.3	100%
A2	The variety of digital-based reading materials owned by family	6	1.2	26	5.2	123	24.5	286	56.9	62	12.3	100%
A3	The frequency of family members to read digital-based literature every day	10	2	31	6.2	110	21.9	288	57.3	64	12.7	100%
A4	The frequency of family members to readi digital-based literature every month	13	2.6	29	5.8	107	21.3	275	54.7	79	15.7	100%
A5	The wise use of internet by family members	6	1.2	15	3	74	14.7	302	60	106	21.1	100%
A6	The use of digital media in various family activities	6	1.2	23	4.6	58	11.5	328	65.2	88	17.5	100%
A7	The availability of applicable digital literacy training in the family	4	0.8	24	4.8	111	22.1	280	55.7	84	16.7	100%
A8	The availability of impactful digital literacy training to the family	12	2.4	29	5.8	106	21.1	293	58.3	63	12.5	100%

A9	The availability of digital reading materials about politics and elections in the family	12	2.4	25	5	103	20.5	285	56.7	78	15.5	100%
A10	The frequency of family members in reading digital reading materials about politics and elections	14	2.8	25	5	83	16.5	302	60	79	15.7	100%
A11	The participation of family members in preventing the spread of hoax news	13	2.6	20	4	84	16.7	285	56.7	101	20.1	100%
A12	The use of digital media by family members to access news on the 2019 Elections.	11	2.2	16	3.2	70	13.9	306	60.8	100	19.9	100%

Source: SPSS Data Analysis

The data shows that the highest application of digital literacy in families is item A6 regarding the use of digital media in various family activities. This confirmed that technology has entered various lines and is targeting many groups. Based on the platforms accessed, most respondents accessed social media, such as Youtube, Whatsapp, Instagram, and Line. The use of Youtube itself varied, which could be used to listen to music or watch other entertainment content. Meanwhile, Whatsapp was used as an effort to establish communication, both with family and friends. However, not only for entertainment and communication, the second highest item A12 could be seen where respondents also used digital media to access news on the 2019 Election. This made sense considering that political actors used the internet and social media as their platform because it was effective and efficient. Therefore, before the Election, the publicity of political actors could certainly be accessed by digital media users. From the respondent's point of view, they currently use digital media to access election news because it has easy access to news. This was in line with the third largest item, A10,

which related to the frequency of family members in reading digital reading materials about politics and elections. Family members can easily access the news they want via the internet because they don't need to wait for news broadcasting time on TV or wait for news in newspapers to access political news and elections.

Measuring Political Knowledge

It is interesting when looking at the data in the family literacy indicator that was initiated by the Ministry of Education and Culture, it turns out that it showed good results. It means that there was already awareness and a socialization process in the family to be able to use technology and the internet wisely. The data was also in line with data from the digital literacy aspect relating to activities and processes in the formation of political knowledge that have shown good results. With regard to political knowledge, the basis for this answer will be rooted in aspects of education and their basic understanding of politics. The following data was compiled by the author:

Table 2: Percentage of respondents' answers on the indicator of political knowledge

