

ADOLESCENT DIGITAL LITERACY BEHAVIOR ON THE INTERNET IN FULFILLING SOCIAL FUNCTIONALITY (AN EXPLORATORY STUDY: PARTICIPANTS IN KOMPAS GRAMEDIA NATIONAL JOURNALISM)

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Abstract. This study delves into the effects of Kompas Gramedia's digital literacy program, implemented through the Nationalism Journalism initiative, on the digital behavior and social functioning of teenagers in both offline and online contexts. Digital behavior encompasses actions and interactions in the digital realm, including online conduct, social media engagement, and technology utilization. Participants in the Nationalism Journalism program acquire significant digital literacy skills, empowering them to effectively fulfill their social roles, meet essential needs, and navigate challenges. Using an exploratory methodology, this research examines how Kompas Gramedia's digital literacy program influences the digital behaviors and social functioning of teenagers in both physical and online environments. The exploratory approach provides an initial, in-depth understanding of the research domain, identifies patterns, relationships, and potential phenomena, and assesses the extent to which digital literacy shapes both digital conduct and social functioning. The findings underscore the importance of nurturing digital literacy to enhance individual social functioning in the digital age, providing insights into constructive and ethical digital behaviors. The study's conclusions highlight the relevance of digital literacy in empowering individuals, especially teenagers, to make positive contributions to society, fulfill their basic needs, and engage wisely and ethically in both digital and physical settings.

Keywords: internet media behavior; digital literacy; social functioning

I. INTRODUCTION

The rapid development of internet media has led to the swift dissemination of information. Information can be transmitted instantly from one location to another, allowing individuals to access it anytime and anywhere through devices such as computers, mobile phones, gadgets, and other internet-connected devices. However, the online world can bring about both positive and negative aspects. This is because, through the internet, an explosion of information from around the world can be easily accessed, resulting in both positive and negative impacts. Research conducted by APJIII, and the Communication Studies Center at the University of Indonesia (UI) reveals that the majority of internet users in Indonesia are adolescents, with almost half (49%) of the total internet users in the country. This data demonstrates that adolescents are increasingly dominating internet usage. Internet media plays various roles in the lives of adolescents. With the presence of internet media, adolescents can expand their social networks and facilitate interactions [1]. The existence of internet media also makes it easier for adolescents to access and explore information [2]. Sasmita asserts that internet media supports adolescents in collaboration, such as engaging in discussions, exchanging information, and gaining insights to aid critical thinking processes [3].

Meanwhile, according to Qomariyah, adolescents differ from adults, who generally possess the ability to filter

information from the internet [4]. Adolescents often struggle to discern internet activities that provide benefits, being more susceptible to social influences without considering the potential positive or negative impacts of online activities. Internet users in the adolescent demographic require attention and guidance to effectively control themselves and avoid being influenced by the content presented online [5]. Livingstone & Haddon present several risks that threaten adolescents when using the internet, including: 1) disclosing personal information, 2) accessing pornographic material, 3) viewing content involving violence and hostility, 4) engaging in cyberbullying, 5) receiving sexually explicit messages, and 6) meeting unfamiliar individuals after interacting on social media. This can occur due to a lack of digital literacy skills among adolescents [6]. Digital literacy, as defined by Gilster and cited by Husna, refers to an individual's skills or abilities to understand and use information from digital sources effectively [7]. Kompas Gramedia introduces a program as a solution to enhance digital literacy skills in the community. The program, named Lestari, encompasses tangible actions in support of sustainable development, with one such initiative being the Nationalism Journalism program. This program aims to elevate literacy levels in the community, particularly focusing on early adolescents aged 13-17 actively exploring information technology.

