

SOCIALIZATION OF THE INFLUENCE OF DIGITAL LITERACY ON VIOLENCE ON CHILDREN

R. Andi Ahmad Gunadi ¹, Harmonis ², Aos Uswadi ³, Sidiq Nugroho ⁴

Fakultas Ilmu Pendidikan, Universitas Muhammadiyah Jakarta

Abstract

Violence against children that occurs repeatedly over a long period will cause serious injury to children, leave scars both physically and psychologically, and can even cause death. To reduce acts of violence against children, parents and teachers can do it in form of direct education, identification, and trial and error. Qualitative descriptive service method, respondents in grade 2 SMPI Al-Fatih, Cirendeu. Research objective: to know acts of violence in children. Research results: acts of violence that occurred in this study in the form of physical, emotional, neglect, and exploitation, are still in the low category. Conclusion: to reduce acts of violence against children, the role of parents and teachers must still be increased through various activities, for example, socialization of acts of violence against children which can be carried out on the first day of school for grade 1 students.

Keywords: Acts of Violence, Moral.

INTRODUCTION

Digital literacy is a word that is currently booming in line with advances in information and communication technology that are occurring in people's lives. Digital literacy is the skills and knowledge required to use various digital media application software, hardware devices such as computers, mobile phones, and internet technology; the ability to critically understand digital media content and its applications; and the knowledge and capacity to create media content with digital technology. GODDESS. Digital literacy is a set of skills needed to face various challenges in the digital era that arise due to the expansion of technology and media in all aspects of life. Digital literacy includes the following three things: information and communication technology literacy, media literacy, and information literacy. ANISATURRAHMI. The digital media referred to in this study are information media that are connected or connected to the internet, including the use of smartphones. KURNIAWATI and BAROROH.

So far, digital literacy has only been known as social media which can convey various information related to things that are needed by the community, MASITOH. The use of digital literacy among the wider community also has positive and negative effects.

The positive effects of digital literacy media according to Novianti (2018: 11-12) are as follows: (1) speed: the internet promises real-time speed, superfast. Transactions can run smoothly and quickly. (2) Reach: reaching all corners of the world can make nothing very popular. (3) Content richness: almost unlimited, all-in-one, all-related media content (hyperlinks). (4) Multi-use: any communication can use new media: education, family,

business, religious activities, sports, etc. (6) Ease: relatively does not require special skills to access and produce messages in new media.

Meanwhile, the negative effects of digital literacy media are (1) Content risks: pornography, violence, racial issues, radicalism issues, hate content, and others. (2) Contact risks: cyberbullying, sexual harassment, threats, privacy attacks, fake identities. (3) Conduct risks: fraud, manipulation of information, copyright, gambling, illegal downloads, hacking, and others.

The negative effects of poor literacy can result in psychological disturbance to the reader. This is caused by unstable emotions. They tend to receive information in its entirety without finding out whether the information is true or not just tweets on social media. A person's inability to interpret digital literacy has an impact on the attitude and character of the reader. NANI In several cases that occur in society it can also be seen that the negative impact of digital literacy can occur on children. Children can become victims of sexual violence. The perpetrators were inspired by pornographic content on social media, the internet, cell phones, and so on. This shows that the influence of digital literacy today is extraordinary. Ikhsanudin (2019:1)

This phenomenon is certainly not what is expected from digital literacy. Therefore the best solution that must be done is to provide digital literacy learning because sooner or later bad digital literacy will have an impact on the character and psychology of the reader which in turn can lead to acts of violence against children.



Violence against children according to Sirait (2011: 10-47) is any form of action or action against children that results in physical, sexual, mental/emotional/psychological misery or suffering and neglect including threats, coercion, and degrading. The impact of violence on children according to Gunadi, Imawati, and Mutiarani (2018: 25) is that children feel lonely; do not dare to 'go against' the words/behaviors of parents; lack self-confidence; have no self-esteem, feel insignificant; impulsive; aggressive; not obey; less independent; want to win alone; and socially immature. Meanwhile, according to Muis, Syafiq, and Savira (2011: 11), the impact of violence on children is that children feel inferior due to actions taken by parents, teachers, and other people who are close to the child life; the child feels hurt; the child feels angry; children feel sad, and they want revenge on teachers, parents or other people who have hurt them.