Code	Item	Answer					Total (%)					
		VB	NG	QG	G	VG						
		Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)						
B1	Understanding related to the definition of politics	10	2	21	4.2	92	18.3	313	62.2	67	13.3	100%
B2	Understanding of political actors	7	1.4	26	5.2	148	29.4	270	53.7	52	10.3	100%
B3	Understanding the form of political activity	9	1.8	22	4.4	120	23.9	288	57.3	64	12.7	100%
B4	Ability to understand political news	9	1.8	15	3	84	16.7	305	60.6	90	17.9	100%
B5	Ability to identify the characteristics of hoax news during the 2019 Election	4	0.8	23	4.6	79	15.7	304	60.4	93	18.5	100%
B6	Ability to relay information regarding 2019 Election	5	1	21	4.2	121	24.1	290	57.7	66	13.1	100%
B7	Political knowledge that comes from the experience in political activities	8	1.6	33	6.6	131	26	267	53.1	64	12.7	100%
B8	Political knowledge that comes from social media	9	1.8	26	5.2	93	18.5	308	61.2	67	13.3	100%
B9	Political knowledge that comes from mass media	12	2.4	25	5	99	19.7	298	59.2	69	13.7	100%
B10	Political knowledge that comes from book	9	1.8	29	5.8	115	22.9	284	56.5	66	13.1	100%
B11	Political knowledge that comes from teachers in school	9	1.8	24	4.8	83	16.5	311	61.8	76	15.1	100%
B12	Political knowledge that comes from family members	7	1.4	22	4.4	81	16.1	299	59.4	94	18.7	100%
B13	Political knowledge that comes from friends	10	2	29	5.8	110	21.9	289	57.5	65	12.9	100%
B14	Understanding regarding the implementation of the 2019 Presidential Election	11	2.2	14	2.8	90	17.9	310	61.6	78	15.5	100%
B15	Understanding regarding the implementation of 2019 Legislative Election	11	2.2	29	5.8	113	22.5	289	57.5	61	12.1	100%
B16	Understanding of the objectives and benefits of the election	8	1.6	19	3.8	82	16.3	307	61	87	17.3	100%
B17	Understanding the principles of the Election	8	1.6	18	3.6	93	18.5	312	62	72	14.3	100%
B18	Understanding the prohibition rule of the Election	8	1.6	17	3.4	77	15.3	315	62.6	86	17.1	100%
B19	Knowledge about KPU	12	2.4	28	5.6	82	16.3	307	61	74	14.7	100%
B20	Knowledge about Bawaslu	7	1.4	25	5	95	18.9	299	59.4	77	15.3	100%
B21	Knowledge on how use the right to vote in Election	7	1.4	19	3.8	76	15.1	301	59.8	100	19.9	100%
B22	Knowledge on how to vote abroad	22	4.4	32	6.4	119	23.8	269	53.5	61	12.1	100%
B23	Understanding the requirements to have the right to vote during an election	10	2	17	3.4	73	14.5	315	62.6	88	17.5	100%
B24	Understanding how to vote outside the area of living with A5 form	16	3.2	22	4.4	128	25.4	260	51.7	77	15.3	100%
B25	Understanding the requirements to be president or vice president	10	2	19	3.8	98	19.5	292	58.1	84	16.7	100%
B26	Knowledge on how to become a legislative candidate	13	2.6	23	4.6	120	23.9	263	52.3	84	16.7	100%
B27	Understanding the limits for campaign funds contributions from individuals and legal institution	18	3.6	24	4.8	132	26.2	264	52.5	65	12.9	100%
B28	Understanding regarding the form of public participation in the Election	11	2.2	15	3	75	14.9	308	61.2	94	18.7	100%

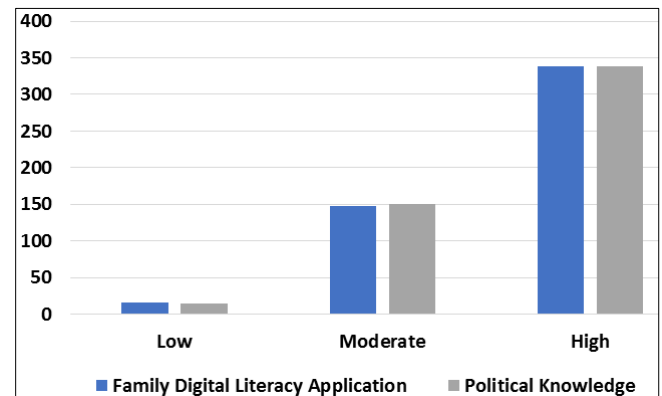
Source: SPSS Data Analysis

Table 2 shows that the answers of 503 respondents tend to show good results. The political knowledge variable has three indicators which were then broken down into 28 question items. The three indicators namely political knowledge, sources of political knowledge, and knowledge related to elections. The high level of political knowledge also affected political participation, where 459 respondents (91.3%) exercised their voting rights in elections. Starting from items B1-B6 about political knowledge where item B1 has the highest percentage of answers regarding political knowledge. This knowledge was based on political terms that have been heard by respondents through Civics or Citizenship Education lessons. However, their knowledge was mostly that of practical politics where the state and government engaged in political parties. Respondents also have good knowledge in understanding political news due to easy access, especially after the internet. Eventually, the biggest item has to do with understanding hoax news. The answers showed good results, which means that beginner voters have begun to be able to filter and identify incoming information. However, some respondents still misunderstood hoax news by identifying the news that used low quality photos must be hoax. In fact, identifying hoax news was not only done by judging the quality of the photos.

