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² YOUNG WOMEN DIGITAL COMPETENCE IN USING THE INTERNET IN SURABAYA

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Abstract. The growth in the number of netizens is now the impact of increasingly easy internet penetration and high penetration of social media that is easily accessed via smartphone gadgets. Research conducted by Candrasari (2016) states that female internet users cannot be separated from their social media. Within a day of 2-3 hours, his time is spent accessing digital media. Therefore digital competencies are needed for girls to avoid the negative effects of the internet. The purpose of this study is to get a picture of the competence of adolescent girls. Digital competence is a form of using technology safely and critically to facilitate work, get entertainment and to communicate (E. Encabo & Murcia, J: 2011: 166). This research was conducted on adolescent girls in Surabaya with qualitative research methods. Data obtained through in-depth interviews, participant observation, and literature studies. The results of the study indicate that the digital competence of adolescent girls is still not good, especially in the categories of skills using the internet, information management and responsibility for using internet which is still low. Only in the category of communication and sharing digital competence of young women is good
Keywords: Digital Competence, teenagers, women, internet, technology

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Abstrak. Pertumbuhan jumlah netizen saat ini merupakan dampak penetrasi internet yang semakin mudah dan tingginya penetrasi media sosial yang mudah diakses melalui *gadget smartphone*. Penelitian yang dilakukan Candrasari (2016) menyebutkan bahwa pengguna internet perempuan tidak bisa lepas dari media sosial yang dimilikinya. Dalam sehari 2-3 jam waktunya dihabiskan untuk mengakses media digital. Oleh karena itu diperlukan kompetensi digital bagi remaja perempuan agar terhindar dari dampak negatif internet. Tujuan penelitian ini adalah untuk mendapatkan gambaran tentang kompetensi remaja perempuan. Kompetensi Digital merupakan bentuk penggunaan teknologi secara aman dan kritis guna memudahkan dalam bekerja, mendapatkan hiburan dan untuk berkomunikasi (E. Encabo & Murcia, J: 2011: 166). Penelitian ini dilakukan pada remaja perempuan di Surabaya dengan metode penelitian kualitatif. Data diperoleh melalui wawancara mendalam, observasi partisipan dan studi literatur. Hasil penelitian menunjukkan bahwa kompetensi digital remaja perempuan masih kurang baik terutama dalam kategori ketrampilan menggunakan internet, pengelolaan informasi serta tanggung jawab menggunakan internet yang masih rendah. Hanya pada kategori komunikasi dan berbagi kompetensi digital remaja perempuan sudah baik.

Kata Kunci: Kompetensi Digital, remaja, perempuan, internet, teknologi

INTRODUCTION

In everyday life, teenagers are never separated from the internet. Moreover, the means to support internet access are many and cheap.

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The growth in the number of netizens is the impact of easier internet penetration and the high penetration of social media that is easily accessible via smartphone gadgets.

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Research conducted by Candrasari (2016) states that female internet users cannot be separated from their social media. Within a day 2-3 hours of time are spent accessing digital media.

Easy and cheap access to digital media results in an abundance of digital data in today's era. . Ida Fajar Priyanto (2013) said that every internet user today has enormous amounts of data. Josh James (2014) in an infographic entitled *Data Never Sleeps 2.0*, that on the internet every minute a Youtube user uploads 72 hours of new video content, social media users share 2,460,000 pieces of content, Twitter users share 277,000 tweets, Instagram users upload 216,000 photos and Pinterest users shared 3,472 images.

In fact, the rapid development of this technology is not followed by the competence of adolescents in adopting the development of digital technology. Even though they were born in this digital era. This digital generation has known and used internet media since they were 8 years old, even since they were toddlers they have known gadgets from their parents (Claretta, Candrasari, Arianto, 2017).

These digital teenagers use the internet without being equipped with good digital competence. They only become "consumers" of "products" produced by digital technology. The ability of most of the digital generation to use the internet is limited to access, download, upload, and share in the form of text, images, audio or video. In this digital era, they have the freedom to create and distribute without fear of being controlled or censored. Therefore,

digital competence is needed for digital media users.

