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Family Digital Literacy for Character Building in Primary Education

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Abstract. Coaching children in the family was proof of digital literacy that could be transmitted from parents to children especially for under 12 years old. The role of the family was very important in using the internet because children didn't have technical skills, knowledge or emotions in accessing various information and entertainment. The purpose of this study were a) the basic concept of digital literacy, b) the basic concept of character building, and c) analysis of the family digital literacy for character building in primary education. The method used was library research with a qualitative approach. Data sources in this article were journals and books relating to family digital literacy on character building. The results of this study were 1) Digital literacy is the knowledge and skills to use digital media in finding, evaluating, making information, and using it in a healthy, wise, intelligent, accurate, and precise in establishing communication and interaction in daily life. 2) Character building is an educational process experienced by children from the values of life, religion, and morals to have intelligence, personality and noble character. 3) Family digital literacy for character building in primary education by increasing the ability to think critically, creatively, and positively.

Keywords. *Digital Literacy; Family; Character Building*

Abstrak. Melatih anak-anak dalam keluarga adalah bukti literasi digital yang dapat ditularkan dari orang tua kepada anak-anak terutama untuk usia di bawah 12 tahun. Peran keluarga sangat penting dalam menggunakan internet karena anak-anak tidak memiliki keterampilan teknis, pengetahuan atau emosi dalam mengakses berbagai informasi dan hiburan. Tujuan dari penelitian ini adalah a) konsep dasar literasi digital, b) konsep dasar pembentukan karakter, dan c) analisis literasi digital keluarga untuk pembentukan karakter dalam pendidikan dasar. Metode yang digunakan adalah studi pustaka dengan pendekatan kualitatif. Sumber data dalam artikel ini adalah jurnal dan buku yang berkaitan dengan literasi digital keluarga tentang pembentukan karakter. Hasil dari penelitian ini adalah 1) Literasi digital adalah pengetahuan dan keterampilan untuk menggunakan media digital dalam menemukan, mengevaluasi, membuat informasi, dan menggunakannya dalam cara yang sehat, bijak, cerdas, akurat, dan tepat dalam menjalin komunikasi dan interaksi dalam kehidupan sehari-hari. 2) Pembentukan karakter adalah proses pendidikan yang dialami anak-anak mulai dari nilai-nilai kehidupan, agama, dan moral untuk memiliki kecerdasan, kepribadian, dan karakter yang luhur. 3) Literasi digital keluarga untuk pembentukan karakter dalam pendidikan dasar dengan meningkatkan kemampuan berpikir kritis, kreatif, dan positif.

Kata Kunci. Literasi Digital, Keluarga, Pembentukan Karakter

1. INTRODUCTION

Indonesia is one of the countries with the largest number of internet users in the world. Survey data conducted by the Asosiasi Penyelenggara Jasa Internet Indonesia (APJII, 2016) show that 132.7 million of 256.2 million (51.8%) Indonesians used the internet in 2016. More than half of the population uses the internet (65%). The interesting thing from this 2016 survey is that the distribution of internet users by age is uneven. Data shows that at the age of 10-24 years old internet users were 18.4%, aged 25-34 years at 24.4%, ages 35-44 years at 29.2%, ages 45-54 years at 18%, and age 55 years upwards by 10%. Compared to the data two years earlier this distribution of internet users showed a difference.

The results showed that babies under eight years (72%) and children aged two years and under (38%) had used a variety of the latest digital devices such as smartphones, iPads, iPods, and tablets in America. Internet users under 10 years old are also often found in everyday life. In various public spaces such as shopping centers, restaurants and airports, children are often found 3-9 years busy with gadget devices, whether in the form of mobile phones or tablets. The gadget is used to access games or movies through the internet. Children are more adaptable to digital technology compared to adults when using the internet (Harrison & McTavish, 2016: 2). In responding to this condition, some parents feel proud when their young children are able to operate computers and other gadgets. These parents did not hesitate to buy or lend laptops, tablets, and mobile phones to their children.