The objective of Kompas Gramedia's Nationalism Journalism program in strengthening digital literacy among

adolescents is connected to a crucial aspect of social well-being—social functionality. Social functionality involves how individuals or groups perform their tasks, execute their social functions within society, and possess the ability to solve problems to meet life's necessities, as outlined by Siporin [8]. According to Suharto and colleagues, social functionality can be interpreted as the capability of individuals, groups, or society to fulfill basic needs, undertake social roles, and cope with challenges and pressures (shocks and stress). This context refers to how adolescents' ability to access internet media with digital literacy understanding contributes to fulfilling social functionality [9]. The digital literacy skills play a crucial role in meeting the fundamental needs of adolescents, enabling them to access essential information for daily activities, fulfill social roles by actively engaging in the digital realm, and navigate pressures and challenges wisely through the judicious use of internet media. To function socially, adolescents must exhibit positive behavior. Behavior, as defined by Robert Kwick and cited by Fhadila, K. D. [10] refers to observable and learnable actions. When behavior aligns with prosocial tendencies in each individual, social functionality can be achieved [11]. Kompas Gramedia, through the Nationalism Journalism program, has successfully enhanced social functionality among adolescents by fostering positive behavior. Arifin asserts that learning can bring about changes in individual behavior. In other words, learning plays a role in triggering positive behavioral changes. This aligns well with the educational approach undertaken by Kompas Gramedia in fostering digital literacy among adolescents [12].

II. RESEARCH METHODS

The research methodology applied in this study is an exploratory qualitative approach. According to Creswell, exploratory qualitative research is an approach used to delve into and understand information provided by individuals or groups [13]. Carmel further explains that exploratory qualitative research aims to generate information and knowledge in a field that has not been extensively studied before. This approach seeks to discover the foundation of knowledge and new ideas in that field. In its execution, this exploratory qualitative research involves interviews with open-ended questions and observations.

Purba and Simanjuntak state that the observations conducted are participatory observations. Observation is classified as participatory when the observer or researcher is actively involved in the activities being observed. In this context, the researcher interacts actively with the members who are the subjects of the observation [14]. In this study, three methods were employed to gather information, namely: Observation, Literature Review, Documentary Study, Interviews. The data analysis in this research is conducted through a series of steps: Data Reduction, Data Presentation, Drawing Conclusions and Verification. To ensure the validity of the data and information, the researcher also employs data triangulation. This is done to confirm that all data and information obtained from observation, literature review,

documentary study, and interviews can be accounted for in terms of accuracy.

III. RESULTS AND DISCUSSION

Nationalism Journalism Program

The Nationalism Journalism program is an initiative spearheaded by Kompas Gramedia through its Growth Center unit. The goal of the Nationalism Journalism program is to enhance participants' abilities in understanding and applying ethical values in the digital realm, particularly on the internet, while also improving their digital literacy skills. Participants are expected to implement their digital literacy knowledge in receiving, reading, and disseminating information through content that is beneficial for the nation and the state, contributing to positive change. Nationalism Journalism aligns with the achievement targets of SDGs 4.7, which aims to encourage communities to acquire knowledge and skills that support sustainable development through education on cultural diversity and cultural contributions.

Activities of the Nationalism Journalism Program

1. Independent Learning Activities

Participants will be granted free access to classes related to disciplines supporting the understanding of the importance of literacy skills in reading information, creating content, and receiving information. Each class will involve assignments and practical exercises to aid in the application of acquired knowledge.

2. Collaborative Learning Activities

Participants are given a platform to develop their literacy knowledge by collaborating with individual groups and communities through focus group discussions, sharing workshop sessions and content production. This is done so that participants can increase knowledge and diversity connections.

3. Mentoring Sessions

Mentoring sessions involve expert speakers from Kompas Gramedia in their respective fields. These sessions are designed to impart understanding and knowledge to participants on specific topics relevant to enhancing digital literacy skills. Speakers will share experiences, insights, and practical tips with participants, offering guidance useful in skill and knowledge development.

4. TEMAN Platform

The TEMAN platform is a webinar session held within the Nationalism Journalism Program, where participants have the opportunity to become speakers. This activity aims to broaden participants' perspectives, encourage collaboration among participants, and create a supportive and inspirational atmosphere.

5. Assignment Submission

Nationalism Journalism Program participants apply their acquired knowledge by creating positive and beneficial content for the community, uploading it to the Kompasiana platform.

