

## THE RELATIONSHIP OF LEVEL OF DIGITAL LITERATION PROGRAM IMPLEMENTATION AT SENIOR HIGH SCHOOL WITH THE LEVEL OF POLITICAL PARTICIPATION OF YOUNG VOTERS IN MALANG RAYA

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### Abstract

*In this digital era, social media has become one of the tools of political communication channels. Like what happened at the 2019 general election, political campaigns also used social media. The activities aim to boost the voice especially from the younger generation who are the biggest internet users in Indonesia. Unfortunately, political campaign activities were also accompanied by increased hoaxes before and after the voting day. The emergence of the phenomenon of the spread of hoaxes is actually due to the low digital literacy in the community. Kemendikbud has launched a digital literacy program since 2016 to address this problem, especially for school students. This research aims to look at the relationship of level of digital literacy program implementation at senior high school with the level of political participation of young voters in Malang Raya. The research method in this research was quantitative inferential with correlation test. The population in this research were high school students who have the right to vote in the 2019 general election in the Malang Raya area. The number of samples in this research were 503 respondents. The sampling technique used multistage random sampling. The results showed that there was a relationship between the level of digital literacy program implementation at senior high school with the level of political participation of young voters in Malang Raya. Categories for each major variable were also classified as high, namely 68,8% in the variable level of digital literacy implementation, and 64,6% in the variable level of political participation.*

**Keywords:** young voters, digital literacy, political participation

### 1. INTRODUCTION

Information and communication technology has developed rapidly in this digital era. These developments can be seen from the emergence of new media. According to MC Quail (in Kurnia, 2005) there are 4 categories in new media. First, interpersonal communication media consisting of telephone, handphone, and e-mail. Second, interactive media such as computers, video games and internet games. Third, information media in the form of portals/search engines. Fourth, media for collective participation such as the use of the internet to share and exchange information, opinions, and experiences through computers that can cause affection and emotional for its users. The development of new media basically cannot be separated from the role of the internet because the use of new media in general must go through internet access. Thus, the number of new

media uses can also be seen from the number of internet users. Based on APJII data (2018), the number of internet users in Indonesia reaches 171 million people or 64,8% of the total population in Indonesia. The number has increased by 10,12% or 27,9 million people from the previous year. In addition, Indonesia is also third ranked with the largest number of internet users in Asia based on Statista data and fifth ranked in the world based on internet world stats data as of March 2019 with some total users of 143,26 million or around 53% of the total Indonesian population (Krusnandar, 2019; Jayani, 2019). Meanwhile, the penetration of the largest internet users in Indonesia is in the age range of 15-19 years which is equal to 91%, the majority of which are High School students (APJII, 2018).

According to APJII data (2018), there are two main reasons why people use the internet, namely communication via messages at 24,7% and social media at 18,9%. Communication

through messages and social media is also one form of the benefits of new media. If based on the classification of new media from MC Quail, communication through messages is included in the first category of new media, namely interpersonal communication media. While social media is the fourth category of new media which are media for collective participation. This social media can be in the form of WhatsApp, Line, YouTube, Instagram, Twitter, Facebook, Weblogs, etc. Some social media in general also provide space for interpersonal communication and participatory media as well. For example, is WhatsApp which has a personal chat feature for interpersonal communication and a group chat feature for collective participation media.

Social media in the form of Facebook, Twitter, and Weblog which are part of the new media at this time are also used as a channel for political communication media (Stiglitz and Xuan, 2012). It is because social media allows political institutions and voters to interact directly. Thus, political activities might get more transparency and citizens might be more involved in the political decision making process. The benefits of new media in the political field were also stated by Ganley (in Kurnia, 2005), new media enables individuals to play a more active role as citizens as well as consumers because new media can increase access from ordinary citizens to politically informed citizens who also allow for an increase in democracy. In addition, new media also does not rule out the possibility of causing knowledge gaps between people who have information and people who do not have information.

Social media also played an important role in the momentum of the 2019 general election that just took place in Indonesia. Social media acts as a tool for political parties to carry out political campaigns. The campaign aims to boost votes for each presidential and vice presidential candidate and legislative candidate they support. Unfortunately, there are some parties from political sympathizers who actually use this in a bad way through the spread of hoaxes aimed at bringing down opponents from the candidates they support. During the 2019 Election process this year, there were 610 hoax content reports received by Bawaslu, 187 of the 610 hoax content have been reported to each of the social media platforms, such as Facebook, Twitter, Instagram, and YouTube. The report aims to take

the social media platform down on the spread hoax content (Andayani, 2019). Based on data from the Ministry of Communication and Information Technology (Kemenkominfo), the number of hoaxes, false news and hate speech continues to increase ahead of the voting day on April 17, 2019. Not stopping on the voting date, the number of hoaxes continues to increase after the election. On August 2018 there were 25 hoaxes identified by the Tim AIS Subdit Pengendalian Konten Ditjen Aplikasi Informatika. On September 2018, it rose to 27 hoaxes, while in October and November 2018 the figures were 53 and 63, respectively. On December 2018, the number of hoaxes continues rose to 75 content. The increase in the number of hoaxes was even more significant in early 2019 of 175 hoaxes in January, in February doubling by 353 hoaxes, and in March it again rose to 453 hoaxes. From a total of 1.731 hoaxes from August 2018 to April 2019 that were identified, verified and validated by the Tim AIS Kemekominfo that hoaxes in the political category dominated in the number of 620 hoax items (Kominfo, 2019)

According to Ward (in Kurnia, 2005), new media does not seem to have mediation because it can be used directly without going through complicated media organizations such as old or traditional media so that it is easily misused by its users. The misused of new media in the form of hoaxes in the 2019 Election was more directed at the content of the "SARA" issues, so that the public should be more vigilant so that it is not used for certain purposes (Rizki, 2018). The increase in hoax also needs to be watched out by several parties, because the impact of the spread of hoax which includes issues of sara can be a threat to the unity of this nation. In addition to the spread of hoax, the misused of new media also occurs in other matters such as fraud, addiction, violation of privacy, cyberbullying, the spread of radical understanding as well as of pornographic and violence contents.