The low competence or digital literacy possessed by teenagers, especially young girls, results in teenage girls becoming victims of this digital technology. A study states that the ones who get unwanted invitations on social media are teenage girls (Leung & Lee, 2012). Teenage girls generally have the ability to access the internet but they do not understand how to place good information, especially about themselves, on social media. Teenage girls tend to easily create "status", personal photos and share them on their social media.

This phenomenon occurs because young women can only access the internet but do not have good self-confidence to recognize the characteristics of technology so that young women tend to be passive consumers of technology. As the results of studies showing that exposure to simple technology does not increase the ability to "digital literacy" (Jeffrey et al., 2011)

This condition also happened in Surabaya. As a big city, the ease of internet access has increased internet users, especially in adolescence, even at the age of their children, they are familiar with the internet without any provision to use the internet. This can be seen in the results of observations and interviews conducted in pre-research on early adolescents in Surabaya who claimed to have been victims of cyberbullying and even became perpetrators of cyberbullying, including being victims of sexual harassment on social media.

This research was conducted to find out how the digital competences of women, especially adolescents (early adolescents to late teens), so that women do not always become victims of technology and are always left behind with men. Because by having good digital competence, women as digital technology users are not only able to use and disseminate information but also be able to analyze, assess, organize and evaluate which information is good or not in digital media. Because basically technology was created to facilitate and provide positive benefits in human life. Not the other way around, in the sense that technology will make women only victims and objects of technology

Being digitally competent implies certain abilities, such as understanding the media, seeking information and being critical of content, and being able to communicate with others using various digital tools. (Juskeviciene & Dagiene, 2018: 266). When netizens are less competent in using digital technology, they will only become "victims" of digital technology. As the results of the author's observations on social media, there are still many teenagers, especially girls, who do not have good digital competence. This can be seen from the frequency with which young girls become "victims" in social media. The large number of photo uploads that exploit the bodies of teenage girls in cyberspace is one proof of the low digital competence of girls. As happened some time ago, the world of social media was shocked by photos of young women having indecent scenes with teenage boys. Some of these photos were seen

intentionally and consciously uploaded by the girl on her personal Instagram account. When searched on social media, you can easily find other photos or videos that appear to exploit women's bodies, which the owners of these bodies may not be aware of. Another indication that shows the low digital competence of women is that women are often victims of cyberbullying. A study conducted by Lenhart (2007) on cyberbullying, said that young girls have experienced harassment in cyberspace. As many as 32% of teenagers who use the internet have been targets or targets in the form of threats in cyberspace. Forms of violence that have been received by young women in cyberspace are such as threatening messages; get forwarded e-mails without the sender knowing, or receive messages or e-mails that contain unsightly pictures or negative issues about him / her. Furthermore, the study stated that girls aged 15-17 years were more often (41%) targeted by cyberbullying than boys (29%) of the same age.

In digital media, if the user does not have or is less competent in using digital technology, he will easily create and distribute text, photos or videos without double-checking whether the information meets the criteria or not. Given that digital competencies based on DigCompuEdu in Ferarri A (2013) are categorized based on five things, namely (a) media / information literacy measured based on the ability to seek information, analyze information, critical evaluation of content, and ability to process information; (b) digital collaboration and communication includes digital

interaction, digital communication strategies, sharing information and digital content, seeking opportunities for self-empowerment in digital society through digital technology, using technology for knowledge collaboration, recognizing norms in cyberspace; (c) digital content includes compiling digital content, creating useful content and knowledge, understanding how to copyright and license data; (d) responsible use, namely understanding the risks and threats in the digital environment, understanding safety and security measures, protecting personal data and privacy in the digital environment, understanding that digital services use a "privacy policy" about how personal data is used, protecting oneself yourself and others from possible harm in the digital environment; (e) digital problem solving, namely the ability to identify technical problems when operating devices, adapt the digital environment to personal needs using digital technology in an innovative way, understand when digital competencies need to be improved, support others in developing their digital competencies and seek opportunities to develop digital competences.

METHODOLOGY

This study used qualitative research methods . In a qualitative study, it will be found that there are efforts to explore the meaning of what happens to various individuals or groups, which come from social or humanitarian problems (Cresswell, 2009: 4), especially an authentic

understanding of people's experiences as they are felt.