Adolescent Behavior in Participants of the Nationalism Journalism Program

This study successfully engaged three informants through interviews with participants in the Nationalism Journalism Program. The Nationalism Journalism Program, with its comprehensive framework, generates adolescent behavior based on netiquette, referring to the rules for behaving (etiquette) in the online world [15]. Here are the five core rules of netiquette introduced by Virginia Shea in her book titled "The Core Rules of Netiquette":

Behavior 1: Share Expert Knowledge. Sharing clear and attributed knowledge and expertise is highly encouraged when participating in online media. It is recommended to share knowledge and information by citing clear news sources for accountability.

"I consistently validate my information sources by consulting reliable outlets like Google Scholar and engaging in discussions with both teachers and parents. Additionally, I make a conscious effort to steer clear of headlines that may contain elements of misinformation." (Interview with Dheya, October 20, 2023).

"I usually rely on sources from reputable websites such as Narasi Newsroom, CNN, and Katadata. Before sharing any content, I always seek the opinion of my parents to ensure its quality." (Interview with April, October 21, 2023).

"I typically seek information from the bibliography of textbooks as I trust those sources to be credible. I also refer to online tutoring sources like Quipper." (Interview with Chantika, October 22, 2023).

Behavior 2: Help Keep Flame Wars Under Control: Debates or argument exchanges (conflicts) often arise on the internet. However, when these debates escalate to the point where individuals begin attacking each other and using offensive language, the discourse becomes unhealthy. Therefore, intervention is necessary to ensure that the debate remains productive and does not escalate into an ongoing conflict.

"I usually seek facts first to establish a valid argument. If my friend is involved, I reach out to them, providing accurate information. If the situation becomes too challenging, I choose not to get involved." (Interview with Dheya, October 20, 2023).

"If a friend is engaged in an argument, I try to handle it, but if they are wrong, I won't support them." (Interview with April, October 21, 2023).

"When I encounter conflict on the internet, I strive to remain neutral and not take sides with anyone." (Interview with Chantika, October 22, 2023).

Behavior 3: Present Your Best Self Online: Portraying oneself positively online contributes to building a favorable digital image.

"I strive to make positive contributions on the internet. I maintain a personal medium page to share my works. Before disseminating them, I ensure to use polite and unambiguous language." (Interview with Dheya, October 20, 2023).

"I already have a LinkedIn account to introduce myself professionally on the internet, outlining my organizational experiences." (Interview with April, October 21, 2023).

"I tend to safeguard my privacy on the internet to protect my self-image. I prefer sharing content with close friends." (Interview with Chantika, October 22, 2023).

Behavior 4: Adhere to the Same Standards of Behavior Online as You Follow in Real Life: It is crucial to uphold ethical standards, whether in the real world or the online environment. Interactions with others should be characterized by politeness and respect.

"I believe that everyone has their issues. When a friend posts personal problems, I try not to comment to avoid potentially offensive remarks." (Interview with Dheya, October 20, 2023).

"When a close friend discusses sensitive issues publicly, I attempt to address it privately. However, if they speak within the close friends feature, I simply read and appreciate their opinions without passing judgment." (Interview with April, October 21, 2023).

"When encountering opinions that may lead to conflict or ones I disagree with, I tend to choose to ignore them or mute notifications." (Interview with Chantika, October 22, 2023).

Behavior 5: Know Where You Are in Cyberspace: It is crucial to exercise caution and wisdom in the digital realm. Avoid posting things that could be offensive or unnecessarily spark debates. Always be mindful that you are in a digital environment where everything can be widely disseminated.

"Everyone has different perspectives, so I try to be more mindful." (Interview with Dheya, October 20, 2023).

"I prefer using a second account that only close friends know about, so I can be more open." (Interview with April, October 21, 2023).

"I rarely use the first account because it feels uncomfortable. I prefer the second account since it's accessed only by close friends, allowing me to avoid conflicts." (Interview with Chantika, October 22, 2023).