The increase of hoax also needs to be watched out by several parties, because the impact of hoaxes spreading that involves of SARA issues (refers to ethnicity, religion, race, and inter-group relations) can be a threat to the unity of this nation. In addition to the spread of hoaxes, the abuse of new media also involves other things such as fraud, addiction, invasion of privacy, cyberbullying, the spread of radical

understanding as well as pornographic and violent contents.

If it is examined more deeply based on Indonesia Telematics Community (Mastel) and Association of Internet Service Provider who consider that the emergence of hoax news phenomena is because of still lack on the literacy of digital information from the community through the internet (Jamaludin, 2017). Digital literacy is a knowledge and proficiency to use digital media, communication tools, or network in finding out, evaluating, using, making information, and utilizing it wisely, smartly, carefully, precisely, and obeying the law in order to foster communication and interaction in the daily life (Ibrahim, et.al., 2017). The increase efforts of digital literacy have been carried out by various parties, both from academics, practitioners, community organization, and the government. According to Kurnia & Astuti (2017), Digital Literacy Activist Network (Japelidi) has done a mapping of digital literacy movement involving of 342 activities during 2010 to 2017 at 9 cities of Indonesia. The results of the mapping indicate that the form of main activity that often carried out to improve the digital literacy of community is socialization. The most dominant target of this activity is young people and the most dominant partner is the school. Young people become the main target because they are considered as the most vulnerable and the most affected group from the digital media. Meanwhile, the most dominant program organizer is universities followed by the other parties namely government, communities, media, corporations, professional associations, and community organizations.

The Indonesia government through the Ministry of Education and Culture (Kemendikbud) also takes part in the Digital Literacy Movement since 2016. The Digital Literacy Movement is a part of National Literacy Movement, in which it is the implementation part of the Regulation of Ministry of Education and Culture Number 23 of 2015 about the Growth of Character. In addition to the digital literacy, national literacy movement also involves of others literacy namely read and write literacy, numeration literacy, science literacy, financial literacy, and cultural literacy and citizenship. The targets for the implementation of this movement are schools, communities, and family. (Nasrullah, et al., 2017).

As well as other movements, the digital literacy movement from the Ministry of education and Culture (Kemendikbud) is also based on the problem of internet abuse by young generation. This is indicated from the facts that the Indonesian children's data access to pornographic content reaches an average of 25 thousand people per day. Moreover, the development of the number of media in Indonesia reaches 43.400, but the media that registered in the Press Council are only around 243 media, in which it is resulted in the ease of the public in getting the information form various media regardless of whether the news are official or not. The digital literacy movement from the Ministry of education and Culture (Kemendikbud) aims to encourage the individual to move from passive information consumers to active producers, both individually and as part of the community. Digital Competence is important to be owned by young generation sot that they do not get lost in the competition for work, participation in democracy, and social interaction. The digital literacy will also create the fabric of community with critical-creative mindsets and perspectives. They will not be easily consumed by provocative issues, being a victim of hoax information, or a victim of digital-based fraud. Hence, the social and cultural life of the community will tend to be safe and conducive. (Nasrullah, et al., 2017)

Departing from the problems explained before, this study aims to discover the relationship between the implementation level of digital literacy movement in Senior High School and the political participation of young voters in Malang. The digital literacy program in question is the digital literacy program from the Ministry of education and Culture (Kemendikbud), of which program is carried out in the Senior High School at Malang. The population of this study are the students of Senior High School in Malang, in which they already have the election suffrage of 2019. The Senior High School students who are young voters are vulnerable to be targeted by hoax news because they have highest penetration of internet users and relatively many in Indonesia.

The researcher focuses on the Senior High School because the students are generations with free speech. Besides, the students have used internet access on their cellphones as part of their lives. It will be very common to find out the generation Z and millennial generation who look

busy in interacting with their cellphones. They can keep their heads down and press the touch screen buttons to communicate in the cyber world for hours. This is serious problem that faced up by the young generation (Supratman and Wahyudin, 2017).

The method used in this study is inferential quantitative by using the correlation test. The number of samples in this research were 503 respondents. Data collection used questionnaire that distributed via google form. This study begins with the assumption that there is positive correlation between the implementation level of digital literacy in the Senior High School and the political participation of the young voters. As it is stated by Nasrullah et al., (2017), the digital literacy functions so that the young generation are not excluded from the competition for work, participation in democracy, and social interaction. Participation in democracy here is a political participation in the General election of 2019. This study can also be used as the basic to develop the measurement in doing evaluation of the running of digital literacy education programs related to other aspects namely political participation. The results of this study can also be used as a reference in doing evaluation of the running of digital literacy education programs for the following years, in which it is for the government in general and the stakeholders in Malang especially for the Department of Education and High School Institutions.

## 2. LITERATURE REVIEW

### 2.1 Young Voters

Topics related to young voters in Indonesia are very interesting to study because they are a group of voters that is quite noticed by election contestants to increase votes. In general, young voters are confused to make a choice because they do not have previous voting experience so that the contestants try to get their votes. According to Yuliahsaridwi (2015), young voters are voters who are 17-29 years old on election day or who are married and registered on the permanent voter list. Young voters referred to in this study are voters who received their right to vote for the first time or had just been included in the permanent voter list in the 2019 election. They are high school students in Malang Raya area who are 17-19 years old. According to Jati (2019), the number of young

voters in Indonesia in the 2019 election was 2.5% of the total voters, which was around five million voters. Meanwhile, the number of young voters in the Malang Raya area is not known by researchers.

The participation of young voters in the general election is of course very important because they are the next generation of the nation. According to Wardhani (2018), the factors that support the participation of young voters include (a) political stimulation from mass media or electronic media, (b) social characteristics of young voters such as economic status, ethnicity, age, gender, and religion (c) a political system and party system in which young voters live that can raise their awareness of their political rights, and (d) regional differences, a safe and conducive place of living can increase the participation of young voters. Meanwhile, the inhibiting factors for the political participation of young voters are the busyness of their daily activities, feelings of incapability, and prohibitions from the family.