Puspita Adiyani Candra (2013: 7-8) conducted a quantitative study of 100 children aged 6-12 years in Surabaya. The results show that children use the internet for the first time at the age of 8 years by 27%. 19% used it at the age of 7 years and 12% at the age of 6 years. An interesting finding is that some respondents claimed to have known the internet since the age of five (toddlers) or before. Data shows that 12% of children know the internet at 5 years, 4% at 4 years, and 1% at 3 years (Candra, 2013). The results of the study show young internet users and know the internet starts in toddlers. Children ages 3 to 12 know the internet because it is mediated by people around them. People who have the role of introducing the internet to children for the first time include: parents (45%), family members other than parents such as older siblings, cousins or uncles, and aunts (29%), teachers (11%), and friend (2%). Children who claim self-learning as much as 10% (Candra, 2013: 8).

The location of internet usage generally refers to three main locations: home (51%), public spaces such as shopping centers or restaurants that provide Wi-Fi (30.4%), and schools (18.5%) (Candra, 2013: 8). There are some interesting things from the study. First, the age of the child to introduce and use the internet is very young (under five years old). Second, the introduction of children to the internet more through their parents than with teachers, other family members, friends, or self-taught. Third, home is the location most often used by children to access the internet than other locations.

The positive impact of the internet is used as a learning facility by children. For example, a study by Christina Davidson (2011) shows that the internet can be used positively by children at home. Through a simple case, Davidson (2011: 38-41) shows how the internet can help children in finding all information about lizards through Google. Children with parents look for information and find articles about lizards. This study shows that to be able to use the internet positively, children need parental guidance and to be able to do parental guidance are required to have good technical skills, knowledge, and emotions in accessing various information and entertainment through the internet.

In addition, the internet also has a negative impact because it causes addictions that cause children to interact less with other family members. Another reason, the content that is on the internet, such as pornography, violence, and cyberbullying that often brings bad effects for children so that the child's character will also change. The public easily gets information from various media (Kumparan, 2017). This is indicated from the declining reading culture of the people who are still in a low level. Gadgets that can connect to the internet divert people's attention from books to the gadgets they have.

Various problems as a result of globalization make the moral decline of students. Children's behavior changes a lot. Manners and *sopan santun* are sourced from local cultures that were previously held in high esteem, by the community, have begun to be forgotten. Factual conditions indicate a child's lack of understanding of ethics and manners, forgetting the values of honesty, frequent violations of discipline, lack of respect for differences, low self-development spirit, and decreased integrity between words and actions.

One effort that can be done is early character building. it can be a safeguard for each person to create a person of character. Parental guidance is very necessary when using the internet by children at home. This guidance is a concrete manifestation of digital literacy that can be transmitted from parents to children, especially those under 12 years old. The importance of the role of parents as a child's companion in using the internet because children do not have technical skills, knowledge or emotions in accessing various information and entertainment through the internet. Based on the description above, the author will discuss a) the concept of digital literacy, b) the concept of character building, and c) the analysis of the relationship of digital literacy in the family in character building in basic education.

2. METHOD
The method in this study is a library research with a qualitative approach. The research method used is content analysis. Content analysis is a study that combines the results of many original, systematic, planned, retrospective observations, with formal statistical analysis.

This method has five stages, namely (1) data collection; (2) Research questions; (3) Hypothesis; (4) data exposure and (5) conclusions. Data sources in this article are journals and books relating to family digital literacy and character building. The object of research is the process of adaptation and the relationship between family digital literacy and character building.

3. RESULTS & DISCUSSION
3.1 Digital Literacy
According to Paul Gilster in his book Digital Literacy (1997), digital literacy is defined as the ability to

understand and use information in various forms from a very wide variety of sources that are accessed through computer devices. Bawden (2001) offers a new understanding of digital literacy that is rooted in computer literacy and information literacy. Computer literacy developed in the 1980s, when microcomputers were increasingly used, not only in the business environment, but also in society. However, new information literacy became widespread in the 1990s as information became more easily compiled, accessed, disseminated through networked information technology. Thus, referring to Bawden's opinion, digital literacy is more associated with technical skills of accessing, compiling, understanding, and disseminating information.

Meanwhile, Douglas A.J. Belshaw in his thesis What is 'Digital Literacy'? (2011) says that there are eight essential elements for developing digital literacy as follows :

1. Cultural, understanding the various contexts of users of the digital world;
2. Cognitive, thought power in assessing content;
3. Constructive, creating something expert and actual;
4. Communicative, understanding network and communication performance in the digital world;
5. Responsible confidence;
6. Be creative, do new things in new ways;
7. Critical in responding to content; and
8. Socially responsible.