Regarding the source of political knowledge for beginner voters, which comprises items B7-B13, most of them show good results. The highest rating in either answer is item B11 on political knowledge that came from school teachers. The teachers in question are mostly Civics teachers who taught about elections in this subject. Actually, teachers of other subjects also reminded them about political activities during the General Election, but the portions were not as big as Civics teachers. Political knowledge derived from social media (item B8) also has a fairly large indicator percentage, namely 61.2%. Generally, the news platforms that often provide insight to respondents are Line and Instagram. The next item, namely political knowledge that comes from the family (B12), also influenced the respondents' political knowledge. The family is the place for the exchange of information as well as the respondent's first agent of socialization regarding various matters, including politics.

The last indicator on knowledge related to elections includes items B14-B28. Almost all the answers showed good results, with item B23 having the largest percentage in this category, which is

62.6%. Respondents who fall into the category of beginner voters understood that in order to have the right to vote during an election, their minimum age must be 17 years old. The knowledge on the suffrage requirements were also obtained from Civics education. Item B18 concerning prohibition during elections has the same percentage as item B23. This knowledge was also obtained from Civics lessons, such as the prohibition on campaigns using money politics, the prohibition on campaigns that threaten the unity of the nation, and the prohibition on destroying campaign props. The next item that has a fairly high good percentage is related to the knowledge of the form of public participation in the election (B28). The high stream of information in various media regarding the important role of the General Election allowed respondents to know what to do to support the successful election.



Source: SPSS Data Analysis

Fig 1: Graph of the Level of Application of Family Digital Literacy and the Level of Political Knowledge

Figure 1 shows a graph between the level of digital literacy in the family and the level of political knowledge of beginner voters. It could be seen that the two variables have the same answer frequency, which is included in the high category and in each category also does not have a significant difference. Judging by the items of each variable, both of them also have the majority of answers which are dominated by good answers. The correlation between these two variables, could be seen in the table below:

Table 3: Correlation of Family Digital Literacy and Political Knowledge

			Total of Family Digital Literacy	Total of Political Knowledge
Kendall's tau_b	Total of Family Digital Literacy	Correlation Coefficient	1.000	.411 ^{**}
		Sig. (2-tailed)	.	.000
		N	503	503
	Total of Political Knowledge	Correlation Coefficient	.411 ^{**}	1.000
		Sig. (2-tailed)	.000	.
		N	503	503

** Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Data Analysis

From Table 3 about the correlation test, it could be seen that the level of significance is 0.00 with the alpha number used is 0.05. This means, that H0 is rejected, or in other words H1 is accepted because the number of significance is smaller (<) than alpha. Thus, it could be stated that there is a relationship between the level of digital literacy application in the family and the political

knowledge of beginner voters in Malang Raya. However, the table also shows the correlation coefficient at 0.411 where the number is <0.5, which means that the relationship between the two variables is weak. This weak relationship might be caused by several factors such as the discussion of politics is not a standalone digital education to be carried out within the family,

in other words there is education in other aspects that are applied besides politics.

Table 4: Crosstabulation between Sex Types and the Level of Family Digital Literacy

		The Level of Family Digital Literacy			Total	
		Low	Moderate	High		
Sex types	Men	Count	13	90	192	295
		% within Sex Types	4.4%	30.5%	65.1%	100.0%
		% within the Level of Family Digital Literacy	81.2%	60.8%	56.6%	58.6%
	Women	Count	3	58	147	208
		% within Sex Types	1.4%	27.9%	70.7%	100.0%
		% within the Level of Family Digital Literacy	18.8%	39.2%	43.4%	41.4%

Source: SPSS Data Analysis

Table 4 shows the relationship between men and the application of family digital literacy, which has a low category for men, namely 81.2%. This might be caused by several factors, such as more than half of the respondents, namely 58.6% was men who

spend more time outside the home, making it difficult for parents to control their activities. Meanwhile, women group shows a high category because they received more duration of supervision from their parents, making it easier to control their activities.

Table 5: Crosstabulation Sex Types and Level of Political Knowledge

		Level of Political Knowledge			Total	
		Low	Moderate	High		
Sex types	Men	Count	11	89	195	295
		% within Sex types	3.7%	30.2%	66.1%	100.0%
		% within Level of Political Knowledge	78.6%	59.3%	57.5%	58.6%
	Women	Count	3	61	144	208
		% within Sex types	1.4%	29.3%	69.2%	100.0%
		% within Level of Political Knowledge	21.4%	40.7%	42.5%	41.4%

Source: SPSS Data Analysis

The data from Table 5 is also linear with Table 6 in the relationship between sex types and the level of political knowledge. The data shows that men have a low level of political knowledge with a percentage of 78.6%, this could be caused by factors such as content accessed by men were more to games or search engines related to news other than politics. Meanwhile, women show a high category with a percentage of 42.5%, but that percentage is not too different from the medium category. This might be caused by women who mostly access the internet not only for politics, but more on social media. However, social media also contains political news so that access to social media does not completely eliminate political factors.

