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Digital Literacy in Matrilineal Family

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Abstract

The study aims to reveal the efforts that can be made to avoid the undesirable impact of digital technology by growing digital literacy in the matrilineal family. The development of digital information technology does not entirely have a positive impact on family social life. Reduced time with family members, increased individualism, and minimal interaction within the family are some of the negative impacts that must be anticipated. To solve this problem, a comprehensive review of the literature on matrilineal family settings is performed. Several relevant articles are collected and organized into categories. Based on the analysis, to improve digital literacy in the family, there are a few things that should be done. First, increase the parents' knowledge (father, mother, and mamak), commit to using healthy digital technology, provide a variety of fun activities, understand the norms and ethics that apply in utilizing digital technology and involve all family members to play a part in controlling the use of technology.

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INTRODUCTION

The family is the smallest social group that feels the impact on the rapid development of the digital world. The occurrence of change to family behavior and make them far apart even physically close. All are busy with their activities without caring about each other's roles in the family.

Digital technologies are progressively prevalent in our society and have become part of dissimilar areas of young people's lives, such as education (Sefton & Green, 2013; Anderson, J., Chung, Y. C., & Macleroy, V, 2018), contribution (Fairlie & Kalil, 2017; Gleason & Von Gillern, 2018) and social relations (Graafland, 2018). Several scholars and policymakers agree that being digitally excluded may have negative consequences for the development and well-being of children and adolescents (Livingstone, 2004).

The presence of digital technology at home is enthusiastically welcomed by all family members. But long ago all family members let themselves live in a virtual world that he considers more interesting than the real world. Moreover, teenagers are too late and unrestrained in using

digital technology. So it is important for parents to conduct supervision to be able to reduce the negative impact of this digital technology.

As an overview of the level of use of digital technology in community life one of them can be seen from the Internet usage level. According to the research of the social media management platform HootSuite and the We Are Social social marketing agency titled "Digital 2020: A Comprehensive look at the state of the Internet, mobile devices, Social media, and ecommerce. ", almost 64 percent of the population of Indonesia has been connected to the Internet.

Research released at the end of January 2020 mentioned, the number of Internet users in Indonesia has reached 175.4 million people, while the total number of Indonesian population around 272.1 million. Compared to the years 2019 ago, the number of Internet users in Indonesia increased by about 17 percent or 25 million users. During 2019, Internet users in Indonesia who are 16 to 64 years old have an average time of 7 hours 59 minutes per day for surfing in cyberspace. The number exceeds the global average that only takes 6 hours 43 minutes on the Internet per day.

Furthermore, data from the same research explains that Indonesia has reached 160 million social media users. This shows an increase of 8.1 percent or 12 million users compared to the previous year. Thus, the penetration of social media use in Indonesia has reached 59 percent of the total population. However, the high use of Internet in Indonesia has not been balanced by the development of qualified human resources. So digital technology does not fully impact the improvement of the quality of human resources. In fact it is more widely used for less productive things. Digital technology has changed the social functions of the family (Hughes & Hans: 2004). It is therefore very important to improve the ability of family digital literacy to have a positive impact on society, especially families (Cabello, Claro, Rojas, & Trucco, 2020; Murphy, 2018).

In the matrilineal family (Hartung, 1985; Gaulin et al., 1997) as in West Sumatera, supervision and guidance are not only done by parents. But there are three components that can give direction and supervision towards their children. First there was a parent as a person responsible for his son. Secondly, Mamak as the brother of the mother who is sometimes more acting than the father in the family for the related things in the customary system and society that is implemented in the form of supervision of a more mature person or they learn in the Surau.

This research wants to reveal about the less optimal digital literacy in the family and the actions that should be, done in the context of the matrilineal family in Minangkabau. How do parents ' supervision have to do in Minangkabau to anticipate the negative influence of social media like this. How the three components in the family are able to contribute positively to digital literacy and better life sustainability for the next generation. Where in the matrilineal system the mentoring in the family is not only concentrated in the elderly, but also involves the mamak and the indigenous stakeholders.

Some recent studies discussing digital literacy include the study of Nutbrown & Hannon (2003) entitled Children's Perspectives on Family Literacy: Methodological issues, findings and implications for practice, Kurnia in 2017 on family Digital literacy: The theory and practice of parents mentoring children on the Internet. Then Suzanne Smythe (2018) on Adult Learning in the Control Society: Digital Era Governance, Literacies of Control, and the Work of Adult Educators. Statti, A., & Torres, K. M. (2020) writes about Digital Literacy: The Need for Technology Integration and Its Impact on Learning and Engagement in Community School Environments.