According to Belshaw, cultural aspects become the most important element because understanding the user's context will help cognitive aspects in assessing content. It can be concluded that digital literacy is knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, making information, and utilizing it in a healthy, wise, intelligent, accurate, precise, and law-abiding manner in order to foster communication and interaction in everyday life.

The concept of digital literacy cannot be separated from reading and writing activities, as well as mathematics related to education (UNESCO, 2011). Therefore, digital literacy is a skill that not only involves the ability to use technology, information and communication devices, but also to socialize, the ability to learn, and to have an attitude, think critically, creatively, and inspiratively as digital competencies.

The basic principles of developing digital literacy are as follows.

1. Understanding
   The first principle of digital literacy is a simple understanding which includes the ability to extract ideas implicitly and expulsively from the media.
2. Interdependence
   The second principle of digital literacy is interdependence which means how a form of media relates to others potentially, metaphorically, ideally and literally. Previously, a small amount of media was created with the aim of isolating and publishing more easily than before. Now with such a large number of media, media forms are expected to not only be side by side, but also complement each other.
3. Social Factors
   Sharing is not just a means to show personal identity or distribution of information, but also can create its own message. Who shares information, to whom the information is provided, and through what media the information is provided can not only determine the long-term success of the media itself, but can also form an organic ecosystem for finding information, sharing information, storing information, and finally reshaping media itself.
4. Curation
   Talking about storing information, such as storing content on social media through the "save to read later" method is one type of literacy that is associated with the ability to understand the value of information and store it so that it is more accessible and can be of long-term benefit. Advanced curation must have the potential for social curation, such as working together to find, gather, and organize valuable information.

The approach that can be taken in digital literacy includes two aspects, namely the conceptual and operational approaches. The conceptual approach focuses on aspects of social cognitive and emotional development, while the operational approach focuses on the technical capabilities of the use of the media itself which cannot be ignored.

The principle of developing digital literacy according to Mayes and Fowler (2006) is tiered. There are three levels of digital literacy. First, digital competence which includes skills, concepts, approaches, and behavior. Second, the use of digital which refers to the application of digital competencies related to a particular context. Third, digital transformation that requires creativity and innovation in the digital world.

3.2 Character Building

Etymologically, in English it is called "character" and the Greek "charassein" (Guralnik, 1986), meaning carving to form a pattern of individual moral behavior. Therefore, to educate children to have character, they need a 'carving' process, namely proper care and education. According to Wynne, the term character is also taken from Greek which means 'to mark' or mark. This term is more focused on actions or behavior. Wynne said that there are two notions of character. First, it shows how a person behaves. If someone behaves dishonest, cruel, or greedy, surely that person will manifest bad / ugly behavior. Conversely, if someone behaves honestly, likes to help, surely that person manifests noble character. Second, the term character is closely related to 'personality'.

A person can be called a person of character if his behavior is in accordance with moral rules. Character is a person's personality that is formed from the results of internalization of various virtues that are believed and used as a basis for perspective, thinking, behaving, and acting. Virtues consist of a number of values, morals, and norms, such as honesty, courage to act, trustworthy, and respect for others (Pusat Kurikuluum, 2010). In the large Indonesian dictionary it does not contain the word character, but what exists is meaningful as innate, heart, soul, personality, behavior, character, and the word 'character' in the sense of human nature that affects all thoughts and behavior (Pusat Bahasa, 2005). Good character means the individual has knowledge about his potential, which is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy life, responsible, love of knowledge, patient, cautious Be willing to sacrifice visionary, modest, passionate, dynamic, efficient, respecting time, dedication, self-control, productive, friendly, aesthetic, sportsmanlike, steadfast, open, and orderly.

A good character individual is someone who tries to do the best things for God, himself, his neighbor, his environment, his nation and country and the international community in general by optimizing his potential (knowledge) and accompanied by his awareness, emotions and motivation and feelings. Someone who can be trusted, responsible, respectful, fair, caring, empathetic, self-controlling, and, above all, he is a citizen of good character who obeys the law and plays by the rules. Good character consists of knowing good, wanting good, and doing good (Lickona, 1992). Based on the five definitions, it can be said that the characters are typical values that are good (know the value of goodness, want to do good, have a real good life, and have a good impact on the environment) which is inscribed within and manifested in behavior.