5. Discussion

Digital Literacy Education in Beginner Voting Families in Malang

Based on the indicators of family digital literacy education from the Ministry of Education and Culture, it is apparent that all items showed a good result. This indicates that there is already concern from parents regarding the importance of supervising children in using gadgets. This supervision is not strictly controlled, but in the form of content restrictions and the duration of gadget usage. This is in accordance with the four steps proposed by Nur Ika Fatmawati in her study to shape the character of children in the current digital era, where parents make agreements with children about the use and duration of using facilities such as gadgets, smartphones, tabs, tablets to the internet at home (Fatmawati, 2019)^[5]. This is an effort to build mutual responsibility between parents and children to cultivate the character and awareness in using the internet. This shared responsibility is important so that

children do not feel burdened and pressured on their own, but the responsibility is shared between the roles of parents and children. Another step in accordance with Fatmawati’s study (Fatmawati, 2019)^[5] is to assist and monitor children's activities in accessing or using social media. The results of the interview also showed that even though parents did not fully understand the internet, there had been efforts to pay attention to what was accessed at home and it was found that some parents also had social media to better supervise their children's activities. Even though they did not supervise all the time, activities like this could shape children's attitudes to be more selective in accessing the internet as they will feel that they are constantly being watched. Parents have also begun to be able to introduce reading materials to children in digital form, although this information was not given in daily basis, most parents provided this information only when the child was having difficulties. Then, the increasing variety of reading material within the family was due to the fact that most family access news through search engines, many news portals provide reading options. This indicated that parents set good and positive role models for their children (Fatmawati, 2019)^[5]. As a matter of fact, the internet was inseparable from adolescence, because they have been using the internet since they were in 6th grade of elementary school. Based on the frequency, most children accessed social media and video games, followed by search engines. The most frequently used social media were Instagram, Youtube, Whatsapp, and Line, which was accessed for more than 4 hours. Driven by high curiosity, adolescents obtained information that was not useful and even potentially endanger the child's development. This of course needs to be put as consideration by parents, because at that age the child still unable

to think maturely. One of the concepts that have not been widely applied in Indonesia is to establish communication between parents, schools and the environment (Fatmawati, 2019)^[5]. This is crucial so that children's behavior and attitudes could be controlled wherever they are. The goal is that they would use the internet in a wise manner. To build the character of children who have a wise digital literacy, it is not enough to rely on just one institution. Children's behavior must be shaped from habits and supported by the surrounding environment.

The Formation of Beginner Voters Political Knowledge in Malang Raya

From the results of SPSS data analysis, it could be seen that there was a relationship between the level of digital literacy in the family and the political knowledge of beginner voters in Malang. The author also displayed qualitative data to explain and complement the aforementioned data. Formal educational institutions have an important role in broadening the insight in political knowledge of beginner voters through civic education. This factor is considered important by Galston (2001)^[6] a significant factor contributing to the formation of political knowledge is education. In particular, this applies to civic education (Pastarmadzhieva, 2015)^[10]. The level of general education of individuals significantly influences their political knowledge and characterizes their political participation (Galston, 2001)^[6]. Not only civics teachers, teachers of other subjects also increase the knowledge of beginner voters who are still students. The important role of the civic subject legitimates Galston's statement which argued that civic education is the key to the growth of political knowledge of adolescence. Galston (2001)^[6] considered that the last three decades of formal civic education have had a low impact on the development of citizenship values. However, attention has begun to increase on this matter, as there is a concern on young people who are less actively involved in society.

From the quantitative data, it could be seen that the source of the respondents' political knowledge came from teachers (civic education) in schools. This in accordance to Galston (2001)^[6] who stated that political knowledge is highly correlated with the level of formal education. General knowledge would lead to more specific knowledge so that people have information about politics. This knowledge would help citizens understand their interests as individuals and as members of groups. The more knowledge we have, the better we can understand the impact of public policy on our interests, and we can effectively promote our interests in the political process. The use of suffrage in elections that reaches a more than 90% percentage indicates that political knowledge affects participation, not only quantitatively but also qualitatively (Galston, 2001)^[6]. Qualitatively, respondents did not only participate in the elections from the encouragement of their parents, but have begun to understand the importance of election for the future of the nation.