To increase the participation of youth voters in general election, social media can be used to achieve this. This is in line with the results of research by Yuliahsaridwi (2015) which shows that *Twitter* can be used to increase the participation of young voters in elections. The way to do this is by disseminating information related to the election such as the purpose of the election, stages, voting rights and procedures for using voting rights in elections. The information is disseminated through the buzzer twitter accounts which have unique, relevant, useful content, consistent frequency of tweets every day and high quality of interaction. The results of another study by Warin-Angin & Zainal (2018) also state that social media is a source of reference for news and political information for young voters. However, it should be underlined that social media also contains hoaxes related to politics so that digital literacy is needed by novice voters so that they are not deceived by hoaxes on social media.

### 2.2 Digital Literacy

According to Eshet-Alkalai (2004), digital literacy is information literacy in a digital environment. This digital literacy refers to the technical, cognitive, and sociological skills that people need to perform efficiently in a digital environment. Digital literacy is also defined as the interests, attitudes, and abilities of

individuals in using the digital technology and communication tools to access, manage, integrate, analyze, evaluate information, build new knowledge, create, and communicate with others so that they can participate effectively in the community (Kurniawati & Baroroh, 2017). New media or digital media literacy is social and cultural skills developed in networks and developed based on the traditional literacy (reading & writing), research skills, and also critical media analysis skills (Jenkins, Clinton, Purushotma, Robison, & Weigel, 2009, p. 28-29 in Suwana and Lily, 2017)

Digital literacy has various benefits for individuals and community. Proponents of social inclusion propose digital literacy that focuses on the electronic literacy as the key to overcome the digital inequality (Macleod, 2005). Meanwhile, according to Nasrullah, et. al., (2017), the digital literacy is a skill (*life skills*) that not only involves the ability to use technological devices, information and communication, but also the ability to socialize, the ability to learn, and have attitudes, critical thinking, creative, and inspirational as the digital competences. The digital literacy is the basis of the main capabilities that people need to have in order to use digital devices wisely, not easily fooled, and more importantly, not easily believe in *hoaxes*. The increase of digital literacy in the community can also minimize the spread of *hoaxes* because the users can determine which news is appropriate to spread out or not.

In this study, the concept of digital literacy used is a concept originating from the Ministry of Education and Culture (*Kemendikbud*) as the pioneer of digital literacy programs in formal schools in Indonesia. The digital literacy referred to by the Ministry of Education and Culture is the knowledge and skills to use digital media, communication tools, or networks in finding out, evaluating, using, making information, and using it in a healthy, wise, intelligent, accurate, precise, and law-abiding manner in order to foster communication and interaction in the daily life (Ibrahim, et.al., 2017).

According to Mayes and Fowler (in Nasrullah, et al., 2017), the principle of developing digital literacy is tiered. There are three levels of principles for developing the digital literacy. First, digital competence which involves of skills, concepts, approaches, and behavior. Second, the use of digital that refers to the implementation of digital competencies related to a particular context. Third, digital

transformation that requires the creativity and innovation in the digital world. Meanwhile, according to the Ministry of Education and Culture (*Kemendikbud*), there are 3 measurement indicators of digital literacy programs in schools, namely the implementation of class-based digital literacy, school culture-based digital literacybase, and community-based digital literacy (Nasrullah, et al., 2017). These three indicators serve as a reference for the researcher in measuring the implementation level of digital literacy programs in this study. Measuring the level of implementation of the program will be better if the measurement indicators come from the policy maker itself, the Ministry of Education and Culture (*Kemendikbud*). Here is a table of items for measuring digital literacy based on the indicators from the Ministry of Education and Culture and one additional indicator related to the implementation of digital literacy in political matters (see Table 1).

Table 1. Operational Definition Variable of the Implementation Level of Digital Literacy Programs

Indicators	Questions
	- Availability of digital literacy training activities participated by principals, teachers, education personnel, and students.
Class-Based Digital Literacy	- The implementation and use of digital literacy in the learning activities. - Understanding of principals, teachers, education personnel, and students in using digital media and the internet.
Implementation of School Culture-Based Digital Literacy	- Availability of quantities and variations of reading material - Availability of digital based learning props - Frequency conditions for borrowing digital-themed books

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	<ul style="list-style-type: none"> <li>- Availability of activities in schools that utilize the technology and information</li> <li>- Availability of presenting school information using digital media or website pages</li> <li>- Availability of school policies regarding to the use and utilization of information and communication technology in the school environment</li> <li>- Utilization and implementation of information and communication technology and communication in the terms of school services</li> </ul>
Implementation of Community-Based Digital Literacy	<ul style="list-style-type: none"> <li>- Availability of facilities and infrastructure that supports the digital literacy in schools</li> <li>- The involvement of parents, communities and institutions in the development of digital literacy.</li> </ul>
The implementation of digital literacy in political matters	<ul style="list-style-type: none"> <li>- The role of schools in providing digital reading material related to politics and elections.</li> <li>- Availability of facilities and infrastructure for political learning.</li> <li>- The role of community/community organizations, formal institutions, and government agencies in providing political knowledge and <i>hoaxes</i>.</li> <li>- The students' participation in reading</li> </ul>

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	<ul style="list-style-type: none"> <li>electronic books/digital pages related to politics.</li> <li>- The participation of students in using facilities and infrastructure for political learning.</li> </ul>
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### 2.3 Political Participation

Political participation is one of the important indicators to measure the success of democracy in one country. Based on Keith Faulks (1999), political participation is defined as the active engagement from individual or in group in the government process. Political participation also can be done by citizen, and not only be done by the policy makers. As well as the definition of political participation by McClosky (1972), political participation are the voluntary activities by the citizen through their participation in voting during election process, and directly or indirectly, in the process of forming general policies. Meanwhile, according to Huntington and Nelson (1977), political participation is the citizen activities that act as individuals aimed at influencing government decision making.