Character building is one of national education purposes. The 2003 National Education System Law states that among the objectives of national education is to develop the potential of students to have intelligence, personality and noble character. The mandate of the laws and regulations intends that education does not only form an intelligent Indonesian person, but also a personality or character, so that later a generation of nations will grow and develop a character that breathes the noble values of the nation and religion. Education that aims to give birth to intelligent people and strong characters, has also been said by Martin Luther King in Suyanto, namely; intelligence plus character ... that is the goal of true education. Forming characters cannot be done in a flash by giving advice, commands, or instructions, but more than that. Character building requires role models, patience, habituation, and repetition. Thus, the character education process is an educational process experienced by students as a form of personality formation experience through experiencing life's values, religion, and morals.

Lickona (1992) in his book Educating for Character states that "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right — even in the face of pressure from without and temptation from within ". Lickona's idea can be interpreted that character education must be a process of student development in learning activities that involve knowledge, feelings, and actions, and with the availability of a foundation that is integrated with the structure of a coherent and comprehensive effort. It describes the activities of students who make them think critically in questions about morals and ethics, inspire them to become committed to moral and ethical actions, and give them many opportunities to practice moral and ethical behavior.

According to Ratna Megawangi, founder of the Indonesia Heritage Foundation, there are three stages of character building, namely:

1. Moral Knowing: Understand well in children about the meaning of kindness. Why must behave properly. For what behaves well. And what are the benefits of behaving well.
2. Moral Feeling: Building a love of good behavior in children who will be a source of energy for children to behave well. Forming character is by growing it.

3. Moral Action: How to make moral knowledge into real action. Moral action is an outcome of the two previous stages and must be repeated to make moral behavior.

Through these three stages, the process of character formation will become more striking and students will do good because of internal encouragement from within themselves. Ratna Megawangi revealed that there are 9 character pillars that must be grown in students:

1. Love for Allah SWT, with all His creation
2. Independence and responsibility
3. Honesty, wise
4. Respectfully, politely
5. Generous, helpful, mutual cooperation
6. Confident, creative, hard working
7. Leadership, justice
8. Be kind, be humble
9. Tolerance, Peace, unity

The nine pillars of character need to be taught by using the methods of knowing the good, feeling the good, and acting the good. Knowing the good can be easily taught because knowledge is cognitive. After knowing the good, feeling loving the good must be grown, namely how to feel and love the virtue of being an engine that always works to make people want to always do something good. People want to do benevolent behavior because they love the benevolent behavior. Once accustomed to doing the virtues of acting the good turns into a habit.

3.3 Family Digital Literacy for Character Building in Primary Education

In family digital literacy, parents are the frontline in the digital literacy process in the family domain. Father and mother are the first and foremost educators. Families are obliged to protect their children from various negative environmental influences, including digital media. The development of family digital literacy emphasizes the importance of optimizing the use of positive content and filtering out negative content. In this case, the family is the main stronghold in containing negative influences for children.

The aim of strengthening digital literacy culture in the family, especially in basic education is to improve the ability to think critically, creatively, and positively in using digital media in everyday life. Parents are expected to be able to wisely and appropriately direct and develop a digital literacy culture in the family. In addition, the strengthening of literacy culture in the family also enhances the ability of family members to use and manage digital media (information and communication technology) wisely, intelligently, accurately, and precisely to foster communication and interaction between family members more harmoniously and to obtain information that is more harmonious beneficial for family needs.

The importance of the role of parents in digital literacy is also shown in research on digital literacy movements in Indonesia conducted by the Digital Literacy Activist Network (Japelidi) in 2017. In this study, parents (12.3%) are one of the target groups of digital literacy activities other than students (29.55%), students (18.5%), general public (15.22%), teachers and lecturers (10.14%), community (7.16%), others (mass organizations, NGOs, media, government) as many as (6.86%) and researchers only 0.29% (see Kurnia and Astuti, 2017: 18).

The strategy for developing digital family literacy starts with parents because parents must be an example of literacy in using digital media. Parents must create a communicative social environment in the family, especially with children. Building interaction between parents and children in the use of digital media can be in the form of discussions, telling each other the positive use of digital media. The next step in the strategy of developing digital literacy in families is to introduce the basic material provided to family members, namely father, mother, and child, among others, by doing the following things.