Social Functioning of Adolescents in the Nationalism Journalism Program

According to Dwi Heru Sukoco et al., social functioning can be viewed from various perspectives, including the ability to fulfill social roles, meet basic needs, and address social issues. This is applied to participants in the Nationalism Journalism Program.

Social Functioning 1: Ability to Fulfill Social Roles

Social functioning, in the context of fulfilling social roles, can be seen as an individual's ability to meet the expectations and demands as a member of a group or society.

1) Roles Outside the Home

"I undertake multiple roles, functioning as a student, participant in the student council, youth organization member, and community contributor. To organize my responsibilities effectively, I employ a priority scale." (Interview with Dheya, October 20, 2023).

"As a student and an active member of school organizations, I endeavor to contribute in any way possible." (Interview with Chantika, October 22, 2023).

"In my capacity as a student and a member of school organizations, I strive to do what is within my capabilities." (Interview with Chantika, October 22, 2023).

2) Roles Inside the Home

"At home, I assume the role of a child and a family member. I strive to be a dutiful child and adhere to the household rules." (Interview with Dheya, October 20, 2023).

"At home, I play the roles of a child, family member, and aunt to take care of my niece from my sister. I also assist with household chores." (Interview with April, October 21, 2023).

"As a family member at home, I take on the roles of a child and sibling. I endeavor to make my parents proud by consistently focusing on my studies." (Interview with Chantika, October 22, 2023).

3) Contribution of Digital Literacy Skills in Social Roles

"I am more efficient in completing tasks. I set a goal to finish at least one school assignment each day." (Interview with Dheya, October 20, 2023).

"I play roles both outside and inside the home. I can provide accurate and up-to-date information to benefit those around me." (Interview with April, October 21, 2023).

"I find it easier to obtain, comprehend, and share information for learning. I also contribute by communicating the truth of information within the

family WhatsApp group." (Interview with Chantika, October 22, 2023).

Social Functionality 2: Ability to Fulfill Basic Needs

Each individual fundamentally has a set of needs that must be met to lead their lives. In the developmental stage of adolescence, one crucial aspect is the various needs that require satisfaction. Various experts have analyzed the different types of needs that adolescents have. These needs include income, education (achievement), health, safety, and appreciation [16].

1) Income

"I receive support from my parents in the form of pocket money, which also contributes to my personal income." (Interview with Dheya, October 20, 2023; Interview with April, October 21, 2023; Interview with Chantika, October 22, 2023).

2) Education

"My parents and teachers provide crucial support in my education, including academic aspects." (Interview with Dheya, October 20, 2023; Interview with April, October 21, 2023; Interview with Chantika, October 22, 2023).

3) Health

"My parents support my health; when I'm sick, they immediately take me to the doctor." (Interview with Dheya, October 20, 2023; Interview with April, October 21, 2023; Interview with Chantika, October 22, 2023).

4) Safety

"My family provides me with a secure and safe environment." (Interview with Dheya, October 20, 2023; Interview with April, October 21, 2023; Interview with Chantika, October 22, 2023).

5) Appreciation (Recognition)

"My parents provide emotional support. They are always there to listen, give advice, and provide encouragement when I face challenges." (Interview with Dheya, October 20, 2023; Interview with April, October 21, 2023; Interview with Chantika, October 22, 2023).

6) Contribution of Digital Literacy Skills in Meeting Basic Needs

"Digital literacy skills make me understand the importance of maintaining online privacy. By not disclosing personal information, it creates a sense of security. Moreover, it supports me in education to access information effectively and helps me explore health-related information." (Interview with Dheya, October 20, 2023).

"Digital literacy skills enable me to manage my finances wisely with e-wallet applications by identifying the security of the app. In the digital media, I prefer using the Close Friends feature on Instagram to ensure the safe sharing of more private content.

Proficiency in using gadgets allows me to access information to support education, especially in finding sources for school assignments. I often search for health-related tips on the internet, particularly regarding my allergies." (Interview with April, October 21, 2023).

"Digital literacy skills enable me to sort through credible sources effectively to meet my educational needs. The ease of technology, especially the presence of WhatsApp, makes it easy for me to connect with busy parents; we provide mutual support. I also feel secure even though being monitored from a distance by my parents through WhatsApp." (Interview with Chantika, October 22, 2023).