According to Miriam Budiardjo (2008), political participation is the activity of a person or group of people to actively participate in political life, among others by choosing the leader of the state and, directly or indirectly, influencing government policy (public policy). The political participation referred to in this study relates to the participation of young voters in Malang, in terms of electing state leaders, namely the president and vice president, as well as regional and central legislative leaders in the 2019 elections. The following is an operational definition of the variable level of political participation in this study (see Table 2).

Table 2. Operational Definitions Variable Level of Political Participation

Indicator	Item Questions
Participation in 2019 Election activities	<ul style="list-style-type: none"> <li>- Participation in voting during the 2019 Elections</li> <li>- Participation in disseminating information on the 2019 Elections</li> <li>- Clarifying hoax news clarification</li> <li>- The participation of the 2019 Election socialization activities</li> <li>- Participation became a political sympathizer in the 2019 Elections</li> <li>- Participation provided criticism and suggestions in the 2019 Elections</li> <li>- Participation of gave the proposals in the 2019 Elections</li> <li>- Compliance with the rules in the 2019 Elections</li> </ul>
Reasons for participation in 2019 Election activities	<ul style="list-style-type: none"> <li>- Role of Political Figures</li> <li>- The Role of <i>Timses</i></li> <li>- The Role of Media</li> <li>- Motivation in yourself</li> </ul>

### 3. METHODS

The method used in this research is quantitative. According to Sugiyono (2014), quantitative methods are methods that use data in the form of numbers and analysis using statistics. Data collection used questionnaire that distributed via google form. The location of this research is at the senior high school in the Malang area which consists of Malang City, Malang Regency, and Batu City. This location was chosen because it is one of the regions in Indonesia which is well-known as an education city so that it is appropriate to answer the social issues raised namely knowing the relationship between the level of implementation of digital literacy programs in senior high school and the level of political participation of young voters.

The population in this study were senior high school students in Malang region who already had the right to vote in the 2019 Elections. These students are also referred to as young voters. According to Sugiyono (2014), population is a generalization area consisting of objects / subjects that have certain qualities and

characteristics determined by researchers to be studied and then drawn conclusions. The population in this study cannot be determined because there are no definite data related to predetermined population criteria.

According to the formula of Cohen (1988), when not knowing the exact number of population then to get a minimum of a significant sample, a minimum sample of 384. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2014). This study does not have sufficient bases to determine the power value, then according to the Cohen convention, a power value of 0.80 is used so that  $\beta = 0.20$  with a cut-point for  $\alpha$  at 0.05. This research is expected to be able to detect effect size at  $d = 0.50$  and  $\alpha = 0.05$  so that a minimum sample value based on Cohen's table of 384 respondents is obtained. The number of samples in this study is more than the minimum limit that has been determined, namely 503 respondents.

The sampling technique in this study is multi stage. According to Silalahi (2010), multi-stage is a sampling technique such as cluster sampling that takes representatives from each group which is done in stages. There are some steps in determining the sample, such as:

1. The division of territory consists of 3 areas in the Malang region which consists of Malang City, Malang Regency, and Batu City. The selection of regions based on the scope of city / district administration is due to the limitations of researchers in terms of time and energy when divided based on the coverage of smaller administrative areas such as districts.
2. The division of high school in each area based on the status of the school (public/private). This division aims to represent homogeneous group division. The following is a list of equal SMA in Malang based on the Ministry of Education and Culture's reference data (see Table 3):

Table 3. Details of the number of Senior high schools in Malang

Area	School Status	Number of School
Malang City	Public	26
Malang City	Private	96
Malang Regency	Public	25
Malang Regency	Private	251
Batu City	Public	7
Batu City	Private	21

- In each area 2 random public school and 2 random private school were taken. Those number of group sample was taken based on consideration of the representation of group that have been determined, the fulfillment of a minimum sample size, and limited research time.
- The selected sample is all students who already have a vote in election 2019 and generally occupy class 3 in the school that had previously been selected through a random system. From 12 school as a sample in this study, the number of respondents collected was 503 people. The following table details the number of samples based on group and area criteria (see Table 4):

Table 4. Details of Number of Research Samples Based on Group and Area Criteria

Area	School Status	Number (n)	Percentage (%)
Malang City	Public 1	80	15.9
Malang City	Public 2	33	6.6
Malang City	Private 1	69	13.7
Malang City	Private 2	27	5.4
Malang Regency	Public 1	37	7.4
Malang Regency	Public 2	10	2.0
Malang Regency	Private 1	26	5.2
Malang Regency	Private 2	14	2.8
Batu City	Public 1	45	8.9
Batu City	Public 2	151	30.0
Batu City	Private 1	5	1.0
Batu City	Private 2	6	1.2
Total		503	100.0

Data mining techniques in this study used observation, documentation, and questionnaires. Observations were made by looking at the activities and facilities supporting the digital literacy program at each school that was sampled in this study. The documentation used to regard secondary data related to digital literacy programs such as activity reports and news

related to the implementation of digital literacy programs in Malang. Meanwhile, the questionnaire in this study used a Likert scale. The following is a table of score details used for rating each question item (see Table 5).

Table 5. Rating Scores for Each Question Item

Assessment criteria	Score
Very bad (STB)	1
Not good (TB)	2
Good less (KB)	3
Good (B)	4
Very Good (SB)	5

There are two kinds of variables in this study, namely independent (X) and dependent (Y). The independent variable in this study is the level of implementation of the digital literacy program that is applied to senior high school. Meanwhile, the dependent variable in this study is the level of political participation of young voters in the 2019 election. The number of questions on the X variable was 36 items and on the Y variable was 19 items. The overall total score of the question items on each variable will be categorized into three types: low, medium, and high. The following table details the categories of variables based on scores on each variable (see Tables 6 and 7):

Table 6. Score Categorization of Implementation Levels of Digital Literacy Programs

Score	Category
36-38	Low
84-132	Medium
133-180	High

Table 7. Categorization Score of Political Participation Rate

Score	Category
19-44	Low
45-69	Medium
70-95	High

This study aimed to examine the correlation between independent and dependent variables. The hypothesis in this study is as follows:

- H0: there is no relationship between the level of implementation of the digital literacy program and the level of political participation in the 2019 elections.
- H1: there is a relationship between the level of implementation of the digital literacy program and the level of political participation in the 2019 elections.



