

The Influence of Family Socioeconomic Status on the Level of Digital Literacy Ability of Serua Islamic Vocational School Students

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Article history

Received: February 27, 2024

Revised: March 30, 2024

Accepted: May 18, 2024

Abstract

This study examines how family socioeconomic status affects the digital literacy skills of students at SMK Islamiyah Serua. The goal is to determine the extent of the impact of socioeconomic status on digital literacy skills. The research emphasizes the importance of digital literacy in enhancing technical abilities, protecting individuals, and promoting responsible internet use. Families play a crucial role in creating an environment that supports safe and responsible technology usage. The focus on socioeconomic status is based on its influence on students' access to and understanding of digital literacy, leading to inequalities. Pierre Bourdieu's social practice theory is utilized as the underlying framework for this research, which employs descriptive quantitative methods. The study includes students from SMK Islamiyah Serua as participants. The findings reveal a significant influence of socioeconomic status on digital literacy, with a p-value of $0.000 < 0.05$. The t count (8.032) exceeding the t table (1.651) further confirms the influence. The coefficient of determination test indicates that 22.9% of the variance in digital literacy can be attributed to socioeconomic status, while the remaining 77.1% is influenced by other factors.

Keywords

Socioeconomic Status, digital literacy, theory of social practice (Pierre Bourdieu)

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Citation



Azzahra, A. Z., & Badruddin, S. (2024). The Influence of Family Socioeconomic Status on the Level of Digital Literacy Ability of Serua Islamic Vocational School Students. *Sociological and Management Journal Research*, 1(1), 1-9. Retrieved from <https://ejournal.aissrd.org/index.php/smj/article/view/243>

INTRODUCTION

In the modern era, technology and society have merged, inseparable. The use of technology, especially the internet, has expanded due to the diverse needs of society. Digital devices such as smartphones, laptops and computers, along with the internet, have changed various aspects of life. Data from ITU shows that by 2022, 66% of the world's population (5.3 billion people) will use the internet. In Indonesia, according to APJII, in 2023, 78.19% or around 215,626,156 people will be connected, with the majority of internet users being teenagers (99.16%) aged 13-18 years (APJII, 2022). The internet facilitates communication and socialization without the barriers of distance. Based on data from Cambridge Assessment International Education (2018), students, as a generation that grew up with technology, use smartphones (81%) and the internet (79.5%) to learn and search for information (Febaliza & Oktariani, 2020). They tend to be more interested in practical learning through digital applications. Despite encountering good and bad information on the internet, it is important for children and teenagers to be educated so they can make wise decisions when accessing the internet. The conditions above will trigger several problems. First, inequality or gaps in students' skills and access to the use of digital technology. The existence of significant differences in access and use of digital technology among students allows for inequalities in education. This gap can impact the quality of education and students' preparation to enter an increasingly digitalized society. Second, students as a generation have grown up with technology, creating changes in how they search for information, learn and interact. On the other hand, this also gives rise to the risk of exposure to inappropriate content and unwise decisions when interacting with digital technology.

There are several impacts that need to be considered from the massive use of internet technology. Some of them that are quite popular are hoax news, cyberbullying, and pornography. First, involves the rapid spread of hoax news. The survey showed that 14.70% of respondents experienced receiving false news more than three times a day, with 34.60% experiencing this every day (Prasetio et al., 2023). Hoaxes can influence people's perceptions because of people's tendency to trust information that matches their opinions (Fauzi & Marhamah, 2021). Apart from that, cyberbullying, especially through social networks (35%) and text messages (33%), also has a significant negative impact (Rahayu, 2012). Pornography, which has reached high levels in Indonesia, with 94% of students in DKI Jakarta and Banten exposed to grade 1 pornography, even if it occurs once or as a pop-up (Maisya & Masitoh, 2019) is also a serious issue in the use of internet technology.