Social Functionality 3: Ability to Handle Problems and Shocks

In the course of personal development, challenges, limitations, and difficulties are inevitable. Therefore, in navigating life, every individual will consistently encounter various problems that require handling and solutions.

1) Ability to Identify Workplace Issues

"There was a debate between two individuals in the student council. I tried to mediate and listen to each argument they presented. I successfully identified the core of the issue, which was an ego conflict between them." (Interview with Dheya, October 20).

"There was a problem in interpersonal relationships with a friend, which later escalated into a debate. In addressing this issue, I tried to identify the root cause, and it turned out to be a misunderstanding." (Interview with April, October 21, 2023).

"The situation involved problems arising among members of the student council. In facing this issue, I endeavored to find the initial problem." (Interview with Chantika, October 22, 2023).

2) Ability to Identify Issues on the Internet Media

"There was a misunderstanding in the WhatsApp group. A friend of mine felt offended by my words. In this case, I identified the problem as a misunderstanding that affected the relationship between me and my friends in that group." (Interview with Dheya, October 20, 2023).

"There was a debate in the WhatsApp group, and it happened because of a misunderstanding among friends." (Interview with April, October 21, 2023).

"There are often debates in the WhatsApp group due to misunderstandings." (Interview with Chantika, October 22, 2023).

3) Ability to Depict Real-World Issues

"A debate between two individuals has created tension and conflict as each party is involved in their ego." (Interview with Dheya, October 20, 2023).

"Misunderstandings occurred due to two differing opinions among friends, leading to a heated debate." (Interview with April, October 21, 2023).

"The issue arose from differences of opinion among student council members while executing the work program." (Interview with Chantika, October 22, 2023).

4) Ability to Depict Issues on Internet Media

"In this situation, I comprehend the disagreements and misunderstandings that arise in the WhatsApp group. Although our relationship was good before, this issue has impacted our connection." (Interview with Dheya, October 20, 2023).

"The problem occurred when one friend expressed an opinion, but the other did not agree with that opinion." (Interview with April, October 21, 2023).

"Misunderstandings happen because it's challenging to discern others' feelings solely through messages on WhatsApp." (Interview with Chantika, October 22, 2023).

5) Problem-Solving Strategy Skills: In the Real World

"I strive to find the right solution as a mediator. I attempt to create consensus among them by seeking a middle ground that satisfies both parties." (Interview with Dheya, October 20).

"The strategy I employ is direct communication with my friend to find a solution. I choose not to involve third parties." (Interview with April, October 21, 2023).

"Evaluating the performance of the student council members after implementing the work program." (Interview with Chantika, October 22, 2023).

6) Problem-Solving Strategy Skills: In the Online Environment

"I engage in self-reflection and attempt to restore communication." (Interview with Dheya, October 20, 2023).

"I find it more effective to meet in person to avoid miscommunication, rather than continuing to debate online." (Interview with April, October 21, 2023).

"Promptly initiate direct discussions instead of engaging in online debates, as they are prone to miscommunication. When meeting, ensure a calm and composed mindset." (Interview with Chantika, October 22, 2023).

7) Evaluation and Outcome Skills: In the Real World

"After the issue is resolved, I realize that I may have been too supportive of one-party during mediation. In this case, I can see the need for a neutral stance in the future." (Dheya, October 20, 2023).

"After communication and discussion, our efforts

result in a satisfactory problem resolution. Further evaluation may be needed to ensure the continuity of a good relationship." (Interview with April, October 21, 2023).

"Post-implementation evaluations in the student council's work programs have always been successful, ensuring that issues do not recur in the future." (Interview with Chantika, October 22, 2023).

8) Evaluation and Outcome Skills: In the Online Environment

"I strive to apologize, even though in the end, I may not have been at fault. However, our relationship is much better, and moving forward, I need to be more selective in choosing friends." (Dheya, October 20, 2023).