The hypothesis test in this study was conducted using SPSS Kendall rank software with alpha of 0.05. SPSS software is also used to process data classification categories of each variable and data validity. The categories of each variable make it easier for researchers to analyze the results of hypothesis testing. Meanwhile, the validity test aimed to measure the level of accuracy of the instruments used in this study. The validity test in this study uses the coefficient of Pearson product moment. Question items are declared valid if  $r_{count} > r_{table}$ ,  $r_{table}$  in this study is 0.088. The results of the validity in the study showed that all question items were valid.

#### 4. FINDINGS

The result of this study indicate that there is a relationship between the level of implementation of digital literacy programs and the level of political participation. The program is implemented in high school and its equivalent. Whereas, political participation in question is the participation of young voters who are high school equivalent students in Malang in the 2019 general election. The results of the study were obtained through analysis of answers from 503 respondents of high school equivalent students in Malang. The following is a breakdown of respondents by gender (see Table 8)

Table 8. Gender of Respondents

Gender	Amount (n)	Percentage (%)
Male	295	58.6
Female	208	41.4
Total	503	100.0

Based on Table 8 it can be seen that the number of samples between male and female is almost balanced. That is because the 12 schools sampled in the study are schools that educate a mixture of both male and female students, not specific to one gender only. In addition, there are also schools sampled in this study that have dormitories for the students. One of the school is located in Malang Regency and is a private school.

The population in this study were first-time voters, therefore, the age of the respondents obtained were only around 17 to 19 years old. The details on the age of the respondents shown in the following table (see Table 9):

Table 9. Age of Respondents

Age	Amount (n)	Percentage (%)
17 Years old	270	53.7
18 Years old	185	36.8
19 Years old	48	9.5
Total	503	100.0

#### 4.1 Implementation Level of the Digital Literacy Program

The result showed that the majority of the implementation level of digital literacy program in high schools were in the 'High' category. The following details the results of the implementation category of the level of implementation of digital literacy programs in senior high schools in Malang Raya region (see Table 10):

Table 10. Categorization of Implementation Level of Digital Literacy Program

Category	Amount (n)	Percentage (%)
Low	18	3.6
Medium	139	27.6
High	346	68.8
Total	503	100.0

The categorization in Table 10 came from classifying the total score of the question items on variable X. The percentage detail of every answer on each variable X question item can be seen in table 11.

Table 11. The percentage detail of every answer on each variable X question item

Question Coding	Percentage of the Answer (%)					Total
	STB	TB	KB	B	SB	
X1	4.8	6.6	13.9	58.8	15.9	100%
X2	2.2	4.8	10.7	64.2	18.1	100%
X3	2.6	4.2	16.3	60.6	16.3	100%
X4	2.2	6.4	14.5	60.2	16.7	100%
X5	5.0	10.1	27.4	47.3	10.1	100%
X6	3.4	5.6	17.7	58.4	14.9	100%
X7	3.2	2.6	12.1	61.4	20.7	100%
X8	3.4	4.8	11.5	57.5	22.9	100%
X9	2.4	3.2	6.4	63.4	24.7	100%
X10	3.0	3.0	8.2	64.8	21.1	100%
X11	2.8	6.6	18.9	57.1	14.7	100%
X12	3.0	7.0	20.3	56.3	13.5	100%
X13	3.4	4.8	14.1	62.4	15.3	100%
X14	3.6	6.0	18.3	56.3	15.9	100%
X15	3.8	5.8	19.5	58.1	12.9	100%
X16	2.6	6.8	17.1	59.2	14.3	100%
X17	3.4	6.4	15.3	62.2	12.7	100%
X18	2.8	5.0	17.7	57.7	16.9	100%

X19	3.0	6.4	17.9	58.4	14.3	100%
X20	3.8	5.8	19.1	56.3	15.1	100%
X21	3.4	4.6	21.3	56.1	14.7	100%
X22	4.0	6.0	20.3	55.1	14.7	100%
X23	3.8	5.6	15.5	57.3	17.9	100%
X24	4.0	4.4	16.3	60.2	15.1	100%
X25	5.2	5.4	24.5	53.7	11.3	100%
X26	5.4	5.0	23.1	53.3	13.3	100%
X27	4.0	5.4	18.3	56.5	15.9	100%
X28	4.6	5.4	17.3	58.6	14.1	100%
X29	4.4	5.0	16.7	60.8	13.1	100%
X30	2.6	6.4	18.3	60.2	12.5	100%
X31	3.8	5.4	17.7	57.9	15.3	100%
X32	3.6	3.8	18.7	59.2	14.7	100%
X33	3.8	5.6	15.9	60.0	14.7	100%
X34	4.2	5.6	15.7	58.6	15.9	100%
X35	5.6	8.2	20.3	53.3	12.7	100%
X36	4.6	7.8	16.9	57.1	13.7	100%

At the implementation level of the digital literacy program, three indicators are measured, namely the basis of class, the basis of school's culture, and the basis of community, as well as one additional indicator related to the application of digital literacy in political matters. The basis of class is measured from Question Coding X1 to X7. The basis of school's culture, is measured from coding questions X8 to X18. The basis of Community is measured from Question Coding X19 to X24. While the application of digital literacy in politics is measured by Question Coding X25 to X36.