The qualitative approach is expected to be able to produce an in-depth description of speech, writing and / or observable behavior of a particular individual, group, and organization in a particular context setting that is studied from a complete, comprehensive and holistic point of view (Bogdan and Taylor, 1992 : 22).

The study was conducted on six informants aged children to adolescents, from 8 years to 20 years of age, research time Januari until March 2020. The informants are active internet users and have had personal gadgets from an early age. The informants reside in the city of Surabaya and are still students. The research data were collected using in-depth interviews, participant observation and literature studies.

The data analysis technique in this study is an interactive model from Miles and Huberman. This interactive model in data analysis is done through 3 things, namely data reduction, data presentation and testing and drawing conclusions. In order to improve the researchers' understanding of the research data, the researchers conducted data triangulation. Data triangulation was carried out to be able to reveal a picture from various perspectives regarding the symptoms studied (Bachri, 2010).

RESULTS AND DISCUSSIONS

The rapid development of technology results in social changes in society, especially adolescents. Teenagers are currently the largest

users of technology (internet) in Indonesia. This is because since childhood they are used to living and growing together with communication technology. They are accustomed to using technology in their daily lives. In fact, many countries recognize the high role of technology in children's lives by integrating technology into school facilities (Plowman, Stevenson, McPake, Stephen @ Adey, 2011).

This research data also shows that informants are getting used to using the internet to access information needed by informants related to school assignments. In fact, most informants admit to using the internet for the first time since they were in elementary school. From these data it can be said that the informants use the internet because they are "accustomed" to the conditions that make the informants dependent on using the internet, especially to help with school assignments. From these school assignments, the informants finally felt the usefulness of the internet which they felt was quite easy for the informants' daily activities. Informants feel the benefits of the internet in their lives. There is a lot of conflicting research on the use of technology in the lives of children and adolescents. Several studies have stated that the use of technology at the age of children will hinder their social, emotional, physical and cognitive development (Cordes & Miller, 2000). Other research states that the use of technology at the age of children will help their social, emotional, physical and cognitive development (Yelland, 2011). The controversy finally gave birth to a

statement that was quite wise regarding the impact of technology on human life. That every technology user can experience negative or positive effects depends on the user's competence in (digital) technology itself.

Digital Competence

In this digital era, digital competence is one of the basic skills that all individuals who enter cyberspace must possess. Digital competence can be defined as the use of technology safely and critically to facilitate work, get entertainment and to communicate (E. Encabo & Murcia, J: 2011: 166). Digital competence is the ability to access data digitally and manage information and use electronic services. Given that in the current technological era where the internet has become a part of people's lives, the quality of life has improved, and there have been many changes in many ways, especially those related to communication, economic activities and other social activities. This digital competence is needed in this digital era in order to minimize the negative effects of technology use in people's lives, especially children and adolescents.

When associated with the concept of digital competence, the data of this study indicate that the informants' digital competence is quite good even though in several ways, especially those related to skills or skills in using technology, are still limited, including in terms of information management. Next the author will describe several aspects of digital competence obtained from the results of this study. These aspects are (a) the skills possessed in data access

(b) Information management and (c) responsible use; and (d) communication and sharing. Here, the writer will describe each of these aspects.

Skills in Digital Data Access

As described in the JRC report, digital competence is related to a set of knowledge, skills, and attitudes in using communication and information technology and digital media (Ferrari, A., 2012). The skill here means that the skills of internet users are the user's ability to access digital data. The data of this study indicate that the skills of informants, especially those still in elementary school to middle school (SMP), are still lacking in using the internet. The low level of competence is not only related to content analysis but also related to skills in using their smartphones. One of these is reflected in the low ability of informants to recognize the features available on their smartphones. As the following third informant said:

"For searching for Youtube videos" "that's all"

The following sixth informant also said the same thing:

"For mobile phone features, I only use social media. But most often, only Instagram"
"Cameras for online photos and videos add Instagram too. Applications are frequent applications. Use Whatsapp and Instagram too. Line never really".

Likewise, the following fifth informant said:

"For mobile phone features, I only use social media. But most often, only Instagram".