Therefore, preventive efforts are needed to teach students the basics of digital socialization and security, so that they are able to explore the digital world with confidence, feel safe, and prevent them from being exposed to the various negative impacts that exist in it. The step in question is digital literacy. In general, digital literacy is a form of a person's skills or abilities in using digital media effectively so that individuals know various places and relevant related information (Limilia & Aristi, 2019). Digital literacy not only includes technical aspects, but also the ability to think critically in parsing and analyzing digital information. The role of digital literacy involves three contexts: protection (awareness of risks and protecting against harmful content), instrumentalist approach (increasing technical capabilities), and empowerment (providing freedom and empowerment). The family, as the main socialization agent, plays an important role in realizing these digital literacy goals. They help protect, guide technically and non-technically, create a supportive environment, and provide guidance and values for the wise and responsible use of technology. A supportive family environment can encourage better exploration and learning of digital literacy, giving teenagers the opportunity to develop the skills needed in modern life that is highly dependent on technology (Meilinda et al., 2020)

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This research highlights family socioeconomic status as an important factor influencing adolescents' digital literacy skills. Socioeconomic status includes economic abilities, education level, and individual occupation in social stratification (Zakaria & Nurmayunita, 2019). This indicator has a significant impact on teenagers' digital literacy skills, including aspects of access and understanding of digital technology. Research by Livingstone (2009) through Fatmawati and Sholikin (2019) shows that children from middle economic and social class families tend to have more productive digital skills and a better understanding of digital technology security compared to children from lower class families. below (Nur Ika Fatmawati & Ahmad Sholikin, 2019). This difference is caused by wider access and greater opportunities to use digital technology in various aspects of life. In contrast, children from lower class families are often limited to using gadgets for entertainment and games, especially if their families do not provide an understanding of digital technology. This creates a digital divide that can affect teenagers' digital literacy skills. Given this gap, studies are needed that contribute to reducing the digital literacy gap, ensuring that all adolescents have equal opportunities to develop their digital literacy skills.

This research focuses on the digital literacy of vocational school students, especially at SMK Islamiyah Serua, Depok. Vocational Schools are secondary education institutions that prepare students with practical and technical skills for the world of work. Digital literacy is considered important in jobs that are increasingly dominated by digital technology. The research was conducted at SMK Islamiyah Serua, a private school in Depok, which has a vision of mastering science and technology. However, digital literacy learning at this school is only technical, especially about Microsoft, without non-technical learning. Depok City, as a suburban city supporting Jakarta, provides a transitional context between rural and urban areas.

This research raises awareness of the importance of digital literacy to address inequalities in student access and ability. Family role and socio-economic factors are also considered. The research conclusions provide a foundation for understanding and overcoming students' digital literacy challenges in facing an increasingly digitalized world.

The formulation of the problem in this research is how much influence does family socio-economic status have on the level of digital literacy skills of Serua Islamiyah Vocational School students? With the aim of the research to determine the magnitude of the influence of family socio-economic status on the level of digital literacy skills of Serua Islamiyah Vocational School students.

RESEARCH METHODS

This study uses a quantitative approach. Certain theories are tested by examining the relationships between variables (Creswell, 2016). Research devices or instruments are used to measure these variables, so that the data produced will contain numbers that can be analyzed through statistical procedures. Stratified Random Sampling was chosen by the researcher as the sampling technique in this research. To test the hypothesis that has been created, data collection will use research tools or instruments based on data analysis or statistics. This research uses a type of regression research to estimate the influence between the independent variable (X) and the dependent variable (Y). Variable

Data collection in this research was carried out using a questionnaire with a Likert model measurement, consisting of measuring the independent variable and the dependent variable. The measuring instrument used was tested on 30 respondents to see its validity and reliability. Validity test uses the Pearson Product Moment test. The results of the validity test show that there are 11 question items from the socio-economic status variable declared valid with a reliability level of 0.798. Likewise, 27 questions regarding digital literacy were declared valid with a reliability level of 0.942.

Population is the number of all units of analysis whose characteristics have been estimated (Singarimbun & Effendi, 1995). Sample refers to a part taken from a larger population to serve as a research object. The sample was selected with the aim of generalizing the findings from the sample to the population as a whole. Samples taken from the population must represent the population as a whole. The Stratified Random Sampling method was chosen as the sampling technique in this research, followed by the Slovin formula as the sample calculation formula. The entire Serua Islamiyah Vocational School totaling 482 students is the population for this research. Based on Slovin's calculations, 219 samples were randomly selected.

Data analysis was carried out using a descriptive approach to explain the characteristics of each socio-economic status and digital literacy variable, making it easier to interpret their meaning. In addition, a verification analysis is carried out to test the hypothesis that has been formulated using statistical methods, so that it can determine whether the hypothesis can be accepted or rejected. Test this hypothesis using simple linear regression analysis. To ensure the accuracy of the regression equation used, classic assumption tests such as the normality test and linearity test are carried out.