"Initiating direct discussions is the best solution to avoid further misunderstandings." (Interview with April, October 21, 2023).

"So far, face-to-face discussions have proven to be better for understanding someone's emotions." (Interview with Chantika, October 22, 2023).

Based on the conducted research, the three subjects, namely teenagers experienced in digital literacy from the National Journalism program by Kompas Gramedia, namely Dheya, April, and Chantika, exhibit positive behaviors that contribute to their social functioning both in the online and offline realms. Individual experiences can influence behavior, and behavior is a crucial aspect of social functioning, as emphasized by Morales and Sheafor [17]. Social functioning refers to how individuals or groups perform their social tasks and functions to meet life's needs. Therefore, every individual has a responsibility to fulfill their basic needs and contribute positively to society. In conclusion, social functioning is a concept that helps understand the characteristics of one's environment and the extent to which it influences the individual. It reflects how individuals develop behaviors, needs, and beliefs from their experiences and how they interact with the environmental situations they face. The three subjects exhibit online behavior based on netiquette principles introduced by Virginia Shea in her book titled "The Core Rules of Netiquette." These principles include sharing knowledge from clear sources, managing arguments (conflicts), presenting oneself positively, adhering to rules, and understanding one's position. These behaviors are undoubtedly influenced by their experiences in the Kompas Gramedia National Journalism program, where they acquired digital literacy skills—individual skills in understanding and effectively using information from digital sources, as defined by Gilster [7]. The following are the behaviors demonstrated by the three subjects.

The first behavior observed in this research is "Share expert knowledge". The three research subjects have similarities in carrying out behavior by showing positive behavior in sharing knowledge on the internet. All three subjects try to use credible sources of information and ensure

that the content shared can be accounted for. Dheya avoids content that contains hoaxes and is active in verifying information sources. April uses trusted sources and consults with parents before sharing content. Chantika focuses on formal educational sources to ensure the quality of the information it shares. All subjects demonstrated a commitment to sharing knowledge responsibly in the online environment. The second behavior, "Help Keep Flame Wars Under Control," illustrates distinct approaches among the three subjects in maintaining a healthy debate. Dheya consistently seeks facts before engaging in online debates. April directs her attention to aiding her friends in clarifying information during debates. Meanwhile, Chantika endeavors to remain neutral in debates and opts not to intervene when the debate becomes unhealthy. In the "Make Yourself Look Good Online" behavior on the internet, Dheya actively contributes by creating a personal medium page, always ensuring the use of polite language. April crafts a professional online representation through her LinkedIn account, showcasing her organizational experiences. On the other hand, Chantika prefers to maintain her privacy in the online world, sharing content primarily with close friends.

Regarding the fourth behavior, "Adhere to the Same Standards of Behavior Online That You Follow in Real Life," emphasizing the importance of adhering to behavioral standards both in real life and on the internet, all three subjects avoid commenting on personal matters online to prevent potential offenses. April attempts to address sensitive issues privately when her close friends discuss them publicly, demonstrating a thoughtful approach. Meanwhile, Chantika tends to ignore or mute controversial opinions. All three subjects show a commitment to behaving ethically and politely, both in the real world and the online environment. The fifth behavior, "Know Where You Are in Cyberspace," is reflected in all three subjects. Dheya demonstrates wisdom by respecting diverse opinions. April opts for a second account known only to her closest friends for more freedom in online interactions. Similarly, Chantika prefers using a second account accessible only to close friends to avoid conflicts. From the obtained data, all subjects demonstrate a commitment to disseminate accurate and accountable information and to maintain healthy debates. The subjects also strive to present themselves positively in the online world and understand the importance of ethics in online interactions. Awareness of the significance of ethical behavior on the internet is a crucial step in creating a positive, beneficial environment in line with prevailing social norms.