1. Interaction in the family.
   a. Strengthening the Capacity of the Facilitator
      Counseling about healthy internet to parents. Strengthening digital literacy for parents can be done through counseling, seminars, and training on how to use the internet healthily. Parents are taught to use secure sites that can be used by children, taught how to use social media wisely, how to maximize the internet in finding information and knowledge, and so on.
   b. Increasing the Amount and Variety of Quality Learning Resources

Increasing the number and variety of reading material on information and communication technology in the form of newspapers, magazines, books, and in the form of soft copies that can be accessed through computers and devices.

c. Selection of Educative Television and Radio Shows

The choice of educative television and radio programs for family members, especially children, can be a source of knowledge. Parents are obliged to filter out programs that are appropriate to be watched and heard by children. From the educational television and radio shows, children also get learning materials and fun literacy activities in the family.

d. Site Selection and Educative Application as Learning Resources for Family Members

Educative sites and applications can be used by family members. For example, parents can use the friendkel family.kemdikbud.go.id site or kinargakita.com or other sites to develop self-knowledge related to the family. Children can open sites and applications to increase knowledge and hone their creativity, such as smart children's applications, guessing pictures, math games, or sites like kbbi.kemdikbud.go.id, inibudi.com, and so on.

2. Expansion of Access to Quality Learning Resources and Coverage of Learning Participants

a. Provision of Computers, Laptops, Devices and Internet Access in the Family

Provision of computers and internet access is one of the important efforts in the development of knowledge in this digital era. The required learning resources can be obtained by using internet access very quickly and efficiently. The needs of families, especially children, in learning information and communication technology must be supported by the availability of computer and internet devices available at home. Parents and children can take online classes about a variety of knowledge and skills.

b. Providing Television and Radio as a Source of Information and Knowledge

Television and radio can be used as sources of information and knowledge for family members. Nowadays, television has been developed and connected with television programs from various world channels through cable TV. Thus, family members have many choices to determine TV stations and shows that can develop family knowledge and skills.

3. Strengthening Governance

a. Making Agreements or Family Rules

Making agreements or family rules related to the use and use of technology and digital media can support the development of family members, especially children. For example, encouraging children to play certain educational game applications, using devices, television and internet access at certain times.

b. Accompaniment

Families participate in assisting in the use of digital media as a means of developing literacy (safety and security of digital media). Family assistance especially parents to children in using electronic devices and accessing the internet at home becomes very important amid the free flow of information. Parents must assist children in using the internet to help with school work, monitor features that can be used and should not be used, maintain politeness in communicating on social media, ensure information obtained comes from trusted and accountable sources, keeping children from sending or upload messages, pictures and videos that can hurt others, and so on.

4. CONCLUSION

In this study regarding Family Digital Literacy for Character Building in Primary Education can be concluded as follows.

a. Digital literacy is knowledge and the ability to understand, discover, evaluate, use, create information, and use it in a healthy, wise, intelligent, accurate, accurate, and law-abiding manner. Digital litration is used in order to foster communication and interaction in everyday life in various forms from a very wide variety of sources that are accessed through digital media, communication tools, or the internet network. There are eight essential elements for developing digital literacy, namely cultural, cognitive, constructive, communicative, responsible self-confidence, creative, critical in responding to content, and socially responsible. The basic principles of developing digital literacy are understanding, interdependence, social factors, curation.

b. The formation of characters in children aims to develop to develop the potential to have intelligence, personality and noble character. The process of character building takes a long time and must be carried out by the child himself as his experience of life values, religion, and morals. Three stages of

character formation are moral knowing, moral feeling, moral action.

c. Digital literacy in the family is needed to shape the character of children. The family is the first education a child receives. Family digital literacy greatly shapes children's character to think critically, creatively, and positively in using digital media in everyday life. Digital literacy is also useful in managing digital media in a positive direction so that it becomes wise, intelligent, careful, and appropriate to foster communication and interaction between family members more harmoniously and to obtain information that is beneficial to the needs of the family. The strategy for developing digital family literacy starts with interaction within the family, expanding access to quality learning resources and the scope of learning participants, strengthening governance.

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