The distribution of data in a data group must be normally distributed, so testing is carried out using the Skewness-Kurtosis statistical test. Data is declared normally distributed if it is in the range between -1.96 to 1.96. Meanwhile, to see a significant linear relationship between variables, testing is carried out using the F test or Test for Linearity if the significance is more than 0.05, and vice versa.

RESULT AND DISCUSSION

Classic assumption test

Hypothesis testing is carried out after the data has been tested for normality and linearity, because the classical assumption test determines further analysis. Data normality test on socio-economic status and digital literacy variables using the Skewness-Kurtosis test, both variables are declared to have a linear distribution because the data shows a skewness ratio of -1.152 and a kurtosis ratio of -1.706. Where both data are in the range – 1.96 to 1.96. Meanwhile, the data linearity test shows the deviation from linearity value $0.156 > 0.05$ indicates that there is a linear relationship between the two variables.

The Influence of Family Socioeconomic Status on Students' Level of Digital Literacy Ability

Pearson Product Moment Correlation Test Results

The Pearson product moment correlation test was carried out to examine the strength of the relationship between the independent variable (X), namely socio-economic status, and the dependent variable (Y), digital literacy. With 3 basic decisions, namely r count, sig results. (2 tailed) and the results of the correlation coefficient interpretation guide. The following results were obtained, namely:

Table 1. Pearson Product Moment Correlation Test Results

Correlations			
		Status_Sosial_Ekonomi	Literasi_Digital
Status_Sosial_Ekonomi	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.000
	N	219	219
Literasi_Digital	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.000	
	N	219	219
**. Correlation is significant at the 0.01 level (2-tailed).			

It is known in table 1 that the results of the Pearson product moment correlation test are based on the results of the sig value. (2 tailed) of 0.000. So, based on the sig value. (2 tailed) $0.000 < \text{sig value } 0.05$, then this proves that there is a correlation between variable (X) socio-economic status and variable (Y) digital literacy.

It is known in table 4.41 that the product moment correlation test results are based on the calculated r results of 0.479. So the r table with $df (219 - 2) = 217$ and the 5% confidence level is 0.138. So, based on calculated r $(0.479) > r \text{ table } (0.138)$, this proves that there is a correlation between variable (X) socio-economic status and variable (Y) digital literacy.

It is known from the data in table 4.41 that the results of the Pearson product moment correlation test are based on the correlation coefficient interpretation guide with a calculated r result of 0.479, so this value is positive. This proves that if the correlation between variable (X) socio-economic status increases, then variable (Y) digital literacy also occurs, and vice versa. Then, based on the interpretation of the strength of the relationship that has been explained

Previously, this calculated r was located at a coefficient of 0.40 – 0.599 which was at a medium relationship level.

Simple Linear Regression Test Results

The regression analysis used in this research aims to see the significant influence of the independent variable, namely socio-economic status, on the dependent variable, namely digital literacy. The results of the analysis can be seen in the following table.

Table 2. Simple Linear Regression Test Results (Coefficient)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	1.546	.184		8.417
	Status_Sosial_Ekonomi	.998	.124	.479	8.032

a. Dependent Variable: Literasi_Digital

It is known from the data in table 2 that the results of the linear regression test are based on the a value (constant) of 1.546 and the b value of socio-economic status (regression coefficient) of 0.998. So, based on the values of a and b, a regression equation will be produced, namely:

$$Y = a + bX$$

$$Y = 1.546 + 0.998X$$

The regression equation can be explained as follows:

- The constant of 1.546 is interpreted as a variable value for digital literacy.
- The X regression coefficient of 0.998 indicates that every 1% increase in socio-economic status value will be followed by an increase of 0.998 in digital literacy. This regression coefficient has a positive value, indicating that the direction of influence of variable X on variable Y is positive.

Based on the data in table 4.43, the simple linear regression test is based on a significance result of 0.000. So based on the results of the significance value of $0.000 < 0.05$, this proves that the variable (X) socio-economic status has an effect on the variable (Y) digital literacy.

T Test Results

Test results are carried out to individually measure the influence between the independent and dependent variables.

Table 3. T Test Results Table

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	1.546	.184		8.417
	Status_Sosial_Ekonomi	.998	.124	.479	8.032

a. Dependent Variable: Literasi_Digital

Based on table 3, it can be seen that the t test results from the calculated t results are 8.032. So the t table with $df (219 - 2) = 217$ and the 5% confidence level (0.05) is 1.651. So, based on the results of t count ($8.032 > t \text{ table } (1.651)$), this proves that there is an influence between variable (X) socio-economic status and variable (Y) digital literacy. Then, based on the results of t count ($8.032 > t \text{ statistic } (1.96)$), it shows that hypothesis testing can be said to be significant. So, H_a is accepted and H_o is rejected, which shows that family socio-economic status has a positive and significant effect on students' digital literacy.