Building on the subjects' behavioral data, the researcher also explores how digital literacy provided by the "Jurnalisme Berkebangsaan Kompas Gramedia" program can aid the social functioning of teenagers in both the real world and the online sphere. This research is grounded in Dwi Heru Sukoco et al.'s concept of social functioning, encompassing the ability to fulfill social roles, meet basic needs, and address or handle social issues. In the first aspect of social functioning, the ability to perform social roles, all three subjects – Dheya, April, and Chantika – demonstrate strong abilities to understand and fulfill roles in various environments. Outside

the home, the subjects are active in various roles such as students, members of the student council, youth organizations, and community activities. Dheya uses a priority scale to wisely allocate time for these roles. According to Murtiana, creating a priority scale for various roles can establish balance [18]. In their roles at home as children and family members, the subjects strive to be good children, follow rules, and assist with household tasks. They exhibit awareness in fulfilling their roles within their families. According to Nurhadi, a child has a role as a family member, with the main tasks being learning and respecting parents [19]. Digital literacy contributes to individuals in fulfilling roles as students, organization members, and community participants, requiring credible information for their tasks. This aligns with the concept of digital literacy proposed by Nisak, H, which emphasizes the ability to obtain information effectively and efficiently through the internet. Therefore, digital literacy plays a role in helping individuals perform various social roles more systematically [20]. In the second aspect of social functioning, the ability to meet basic needs, encompassing income, education, health, safety, and recognition, the three research subjects feel that their basic needs are fulfilled by their parents [16]. The family's responsibility is to meet a child's basic needs. Regarding education, teachers contribute to meeting the educational needs of the subjects. According to Barnawi and Mohammad Arifin in their book "Kinerja Guru Profesional," a teacher's main tasks include educating, teaching, guiding, training, assessing, and evaluating student learning outcomes.

The digital literacy skills contribute significantly to fulfilling various basic needs of the research subjects. Septiana, A. R., & Hanafi, M., posit that digital literacy comprises four pillars: digital skills (understanding the use of technological devices), digital culture (individual proficiency in reading, interpreting, and examining), digital ethics (adaptive skills), and digital safety (digital awareness). In terms of security, April can opt for a reliable e-wallet application to safeguard her income, while Dheya refrains from disseminating personal data on the internet [21]. All subjects acknowledge that digital literacy plays a vital role in meeting educational needs. Digital literacy empowers individuals to search for, understand, evaluate, and compare information [22]. April asserts that digital literacy facilitates her in searching and comprehending health information on the internet. Regarding recognition and appreciation, Chantika utilizes WhatsApp in her activities to receive affection and support from both parents in endorsing Chantika's success. In the third aspect of social functioning, the ability to handle problems and shocks is crucial in everyday life. In this context, Dheya, April, and Chantika have encountered various situations in both the real world and the online sphere that require them to identify issues, understand the sources of problems, and seek appropriate solutions. In real life, the subjects face issues such as conflicts within organizations, debates, and misunderstandings. To address these problems, they have developed the ability to identify the root causes, comprehend the core issues, and seek solutions that satisfy all parties. Additionally, the subjects conduct evaluations after

resolving problems to ensure the continuity of good relationships. In the online realm, the subjects encounter similar issues, such as misunderstandings in WhatsApp groups. They learn to identify these problems as misunderstandings affecting their relationships with friends. Strategies employed include self-reflection, direct communication, and discussions to avoid further misunderstandings. Evaluation is also deemed necessary to ensure effective problem resolution.

IV. CONCLUSION

In this research, the three study subjects, namely Dheya, April, and Chantika, have exhibited positive behaviors that support effective social functioning, both in the real world and on the internet. They fulfill their social roles effectively, including roles as students, members of organizations, and family members. The digital literacy skills they developed through the Kompas Gramedia National Journalism program have significantly contributed to enabling them to carry out these roles more effectively. Furthermore, digital literacy also aids in fulfilling various basic needs, such as income, education, health, security, and recognition. The three subjects use digital literacy to manage finances, access educational information, seek health-related information, maintain online privacy, and stay connected with their parents. This reflects the importance of digital literacy in meeting individuals' basic needs in the digital era. The three subjects have also developed the ability to identify, describe, and find solutions to various problems and conflicts, both in the real world and on the internet. They have learned to conduct evaluations after resolving issues to ensure the continuity of positive relationships.

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