Students' political knowledge could also be seen from their understanding of politics. The results showed that students still interpreted politics in a practical sense, involving the government and political parties. But at least they have been able to identify various kinds of political activity. This is as stated by Pastarmadzhieva (2015)^[10] in his study that general political knowledge could be built from theoretical knowledge about political systems and political processes, including knowledge of

structures, institutions and actors in the political system. This also related to one's knowledge of the state, political parties, general elections and democracy. Good results on this general knowledge factor could be used to increase specific knowledge.

Apart from school, parents also play an important role as children's first socialization agent. The transfer of knowledge from parents comes from direct communication and also reading materials. Not only from parents, have other family members also played a role in shaping political knowledge in children. This information is in the form of reading material about politics and elections.

Political reading material in the form of election news could be accessed by family members via the internet because it is easier and more flexible than watching TV and other mass media. However, the later forms of information were not completely abandoned because it was still mostly accessed by parents. Even though parents did not understand the meaning of digital literacy, there were attempts to implement good habits. As stated by a respondent that his family always gives directions and suggestions regarding online media that is allowed to be accessed. The reading material provided by the family was mostly news that was currently being discussed. In addition, parents also provided time limits for playing gadgets. It aimed to impose the habit to the children and to reduce the negative impact of internet use. This kind of cultural factor was considered by Pastarmadzhieva (2015) as a category of political knowledge formation. Political knowledge is accepted as part of the political culture structure along with political values, norms and political traditions.

There were habits and awareness that parents tried to instill. Awareness of using the internet wisely could make people able to adapt and create habits not to abuse technology. This form of parental concern is answering Galston's (2001)^[6] criticism toward the previous generation, arguing that parents were too rigid in educating their children, because parents in the previous generation thought that this way of life was the best for children's development. However, nowadays, parents are able to open up and keep up with technological developments. Today, many parents have learned to understand technology and the internet from their children.

Another factor in increasing political knowledge comes from social media. Social media not only contains entertaining information, but also useful educational information. Beginner voters often get information about various things including politics through social media. As the number of social media user is multiplying exponentially, the government also utilizes it for public education. According to respondents, social media was a tool for conveying political insights to them. During the campaign period, advertisements about political actors and their visions and missions were often found. According to Pastarmadzhieva (2015)^[10], this factor is a reciprocal relationship between the availability of political information and an increase in political knowledge.

Political information could be defined as information received from the media regarding current events in the political process and the behavior of political actors. This political knowledge influences them in understanding their rights in the election. Their understanding could be seen from participating use their voice even though they did not fully understand the vision and mission of political actors. This is sufficiently indicated that their

political knowledge have implications on their political practice. Furthermore, from this political practice they could increase their experience in political activities, and political activity indicates political participation. The results of these measurements could be used as empirical data to measure people's political knowledge.

6. Conclusion

From the results of the correlation test, it is known that the significance level is 0.00 smaller than the alpha number of 0.05. This means that the hypothesis H0 is rejected and H1 is accepted, meaning that there is a relationship between the level of digital literacy application in the family and the political knowledge of beginner voters in Malang. The better digital literacy education in the family, the better the level of political knowledge of beginner voters. Apart from their understanding of the meaning of politics and election activities, more than 90% of respondents exercised their voting rights. The rest of the respondents who did not use their voting rights were due to the difficult access to vote. This is because respondents came from outside the region and did not have access and time to participate in election activities. In addition, respondents were also able to manage news and information more wisely. The role of parents who begin to open up to technology - starting to understand the impact of using gadgets - acts as a controller to restrict the internet usage. Thus, although the respondents were relatively young, they were able to verify the incoming news and did not immediately trust the information.

Besides the above factors, the role of education is very important in increasing political knowledge, especially in the subject of civics. In this case, civic teachers in schools take part - through a curriculum, to introduce the field of politics - in building student knowledge. This is in line with the opinion of Galston (2001)^[6] and Partamadzhieva (2015) who consider that education is the main key to increasing and shaping political knowledge. In addition to education, Galston (2001)^[6] also see the importance of the role of non-educational institutions such as family, groups or political activities, it is hoped that the cultivation of values in gadgets usage will become a habit for beginner voters so that in the future they are able to filter information. This is what Pastarmadzheva (2015)^[10] calls political culture. Political knowledge could have an impact on people's political participation. Good participation will improve the quality of the country's democracy. The more knowledge we have, the better we can understand the impact of public policy on our interests, and can effectively promote our interests in the political process. Political knowledge is a major determinant of instrumental rationality.

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