Based on these data, it can be seen that the informants have limited skills to use smartphones optimally. This means that the smartphone they have is only used as a communication medium, not many of the features are used optimally. Based on the observations of the research team, the average informant who is all women looks reluctant to explore the smartphone that is in their hands every day. The informants did not try to find out what other features they could use apart from the low knowledge of the informants regarding the information and communication technology that is in their hands every day, the informants' knowledge regarding technical terms of the technology is also minimal. This can be seen when interviewing the research team using technical terms, several informants claimed not to know these terms.

Especially for informants who are still in elementary school and junior high school. Knowledge of the internet is related to the terms that exist in the technological device. For example, when a researcher asks about the term feature, the informant bluntly states that he does not know what a feature is. As said by the following third informant:

"... just a little"

Even second informant who is already in high school is still unfamiliar with some of the terms the

researchers propose, such as devices and features. As disclosed by second informant as follows:

"Gadget? What device is that Sis? ... oalah ... what kind of features do you mean? "

Based on these data, it can be said that the informant as a technology user (internet) does not have a good enough knowledge about matters related to technology. The results of this study, not all informants have minimal knowledge and skills in internet access or using their smartphones. Informants who are already in high school and university have better knowledge and skills than informants who are still in elementary or junior high school. As revealed by the following second informant :

"Cameras for online photos and videos add Instagram too. Applications are frequent applications. Use Whatsapp and Instagram too. There's never been a Line, let alone any other application... I don't know ".

Likewise, the fifth informant stated:

"I often use notes on my cellphone to get out all my jokes" ... the features on my cellphone that are not connected to the internet are quite my favorite lately, others never ".

From these data, it shows that the informants have good skills in operating their devices and have good knowledge of all things related to the internet. Although these skills are

basic skills that must be possessed by internet users.

Information Management

This information management is related to the individual's ability to search for information, analyze information, criticize information and evaluate information obtained online. Based on the US NETP (National Education National Plan) (2010), it is said that someone is "digitally literate" if the person has skills in three domains, namely information literacy, media literacy and digital citizenship. Information literacy includes the ability to find, use and evaluate online information. Media literacy includes the ability to use and understand media and communication tools. Digital citizenship focuses on the ability of individuals to use technology in appropriate and safe ways, by being aware of privacy and copyright issues in cyberspace, and behaving in a responsible manner in cyberspace.

This research data shows that the informants have managed information well. This means that informants use the internet to find the information they need, including evaluating the information they receive. Internet informants have made it easy to find the information they need. As stated by the first informant below:

"My internet is more about browsing all kinds of things, starting with the Sims 4. Then on electronics, then natural beauty tips. For social media, it's just for connecting with friends. For email and Drive for campus assignments ".

Likewise with the statement of the fifth informant below:

"For me, the internet is my place to find information. If I really don't understand or don't believe this information, I will ask my mother about it".

Searching for information via the internet has now become a habit in people's lives. If in the past people used more mass media (television, radio, and print media) in seeking information since the birth and development of the internet, mass media began to be abandoned. Based on the results of this study, it is revealed that the behavior of seeking information using the internet has been built since the informant was in elementary school. It cannot be denied that schools have played a role in building children's habits in using the internet through school assignments that "force" children to use the internet. The behavior of searching for information via the internet ultimately shapes children's behavior in using the internet. In the end, without realizing it, schools have also played a role in building children's dependence on the internet.

As told by fourth informant that he knew the internet when he was in second grade elementary school, starting from school assignments that required him to search for answers on the internet. The ease with which the informants felt when completing school assignments, the behavior of searching for information via the internet continued to search for information according to their

personal needs. Like getting the latest information about their idol artists to other tips.

With the development of communication and information technology which is marked by the presence of the internet in people's lives, the ease of finding information is one of the positive impacts of the internet on its users. Through the internet, every individual can easily get the information he wants. So much information that netizens can get when browsing the internet requires the ability to analyze and assess any information it receives. This ability is one measure of whether netizens become people who have digital competence. The results of this study reveal that the informants have good enough digital competence. This can be seen from the ability of the informants to evaluate and analyze any information they receive. As stated by the following sixth informant:

"Usually if there is incoming information that I don't understand, I googling it first before responding".