Based on Table 11 it can also be seen that all indicators on the variable of implementation level of digital literacy indicate that the majority of the answers to each question have a 'good' (B) category. There is one question item on the basis of class indicator that shows a result below 50% in 'good' (B) category, which is Question Coding X5, at 47.3%. The question is related to the principal's ability to use internet digital media. The principal is the leader of every school that should also have digital competence, moreover the principal also acts as the one who drives the implementation of the digital literacy program. Findings in the field show that principals who are deemed to lack digital skills come from the older generation who generally have a hard time to learn technology. Actually, if seen from the participation of principals in digital literacy training activities, it showed high results from the 'good' (B) category that is equal to 58.8% (X1). Participation in digital literacy training activities is not a guarantee that it can improve digital skills because there are other things that determine it, which are the active participation in learning digital literacy through

training activities and independently applying it in daily life, especially in school management and learning process. As for the application and utilization of digital literacy in the learning process, it successfully made it to the 'good' category with 60.2% (X4). Based on findings in the field there are a variety of digital media used in learning, such as Edmodo, Google Classroom, as well as simple media such as presenting materials through Microsoft Power Point.

Meanwhile, the question items related to the understanding of teachers, educational staffs, and students showed the results of the categories better than principals' understanding of the use of digital media and the internet. Coding Question X6 shows the results that the understanding of teachers and educational staffs on the use of digital technology and the internet made it to the 'good' (B) category with 58.4%. Their participation in digital literacy activities was at 64.2% (X2). Not much different from the understanding of teachers and educational staffs, the understanding of students on the use of digital technology and the internet shows the result in 'good' (B) category at 61.4% (X7). The participation of students in digital literacy training activities is at 60.3% (X3). The number of participation is less because in learning digital competence, the majority of students also learn independently. However, there are several private schools with a dormitory system that forbid students from carrying mobile phones. These students rarely use digital technology and the internet because of the strict school rules.

In the basis of school's culture category, the question item with the highest answer percentage of all X variable questions in the 'good' (B) category is at 64.8% (X10). This items is related to the use of teaching aids in digital learning. The availability of the amount of reading materials and the variation of digital reading materials in a row showed results in 'good' (B) category with 57.5% (X8) and 63.4% (X9). This was also followed by the participation of students borrowing digital-themed books, which resulted in 'good' (B) category at 57.1% (X11). Next, the availability of information technology-related activities in school resulted in 'good' (B) category at 56.3% (X12). These activities can be in the form of extracurricular activities, school art performances, or other activities organized by the school. Presentation of school information through the school website, digital information boards, and social

media also consecutively resulted in 'good' (B) category at 62.4% (X13), 56.3% (X14), 58.1% (X15). As for the dissemination of school information in general, the homeroom teacher disseminates information through social media in the form of a whatsapp group which also covers all students in the class.

The next question related to the indicator of the basis of school culture on variable X is the availability of school regulations regarding the use of information and communication technology, the application of these regulations, and the use of digital information and communication technology in the management of school services. Percentage of answers to these questions in a sequence are at 59.2% (X16), 62.2% (X17), 57.7% (X18). Regulation related to the use of digital information and communication technology by schools is in the form of confiscation of students' mobile phones while the lesson is taking place so that students do not play mobile phones during class time. There are some schools that do not implement the regulation and there are also some schools that do not allow students to bring mobile phones to school at all. In addition, schools sometimes also check on students' cellphones to ensure students do not have pornographic videos/images, or other files deemed deviant. Meanwhile, the application of information and communication technology in school management includes making basic education data, financial management, school profile appearance, and others.

The next indicator is the basis of community relating to supporting facilities and the participation of parties outside the school in the implementation of digital literacy programs. The first question item in this indicator is the availability of facilities and infrastructure that supports digital literacy, which resulted in 'good' (B) category at 58.4% (X19). The facilities and infrastructures are in the form of wifi and computer laboratories. However, it turns out that there are some private schools that do not provide wifi access in schools. The school is also a Salaf cottage-based school, so internet access is deliberately restricted. The next question item related to the quality of facilities and infrastructure that supports digital literacy is at 56.3% (X20). Meanwhile, the participation of other parties in the development of digital literacy programs that have the highest percentage in 'good' (B) category assessment comes from the participation of government

agencies at 60.2% (X24), followed by the participation of formal institutions such as universities at 57.3% (X23), parent participation at 56.1% (X21), and community/public organization participation at 55.1% (X22). The most common form of participation is socialization on how to use digital technology wisely.

The last indicator in variable X is the implementation of digital literacy related to politics. The first question item in this indicator is related to the role of schools in providing digital reading materials related to politics and the Election, which made it into 'good' (B) category at 53.7% (X25). The role of schools in providing facilities and infrastructure for political learning is also placed in 'good' (B) category at 53.3% (X26). Then, the role of schools in providing political knowledge and elections is at 56.5% (X27), as well as the role of communities/organizations, formal institutions and agencies performing political knowledge and elections in succession which all resulted in 'good' (B) category, consecutively at 58.6% (X28), 60.8% (X29) and 60.2% (X30).

There are also measurements for the role of schools, government agencies, community/public organizations, formal institutions, government agencies regarding the education of hoax news prevention. The measurement results on the question items consecutively showed good results, because they all were classified into the 'good' (B) category at 57.9% (X31), 59.2% (X32), 60% (X33), and 58.6% (X34). Hoax prevention education activities are not yet massive in all schools. However, there are state schools in this research that have high initiative by inviting experts from higher education academics to fill in workshop activities related to how to handle hoax news. In addition to the participation of several parties above, the measurement of this indicator also involves the participation of students in reading electronic books/digital sources about politics and elections, as well as participation in using digital facilities and infrastructure to learn about politics and elections. The results of the question items are consecutively at 53.3% (X35) and 57.1% (X36). Digital medias that are generally used to access news related to the 2019 Election are social media and online news portals.