In general, the definition of violence against children can be seen in the following table:

Table 1: Types of Child Violence

No	Violence Type	Forms of Violence
1	Physical	Slapping, hitting, hurting, punching, burning, corporal punishment, punishment, a child near death, child death, intentional injury, endangering a child, intimate partner violence, dating violence, gender-based violence
2	Sexual	Sexual harassment, molestation, incest, rape, sexual violence, attempted rape, forced sex, forced oral sex, inappropriate touching, forced marriage, dating violence, gender-based violence, intimate partner violence, rape as an act of war, rape in conflict situations
3	Emotional	Attachment, mental abuse, belittling, demeaning, scapegoating, threatening, frightening, discriminating, ridiculing, controlling, rejecting, witnessing intimate partner violence/domestic violence
4	Abandonment	Malnutrition, hunger, homelessness, unsafe living conditions, poor health, control, lack of proper care and supervision
5	Exploitation	Compulsory work, forced labour, child labour, child prostitution, child trafficking, selling children, slavery, debt bondage, child pornography, pornographic performances, use of children in the drug trade, commercial sexual exploitation of children

Sumber: <https://tirto.id/737-persen-anak-indonesia-mengalami-kekerasan-di-rumahnya-sendiri-cAnG> (2017: 1-5)

Whatever form of violence against children, the impact must be negative which is very detrimental to children and can interfere with their growth and development of children. This is where the main role is actually for the people who are closest or most familiar to children, especially parents and teachers in providing the basics of using digital literacy. The moral development of children, in this case, relates to values, rules, norms, and institutions that govern children's behavior regarding family, social groups, and society which are learned from digital literacy media that are commonly used by parents, teachers, or those closest to them. in the child's environment.

The purpose of serving is to minimize the effect of digital literacy on acts of violence against children. Formulation of the service problem: Can the socialization of the use of digital literacy affect acts of violence against children?

DEVOTION METHOD

The service was carried out at Al-Fath Cirendeu Islamic Middle School, South Tangerang in July 2022. The research respondents were 65 grade II students, consisting of 33 boys and 32 girls. Service method: informative outreach. Data collection techniques: observation of children's daily life at school, documentation, interviews, and filling in the instrument which is made in the form of description answers and choices.

The service is carried out in the form of discussions, which take place in a conducive and relaxed manner interspersed with the playback of 2D/3D animated VCDs about acts of violence against children originating from various sources. During community service activities, respondents were accompanied by class teachers and school principals.

RESULTS AND DISCUSSION

a. Data Respondents.

1. Age of students, it is known that 18 students are 10 years old, 26 students are 11 years old, and 11 students are 12 years old.
2. Social status of students' parents: 31 parents of students work as ABRI and civil servants, and 24 parents of students work as private employees.

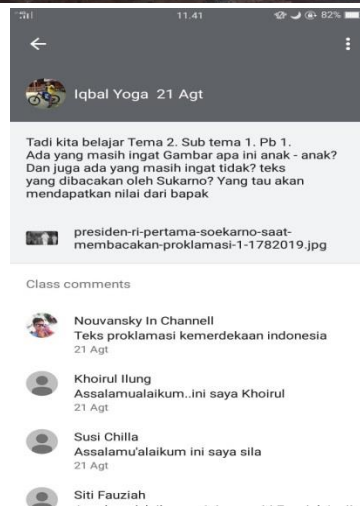
b. Digital literacy data

1. Ownership of digital literacy media. The digital media referred to in this study are information and communication technology media that are connected or connected to the internet, namely laptops and smartphones. It is known that 27 students have laptops and cell phones at the same time, 8 students have laptops, and 20 students have cell phones. The ownership referred to in this service is ownership on behalf of the student's parents. Based on the regulations that apply at school, in the daily learning process, students are not allowed to bring and use laptops and cell phones in the school environment.
2. The ability to use digital literacy media via the internet is used by teachers in e-learning and blended learning activities. The principal does not require teachers to use laptops and smartphones in the learning process. The learning process that utilizes the internet used by teachers in e-learning and blended learning is Google Classroom and teachers can also use YouTube to complete the learning process.

3. Media literacy includes the ability to use, understand or comprehend, and produce digital media. JOGJA

Using is the technical skill required to engage with computers and the Internet. These skills form the basis for the development of deeper digital literacy. Essential skills include the ability to use computer programs such as word processors, web browsers, e-mail, and other means of communication. To develop these skills, citizens must have access to and be able to conveniently utilize tools and resources such as broadband services, computers, software, Internet search engines, and online databases.