Coefficient of Determination Test Results

Test the coefficient of determination to find out how much or not variable X is involved in variable Y by observing the R^2 value.

Table 4. Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 ^a	.229	.226	.97512
a. Predictors: (Constant), Status_Sosial_Ekonomi				

Based on the data in table 4, the coefficient of determination test is based on the R value (correlation) of 0.479 and the R Square value (correlation of determination) of 0.229. So this proves that the influence of variable X (socioeconomic status) on variable Y (digital literacy) is 22.9%, while the remaining 77.1% is influenced by other variables outside of this research.

Discussion of Research Results

Below is a cross tabulation of the two variables, to see the differences in digital literacy abilities possessed by students from various socio-economic statuses.

Table 5. Variable Cross Tabulation ResultsX and Y variables

Status Sosial Ekonomi * Literasi Digital Crosstabulation							
			Literasi Digital				Total
			Sangat Tidak Mampu	Tidak Mampu	Mampu	Sangat Mampu	
Status Sosial Ekonomi	Rendah	Count	38	22	50	31	141
		% within Status Sosial Ekonomi	27.0%	15.6%	35.5%	22.0%	100.0%
		% of Total	17.4%	10.0%	22.8%	14.2%	64.4%
	Sedang	Count	2	1	20	50	73
		% within Status Sosial Ekonomi	2.7%	1.4%	27.4%	68.5%	100.0%
		% of Total	0.9%	0.5%	9.1%	22.8%	33.3%
	Tinggi	Count	0	0	0	5	5
		% within Status Sosial Ekonomi	0.0%	0.0%	0.0%	100.0%	100.0%
		% of Total	0.0%	0.0%	0.0%	2.3%	2.3%
Total	Count	40	23	70	86	219	
	% within Status Sosial Ekonomi	18.3%	10.5%	32.0%	39.3%	100.0%	
	% of Total	18.3%	10.5%	32.0%	39.3%	100.0%	

From the cross tabulation between socio-economic status (X) and digital literacy (Y), it can be seen that digital literacy skills show an increase as socio-economic status increases. Respondents with low social status have quite capable literacy skills (22.8%), while respondents with medium social status show very capable literacy skills (22.8%). At a high level of social status, all respondents have very high literacy skills. No respondents selected low proficiency levels, indicating that overall, there is no significant digital literacy gap between socioeconomic status groups. In conclusion, there is a positive relationship between socio-economic status and digital literacy, with the level of literacy skills increasing as socio-economic status increases.

In relation to theory, Pierre Bourdieu brings a practical approach to mediate objectivism and subjectivism. The practice pays attention to structure and agency, shaping the outcome of

the dialectical dynamic between internalization and externalization. Habitus forms mental structures that shape social interactions, influenced by history and individual experience. Digital literacy is considered a habitus that develops over time, involving technical skills and attitudes towards the digital world. The habitus context involves the influence of family and education on digital literacy. Although habitus plays a role, Bourdieu leaves room for individual agency and other factors such as educational policy. Research shows that respondents have sufficient digital literacy skills, with significant duration of digital use. Arena in Bourdieu's practice refers to the digital world, where symbolic competition takes place. Respondents' intense digital use creates an arena for symbolic competition, influencing their digital literacy. The capital in this research is socio-economic status, influencing access, additional education, and a learning environment that supports digital literacy. Analysis of the statements shows that respondents have formed a digital literacy habitus, influenced by economic, cultural, social and symbolic capital. In conclusion, adolescent respondents have adequate digital literacy, where socio-economic status and digital practices play a role in shaping their literacy abilities.

CONCLUSIONS

Based on the results of the analysis carried out in research on the influence of family socio-economic status on the level of digital literacy skills of SMK Islamiyah Serua students, it was concluded that there is an influence between family socio-economic status on the level of digital literacy skills. The relationship between family socio-economic status and level of digital literacy skills is positive and has a moderate level of relationship. In other words, if there is an increase in the family socio-economic status variable, there will also be an increase in the level of students' digital literacy skills. With a large influence between the two variables of 22.9%. So it can be concluded that H_a is accepted and H_0 is rejected. H_a shows that family socio-economic status has a positive and significant effect on students' level of digital literacy skills.

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