#### 4.2. Political Participation Level of Young Voters

The results of the study showed that the majority of Young Voters' political participation level was in the high category. The following table shows the result's details of each category of Young Voters' political participation level in the Greater Malang region (see Table 12):

Tabel 12. Categorization of Political Participation Level

Category	Amount (n)	Percentage (%)
Low	29	5.8
Medium	149	29.6
High	325	64.6
Total	503	100.0

The categorization above came from classifying the total score of the question items in the Y variable. The following table shows the percentage of the answer in each of the variable Y question items (see Table 13):

Tabel 13. The percentage detail of every answer on each variable Y question item

Question Coding	Percentage of the Answer (%)					Total
	STB	TB	KB	B	SB	
Y1	3.6	3.4	10.1	57.5	25.4	100%
Y2	2.4	4.2	11.5	58.8	23.1	100%
Y3	4.0	4.0	17.5	56.5	18.1	100%
Y4	3.2	4.2	13.9	61.2	17.5	100%
Y5	5.6	5.8	23.3	50.5	14.9	100%
Y6	8.0	8.9	21.1	46.9	15.1	100%
Y7	7.6	8.5	24.9	45.3	13.7	100%
Y8	8.7	9.5	20.5	49.1	12.1	100%
Y9	4.6	5.0	18.5	55.1	16.9	100%
Y10	9.1	7.6	21.7	46.7	14.9	100%
Y11	6.6	10.1	19.7	47.9	15.7	100%
Y12	3.2	6.4	19.5	54.3	16.7	100%
Y13	3.2	8.0	20.5	52.1	16.3	100%
Y14	2.6	3.4	12.5	59.0	22.5	100%
Y15	4.0	5.6	16.1	57.3	17.1	100%
Y16	3.6	7.0	20.1	57.3	12.1	100%
Y17	5.2	8.0	20.7	52.7	13.5	100%
Y18	3.6	5.4	13.9	59.0	18.1	100%
Y19	2.2	4.2	10.9	58.6	24.1	100%

At the level of Young Voters' political participation, two indicators are measured, which are participation in activities related to the 2019 elections and the reasons for such participation. Participation in activities related to the 2019 elections was measured by coding questions Y1 to Y14 (See Table 13). Whereas

the reasons why respondents participated in the 2019 Election was measured through coding questions Y15 to Y19.

Similar with variable X, all variable Y question items also show good results. Question items X1 and X2 related to participation in voting in the presidential and legislative elections consecutively showed results that are classified into 'good' (B) category at 57.5% and 58.8%. Related to this participation, there were also respondents who did not participate in the selection process, as indicated in the category assessment which are classified into 'very not good' (STB) and 'not good' (TB) categories. The 'very not good' category means the respondents did not vote and did not follow the news at all related to the 2019 election. This category generally acquired by private high school students, such as pondok salafi. The 'not good' category means the respondents did not use their rights to vote but sometimes still followed the news related to the 2019 Election. In the 'not good' category, the respondents used their rights to vote only to try and vote for the first time. In the 'good' category, the voters participated because there were various factors of consideration from outside and in the 'very good' category, the respondents participated because they prioritized their awareness of their role as citizens. If seen from the participation of young voters in participating in the socialization of 2019 election, it showed a result in 'good' category at 50.5% (Y5). The socialization was carried out by the school or local KPU regarding how to use their voting rights.

The next question item in political participation is participation in giving outreach/invitations to other people to participate in voting in the 2019 Election and participation in clarifying hoax news regarding 2019 Election. The answer to the question items consecutively showed results in 'good' category at 56.5% (Y3) and 61.2% (Y4). Generally, these two activities are carried out by students to their peers. Students also explain that they used to have a discussion during breaks and hours of empty class regarding information that is spread on social media during the 2019 Election to find out whether the news is true or false. However, there are also students who do not care about the hoax news and sometimes even there are those who believe in hoax news.

Question items coded Y6, Y7, Y8, Y9, and Y10 are related to the participation of

respondents in a series of pre-voting and post-voting activities. Question item Y6 is related to the participation of respondents in becoming political sympathizers to invite others to vote for presidential candidates who supported respondents, which is classified into 'good' category at 46.9% and Y7, related to the participation of respondents in becoming political sympathizers to invite others to choose legislative candidates whose respondents supported, the result is classified into 'good' category at 45.3%. Participation in joining the 2019 Election campaign and becoming the organizing committee for the 2019 showed results in 'good' category, consecutively at 49.1% (Y8) and 55.1% (Y9). The participation of respondents in the 2019 Election activities was not optimal because they also had to go to school on active days. Meanwhile, the participation in the 2019 Election Committee is quite high because in general the Election Committee is taken from the young group. Then, regarding the participation of respondents overseeing the calculation of the 2019 Election vote, it showed the results to be in 'good' category at of 46.7%.

Furthermore, in question items coded Y11, Y12, Y13, and Y14 in sequence related to efforts to understand the selected candidates, participation in giving criticism and suggestions related to the 2019 Election, giving policy proposals related to the 2019 Election, and compliance in obeying the 2019 Election rules. Coding question items showed to be in 'good' category, and consecutively, the results are Y11 at 47.9%, Y12 at 54.3%. Y13 at 52.1%, and Y14 at 59%. In general, suggestions and criticisms, and proposals regarding the 2019 Election were conveyed to the 2019 Election Committee and their respective social media accounts. Meanwhile, the regulation in question is related to the fulfillment of voting requirements such as carrying a KTP or C6 form and not violating the rules in campaigning.

The next question item related to indicators of factors that became the reason for respondents participating in the 2019 Election. Question item Y15 is in 'good' category related to presidential candidates at 57.3%. Question item Y16 is also in 'good' category related to legislative candidates by 57.3%. Question item Y17 is in 'good' category related to the 2019 election success team role at 52.7%. Question item Y18 is in 'good' category related to the role of the

media in the 2019 elections at 59%. Meanwhile, question item Y19 is in 'good' category related to motivation to improve the condition of Indonesia at 58.6%. If the respondent has reasons for several factors, this means that they follow all the socialization and campaign processes in the 2019 Elections.

### 4.3. Implementation Level of the Digital Literacy Program on the Political Participation of Young Voters

The results of the study showed that there was a relationship between the level of implementation of digital literacy programs in high school equivalents and the level of political participation of young voters in the 2019 elections in Malang. This can be seen from the correlation test of the level of implementation of the digital literacy program on the political participation of young voters (see Table 14).