Likewise, the following first informant said:

"I also didn't immediately believe the news that was like that on social media".

The following was also done by the fourth informant and the fifth informant:

"I analyzed it first. But, usually ask directly to mama".

"I tried to find the same information, through different accounts. But all from Instagram".

From the data disclosed by the informants above, it can be seen that the informants have a fairly good ability in managing information. As explained above, the ability to manage this information is part of media literacy. The ability to manage information is not only about accessing information but also evaluating the information it receives from cyberspace.

Responsible User

In digital competence, it will also be seen how the responsibilities of each user when using digital technology. The responsibility of these users includes protecting their digital devices and content and protecting them from the threat of negative impacts on the digital environment. In addition, users must understand safety and security in using digital technology and relate to how users protect themselves against the dangers that exist in the cyberspace environment (Ferrari A, 2013).

This research data shows that informants are still not fully responsible when using social media. Especially the responsibility related to the informant's inability to guard against threats or dangers of interacting in cyberspace. Several forms of threats that can be obtained from cyberspace, such as the possibility of internet addiction and what is popular today is the occurrence of cyberbullying. The research data shows that informants

have experienced cyberbullying on average. As stated by the first informant as follows:

Ever. I have frequently been asked to "Askfm" on Tumblr as well. If askedfm, more or less admitted that he was a senior. Said he said I'm not polite etc. and it doesn't make sense. Because in my opinion, I don't have any problem at school, no seniors how to do it with me. Not a few friends themselves hahaha. Because there are anonymous facilities, so it's really brave.

The Fifth Informant also experienced the same experience as said by the following fifth informant :

"Very often. I am often told that I wear makeup. He said, "beautiful because of making up" or, "how come the school uses makeup". Like that approx. I used to have spotty deck because my hormones went up a lot when I was in high school, I was blasphemed at the "Ask fm" just because I was spotty Hahaha. The point is "just acne, you don't know" really there is no connection between acne and dazed, not on which side I don't know - _-".

From the data above, it can be seen how informants are still very vulnerable to dangers or threats originating from cyberspace. This means that informants still have low responsibility in using digital

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Young Women Digital Competence In Using The Internet In Surabaya

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technology. It is said that someone has a good responsibility when using digital technology or when interacting in cyberspace if users understand safety and security in using digital technology and are related to how users protect themselves against the dangers that exist in the cyberspace environment.

Communication and Sharing

Along with current technological developments, the internet is not only used as a source of information but the internet currently acts as a medium for building and maintaining social relationships. It was also found in this study that informants found it easier to establish social relationships through platforms on the internet. The birth of social networking sites such as social media has made this function grow. The internet is not only a means of seeking information but currently the internet's function is more dominant to build communication and social relations with the virtual world community.

The rapid growth of electronic communication devices has changed the lifestyle of individuals. In particular, there is an exponential increase in online social networks marked by the increasing use of social media such as email, instant messaging, social networking sites (SNS), blogs, and chat rooms (Hinduja & Patchin, 2009; Palfrey & Gasser, 2008). Social media is the most common digital place to meet and interact with friends as is the result of recent research by Lenhart, Smith, Anderson, Duggan, and Perrin (2015),

Research data shows that informants use social media more to build social relationships and maintain existing social relationships. As stated by the following sixth informant:

"I have two social media, there are Instagram and what's app. And I all use to make friends there "

The same thing was stated by the following fourth informant:

*"I have what's app and Line for fun chatting with friends for social media. I like to use Instagram ... to peek at friends'
Instastory..hehe..hee".*

From the data above, it further strengthens that the use of the internet is currently increasingly shifting, from being a source of information retrieval shifted to a means of communication. The facts show that all informants have social media accounts that are used as a means of communication and maintaining social relationships. Apart from that, all informants also use messengers such as Line or Whatsapp as a medium of communication in their daily lives. This is in line with the results of research conducted by Moreno-Fernandez, Moreno-Crespo, and Hunt-Gomez (2018) which state that teenagers aged 17-24 years use the Whatsapp application, information search engines such as Google, and social networking applications such as Facebook. and Twitter every day via mobile or laptop.