Understanding is the ability to understand, contextualize, and critically evaluate digital media. Individuals must realize the importance of critical evaluation in understanding how digital media content and applications can reflect, shape, enhance or manipulate our perceptions, beliefs, and feelings about the world around us. A critical understanding of digital media enables individuals to reap the benefits – and reduce the risks – as well as participate fully in a digital society. These skills include developing information management skills and respect for intellectual property rights and responsibilities. Individuals need to know how to find, evaluate, and use information effectively to communicate, collaborate and solve problems in their personal and professional lives.



c. Socialization of violence against children. Instruments for outreach to acts of violence against children are made in the form of interviews with descriptive answers and selected answers made in general and simple ways based on the psychological condition of the students. Based on the results of the service, it can be seen that acts of violence against children that occur in general can be categorized as consisting of acts of physical, emotional, neglect, and exploitation, with the perpetrators:

1. Parents and close friends of students:

- a. 8 students stated that their parents had never committed acts of violence in various forms. If there are problems, parents never involve their children. And if there are problems faced by children, parents will always be good interlocutors for their children. They help solve problems faced by children without committing acts of violence.
- b. It is known that acts of violence against children have never been carried out by parents in various forms of physical, emotional, neglect and exploitation with the following information: (1) Acts of physical violence: 0 students stated that when they were angry, parents never hit, pinched, tweaked their ears, and punished other physical; (2) Acts of Emotional Violence: 0 students stated that when they were angry their parents scolded and yelled at them with impolite words, called the child in harsh terms; frighten so that the child understands what he means and others; (3) Acts of Violence of Neglect: 0 students stated that for no apparent reason, parents

forbade students to play and did not complete their life/school needs because they were considered not too important; (4) Acts of Exploitation Violence: 1 student stated that after coming home from school, parents asked students to look after and invite their younger siblings to play, help complete household chores that were the responsibility of parents, students were given food according to standard health needs and occasionally students were asked to help with homework another ladder.

2. Teacher

- a. It is known that acts of violence against children committed by teachers can occur in the form of physical, emotional, neglect and exploitation with the following information: (1) Acts of physical violence: 0 students stated that when they were angry, the teacher never hit, pinched, tweaked their ears, and other physical punishments ; (2) Acts of Emotional Violence: 0 students stated that when angry the teacher was never angry and yelled at them with impolite words, called children in harsh terms; frighten so that the child understands what he means and others; (3) Acts of Ignorance of Violence: 0 students stated that for no apparent reason, the teacher never forbade students to play with peers; (4) Acts of Exploitation Violence: 0 students stated that after coming home from school, parents never asked students to take care of and invite their younger siblings to play, help complete household chores that were the responsibility of their parents, students were given food that did not meet the standard of health needs and students were asked to help sell (acts of exploitation violence).

3. Peer students.

It is known that acts of violence against children are carried out by peer students in the form of physical, emotional, neglect, and exploitation with the following information: (a) Acts of physical violence: 0 students stated that when they were angry, their peers never hit, pinched, tweaked their ears, and physical punishment other; (b) Acts of Emotional Violence: 2 students stated that when they were angry, their peers were angry and yelled at them with impolite words, called them in harsh terms; frighten into understanding what is meant and others; (c) Acts of Neglect Violence: 0 students stated that there had never been acts of neglect of violence committed by their peers; (d) Exploitation Violence: 0 students stated that there had never been an act of exploitation violence against them.

CONCLUSION

- a. The violence that continues repeatedly for a long time will cause serious injury to children, leave scars both physically and psychologically, and can even cause death. Children who are victims of acts of violence can be distinguished based on several categories, namely lack of confidence, feeling lonely, moody, lack of concentration, withdrawing, feeling insecure, difficulty developing trust in others, not daring to ask parents or teachers, tend to behave destructive, irritable, irritable, prolonged hurt and tend to follow the behavior of adults. If this incident continues to occur, the recovery process will take longer.
- b. The acts of violence against children that occurred at this service consisted of acts of emotional violence: 2 students stated that when they were angry their peers had been angry and snapped at them with impolite words, calling them harsh terms; frighten to understand

what is meant and others. The words and actions of these peers are more influenced by the internet seen on YouTube and the language that is often spoken when they chat via WhatsApp. It is included in the low category. If it is allowed to drag on without any socialization counseling on acts of violence against children, it will be able to increase into the medium and high categories.

- c. To improve children's morale as an effort to minimize victims of acts of violence that is most effectively carried out by parents and teachers is in the form of direct education, identification, trial and error process,

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