Tabel 14. Correlation between the Level of Implementation of Digital Literacy Programs to the Political Participation of Young Voters

		X	Y
Kendall's tau_b	Correlation Coefficient	1.000	.343**
	Sig. (2-tailed)	.	.000
	N	503	503
Y	Correlation Coefficient	.343**	1.000
	Sig. (2-tailed)	.000	.
	N	503	503

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

In Table 14 regarding the correlation test it can be seen that the significance rate is 0.00. Meanwhile, the alpha number used in this study was 0.05. This means that H0 is rejected because the significance number is smaller (<) than the alpha number.

The relationship between the level of implementation of digital literacy programs in high school equivalents and the level of political participation of young voters in the 2019 Elections in Malang Raya can also be seen in the results of categories for each variable. The categories of the two variables show harmonious results. The majority of categories in both variables showed a high result at 68.8% for the X variable and 64.6% for the Y variable. In addition, the percentage of the categories of the two variables at the medium and low levels also

showed results that were not much different. The medium category for variable X is at 27.6% and 29.6% for variable Y. Meanwhile, the low category on variable X is at 3.6% and 5.8% on variable Y.

The digital literacy program implemented at the High School equivalent in Malang Raya can be a bridge for students to get information related to the 2019 Election. In the digital literacy program, students are taught to be able to use digital technology and analyze and evaluate the results of information obtained from digital media to participate in conveying information that has been obtained. This ability can be used by students to obtain information related to the 2019 elections and determine the presidential candidates and legislatures of their own choice. Furthermore, at this time, social media is teenagers' favorite digital media which also provide political news that can boost the participation of young voters in the 2019 Elections.

Based on Table 14 regarding the results of the correlation test it can also be seen that the direction of the relationship is positive and the correlation number is low. Relationships that show a positive direction mean that the higher the level of implementation of digital literacy programs, the higher the level of political participation. The correlation number in this study is 0.343 which means that the relationship between variables X and Y is weak. The weakness of this relationship is influenced by several things, such as the application of digital literacy programs which are more dominant in terms of general learning rather than politics. In addition, there are several variables that might be intermediate variables, for example, such as the level of young voter knowledge about politics.

In general, if the implementation of the digital literacy program is categorized, political participation also shows a high category. However, there are also results of the implementation of digital literacy in the high category but the political participation is low and moderate. The opposite also happens, there are digital literacy implementations that are categorized as low which actually show high category results in political participation. This can be seen from Table 15.

Tabel 15. Implementation Level of Digital Literacy (X)\* Political Participation Level (Y)  
Crosstabulation

		Y			Total	
		Rendah	Sedang	Tinggi		
X	Ren	Count	6	2	10	18
	dah	% within X	33.3%	11.1%	55.6%	100.0%
		% within Y	20.7%	1.3%	3.1%	3.6%
		% of Total	1.2%	.4%	2.0%	3.6%
Sed	ang	Count	17	66	56	139
		% within X	12.2%	47.5%	40.3%	100.0%
		% within Y	58.6%	44.3%	17.2%	27.6%
		% of Total	3.4%	13.1%	11.1%	27.6%
Tin	ggi	Count	6	81	259	346
		% within X	1.7%	23.4%	74.9%	100.0%
		% within Y	20.7%	54.4%	79.7%	68.8%
		% of Total	1.2%	16.1%	51.5%	68.8%
Total		Count	29	149	325	503
		% within X	5.8%	29.6%	64.6%	100.0%
		% within Y	100.0%	100.0%	100.0%	100.0%
		% of Total	5.8%	29.6%	64.6%	100.0%

Table 15 shows that there is a low category of political participation in respondents whose level of implementation of digital literacy in their schools is high due to several factors such as student sentiment towards the government, awareness of their role as citizens, and others. Digital literacy activities that do not emphasize political aspects can also be the cause. Because in general the political aspect is more emphasized on PKN subjects only. Meanwhile, the high category of political participation in respondents whose level of implementation of digital literacy in schools is low due to several factors such as the motivation of students to try their voting rights first and to join in with friends, relatives, or parents.

## 5. CONCLUSION

Inappropriate use of digital media, especially related to the spread of hoax, had increased during the 2019 general election in Indonesia. Hoax spreading is a black campaign strategy that is generally spread through social media. In addressing these problems, the Ministry of Education and Culture launched a digital literacy program with the aim of producing young people who are literate in digital information so that they are not easily attacked by hoax news and are able to become a creative generation and participate in democracy. This program is important because the young generation is the largest group of internet users who are retained

as targets of black campaigns, moreover the younger generation is the group with the most number in Indonesia.

Based on the results of this study, the level of implementation of digital literacy in high school and equivalent also has a positive relationship, at 0.343, with the level of political participation of young voters in Malang. This happens because the digital literacy program teaches students to learn to use digital technology and analyze information in the digital world to be conveyed back to others. This ability can be used by students to access political news so they can make their own choices in the 2019 general election.

The category of each major variable is also classified as high, that is, 68.8% in the variable level of digital literacy implementation and 64.6% in the variable level of political participation. The maximal percentage rating of category is not high in the level of implementation of digital literacy because there are private high schools that do not provide internet access at school and do not allow students to carry cellphones. The school also uses the *pondok salaf* system, so their chances of accessing the internet are very small. If the internet as the most important aspect in the application of digital literacy is limited, its implementation will not run optimally. The implementation of digital literacy in schools in general has not yet led to practical aspects, for example in politics, it is indicated by the lack of massive role of schools in giving direction to students regarding the handling of hoax news during the 2019 Election. Meanwhile, the political participation of young voters in general shows good results. However, as is the case with the implementation of digital literacy, the problem of political participation also lies on private *pondok salafi* high schools. The students generally did not use their rights to vote during the 2019 elections and chose to stay in the cottage on the day of voting because their area of residence was far away and no one could pick them up. This problem should need to be resolved immediately by the government with a special policy for *pondok salaf*-based high schools, considering that digital literacy and political participation are important for the progress of this country.

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