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Based on this data, the informant's digital competence in the communication and sharing category is very good. Especially when viewed from the ability of informants to interact in the digital world with various kinds of netizens who may have anonymous identities. Not only that, but informants also use their social media as a means of sharing data, information, and digital content. Even though there were some things that the informants did not do in the communication and sharing category, one of them was the lack of awareness of the informants that they were communicating with people who have various cultures and protecting one's reputation. The research data shows that there are informants who claim to have been cyberbullying perpetrators even though they feel they are just joining in with their friends. This condition illustrates that informants do not realize the importance of protecting their friend's reputation in cyberspace even though they have never met physically. It seems that the informants are less aware that protecting the reputation of friends is part of the digital competence that every internet user should have.

The development of the internet has changed many human lives. Currently, most of the lives of individuals are very dependent on the internet, therefore every individual needs to increase digital competence. The results of this study indicate that the digital competencies possessed by young women are described in four categories, namely the categories of skills possessed in data access, information management, and responsible use; as well as communication and sharing.

In general, the skills or expertise possessed by young women in using or accessing the internet can be said that they are in the "digitally literate" category. Because basically someone is said to be "digitally literate" they can open, turn off digital devices and can operate word documents and can compose emails (Alasar, A., 2017: 108). Furthermore, research conducted by Alsrar A (2017) reveals that someone is said to have digital literacy, if that person has two skills, namely being able to access "Google" to find all the information needed and be able to operate email. Besides that, he also knows how to use YouTube, Google, and social media. Based on these criteria, the young women in this study are basically "digital literate". But it cannot be said that it has fully digital competence. This can be seen from several aspects as described in the research results above. Among them are skills in using the internet, in this case, using a smartphone that is in their hands every day.

Among them are the limited ability of young women to use applications and features on their gadgets. Of the many features and free applications provided on their smartphones, it turns out that young girls cannot explore other features other than social media, messenger applications, telephone and email.

The limited digital competence of young girls, especially in the skill category or skills in using digital technology, is an interesting finding. This further strengthens the stereotypes that have existed and developed in society. That women are less skilled in technical matters, especially in the use of technology.

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That technology is a men's world. This stereotype is the result of a biased attitude that emerges as soon as women enter school and feel that technology and science are male domains (Cooper & Alder, 2006). Teachers and parents also play a role in preventing girls from mastering technology (Primo & Khan, 2003). As a result, this stereotype affects women's performance, especially when women are dealing with technology, often women feel inferior and this affects women's self-confidence. This is because men benefit from the assumption that they are better than women when it comes to technology and computers.

Another interesting thing is that this research finds that the management of teenage digital information is good, especially teenagers can choose the digital information they get and carry out an evaluation. This can be achieved in adolescent girls who are old enough and have good education. It is very different for adolescents who are still at an early age when using the internet is still not optimal in conducting critical analysis and evaluation of the digital information they get. Apart from age and education, the ability to manage digital information is still low because young women do not get good assistance from their parents when using digital technology. From the research team's observations of informants who are still children, it can be seen that there is no "education" from parents regarding digital technology that is used daily. Parents only provide (complete) facilities without ever providing supervision or knowledge and

direction regarding digital technology used by informants.

This condition gives birth to a low form of responsibility for young women in using the internet. This means that they do not fully understand how to use the internet to protect their privacy. Also, an indication of the lack of responsibility of young women in using the internet is that they do not protect themselves when interacting in a cyber society which can pose a danger and threat to their "safety".

Another category of digital competence that is particularly good for young girls is the communication and sharing category. Young girls understand the function of social media which makes it easier for them to communicate with their friends and help them in establishing social relationships. As written by Selfe (1999) that understanding the basic functions of computers which were originally only as data storage is now no longer the time because in this digital era individuals use computers to obtain information and establish social relationships. Therefore every individual needs to have skills in understanding technology because technology can influence human behavior, thoughts and actions (Jones & Hafner, 2012). Also, each individual needs to understand the potential of the technology used so that we can control and control the technology used.

CONCLUSION

The results of this study concluded that the competence of female adolescents in Surabaya was not good enough. This is indicated by

the inadequate skill of using the internet for information management and the low responsibility of young women in using the internet, especially for early adolescents who already use the internet without parental assistance

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