Cabello, P., Claro, M., Rojas, R., & Trucco, D. (2020). Children's and adolescents ' Digital access in Chile: The role of digital access modalities in digital uses and skills'.

Based on pre-existing research, digital literacy Studies in the matrilineal family have not been discussed by previous researchers. Therefore, this research is important to do.

METHODS

In this research, the researchers conducted a comprehensive review of the literature. Researchers searched relevant international journals using search engines such as Willey, Sage Journals, Scencedirect, Tandfonline, World Eric Education, ResearchGate, Google Scholar, and other scientific literature reviews. Furthermore, researchers typed the related keywords into the search engine database. In this case, the present study applied to systematic literature reviews. The researchers identified or sorted the issue. 60 Articles connected to the topic were weeded out into 45 articles. The sorted articles were read and classified. Lastly, researchers present the highlighted issues that have been found. The articles presented in this review were published in scientific journals or conferences in the form of literature reviews and research-based articles.

RESULT AND DISCUSSION

1. The Development of Digital Technology in the Family

Until now, digital technology is no longer familiar to the community. The development of technology is not only enjoyed by the age and certain status, but the technology has been rapidly propagating in early age groups regardless of the status of one (Fischl, Blusi, Lindgren, & Nilsson, 2020). The development of this digital technology also provides an impact for families. Not only is it a positive impact, but also negative, depending on how the family is addressing technological changes.

Digital technology has helped families communicate with each other, despite their long distances. If you have asked the news by mail and landline, now it's SIM card, Internet, can even communicate face-to-face indirectly. Of course, the longing between the separated family members in the overseas will be treated even if not met directly. Ability in digital technology can also help a person to get the job that suits the desired. Also, digital literacy skills can provide a better life for people who are trying to change their lives for the better. (Matli & Ngoepe, 2020; Fernández-García, Poza-Vilches, & Llamas, 2019).

But technology can also have a negative impact on families. Technology can create individual traits in the family. Under certain conditions, each family member will focus on their respective phones and live in their own world, such as when the father is busy taking care of work using laptops and the Internet, the mother who often uploads photos on social media (such as: Facebook, Instagram). Children spend their days by playing online games. Looking at these circumstances, such a family would very rarely communicate and disregard around them.

If family life is accustomed to these conditions, then this will give a bad result. Parents who rarely communicate with their children will not know how their children are developing in school and their work. The child is also not concerned with the condition of his parents, even digital technology can cause violence in the family (Woodlock, McKenzie, Western, & Harris, 2019; Harris & Harris, 2010; Harkin & Molnar, 2020; Dragiewicz, Woodlock, Harris, & Reid, 2019).

From that explanation, we can understand that technology has a positive and negative impact in the family. Technology can be distanced but can also bring close family relationships. This type of impact can be chosen, depending on how the family can respond and control the use of technology.

2. Digital Literacy in Matrilineal Family

Paul Gilster in the book *Digital Literacy* (Gilster & Glistler, 1997; Nelson, Courier, & Joseph, 2019; Oberländer, Beinicke, & Bipp, 2020) defines Digital literacy as the ability to understand and use information in a variety of forms from a wide range of resources accessed through computer devices. Meanwhile (Bawden, 2001) offers a new understanding of digital literacy rooted in computer literacy and information literacy.

A special study discussing the definition of digital literacy can be found on the thesis from Douglas Alan Jonathan Belshaw titled *What is Digital literacy? A Pragmatic investigation*. In his doctoral thesis a complete review of the concept of digital literacy. Although in each country has a different definition of digital literacy because it concerns the system of policy and technological advancement, but basically has the same basic concept that is the ability to use and understand the utilization of communication technology and information such as in supporting the world of education and economics.

The definition of digital literacy is still not final, meaning there is still a development done in the future. The term digital literacy is interpreted as 'smoothness' and 'competence' to describe the ability to use digital technology and information, in order to find, evaluate, and accept or reject information (Belshaw, 2011).

Digital literacy is the ability to understand and use the information in many formats from various sources when it is presented through a computer. Meanwhile, according to Deakin University's Graduate Learning Outcomes 3 (DU GLO3), digital literacy is the use of technology to find, use and disseminate information in the digital world. In addition, digital literacy can be interpreted as the ability to recognize, analyse, assess, organize, and evaluate information using digital technology. Beside, digital literacy can be interpreted as knowledge about various technologies and how to use them, as well as their impact on individual and societal awareness.

Digital literacy, also referred to as digital information literacy (Bawden, 2001) is a concept that explains the concept of literacy in the digital age. The concept of digital literacy has emerged since the year 1990. The ability to understand and use information from various formats. The concept of literacy is not only about the ability to read only but to read with meaning and understand. Digital literacy includes mastery of ideas, not keystrokes. So digital literacy is more emphasis on critical thinking processes when dealing with digital media rather than technical competence as a core skill in digital literacy, as well as emphasizing a critical evaluation of what is found through digital media rather than the technical skills required to access the digital media.

Gilster (1997) explains that in addition to the art of critical thinking, the competencies needed are to learn how to compile knowledge, and to build a reliable set of information from several different sources. A digital iteration needs to develop the ability to seek and build a strategy for using search engines to search for information and how to find information that fits the needs of the info. Digital literacy also empowers individuals to communicate with others, work more effectively,

and increase one's productivity, especially with people who have the same skills and proficiency levels (Mohammadyari & Singh, 2015).

In a simple sense it can be mentioned that digital literacy is a four-way attitude towards technological developments, namely understanding digital technology, using it, utilizing and empowering. So digital technology can improve the quality of each individual's resources in the family.

The development of technology in digital in Indonesia is still very minimal, this makes the gap between generations. Parents are difficult to interact socially with children, because children are more likely to be close and more proficient in digital media. Even data in the year 2013, almost 20 percent of children in Indonesia have been acquainted with the Internet and digital media since childhood. There are old people who introduce the digital world too early. Sometimes smartphones become baby sitting for toddlers.

The Internet as one part of digital media development is also present in the family. Various studies on the internet and the family usually revolve around the depiction of Internet use, such as the time allocated in Internet use, how children and adults use the Internet, and also how the Internet changes the social functions of the family in digital life today (Hughes & Hans, 2004).

In growing digital literacy in the family, parental roles are very important. Parents' involvement in providing guidance and supervision towards children will have a positive influence on the child in understanding digital literacy. Nevertheless, in everyday life there are limited parents who pay attention to the use of digital media such as the Internet by children at home compared to other issues such as education, drug hazards, and crime (Livingstone, 2004). It means that in society the use of digital media is lacking the supervision of parents because of lack of guidance and a shortage of parental knowledge of the Internet.

In matrilineal family supervision and family guidance toward the child is not only the responsibility of the father and mother. But it also involves the brother of the mother (Mamak). Because in the matrilineal system as in Minangkabau, women are entitled to full rights to nurture and guide the child.

Mamak has a customary authority and the responsibility to educate his children. Mamak is expected to cooperate with mother and father as a person close to his son. Cooperation built with the principle of mutual reteaching to foster digital literacy in the family.

3. Establish Digital literacy in the Matrilineal Family

Many parents are more worried about his child being involved in drugs, free association, or other traditional adolescent delinquency but forget to keep an eye on how they use digital technology (Van Velthoven, Powell, & Powell, 2018) (Cincinnati, De Wever, Van Keer, & Valcke, 2016). It can be said, in modern society, digital technology such as the Internet is precisely a media that is lacking the supervision of parents because of the lack of guidelines and a shortage of parental knowledge of the Internet.

A child or teenager accessing the internet has some potential risks because they meet people who may be able to harm themselves, exposed to content of social deviations, connected to pedophilia, exposed to pornographic content/violence/hatred and hoaxes, commercially exploited, compromised privacy, and connected with unwanted persons (Van Velthoven et al., 2018) (Firat et al., 2018)

Explaining digital literacy requires digital skills and emotional prowess. In digital skills there needs to be skills using media such as operating the buttons in digital media and understanding the media content. In addition, it is also important to be an emotional prowess tailored to the growth of children and their media characteristics.

In order for the role of supervision to be optimal, the understanding of digital literacy needs to be improved, to provide guidance and direction to the family. Especially for children is to improve the ability of critical thinking, creative, and positive in using digital media

In everyday life. Parents are also expected to be able to and precise directing and developing a culture of literacy and Digital in the family. (Disney, Connelly, & Waterhouse, 2017) (Terras & Ramsay, 2016) In addition, strengthening the culture of literacy in families also Increase the ability of family members to use and Managing digital media (information and communication technology)

Intelligent, prudent, and appropriate to foster communication and interaction With more harmonious family members and to obtain Useful information for family needs. (Rodríguez-de-Dios, Van Oosten, & Igartua, 2018)

There are several efforts parents can make to instill digital literacy. So that more benefits can be achieved and minimize the negative impact of digital technology (Wahlström, 2012). Some of the steps that can be taken to establish digital literacy in the matrilineal family are the first, increasing the knowledge of all family members, especially parents and Mamak. In order to provide guidance and supervision to the child. Parents and Mamak should know better than the child sites that benefit family members and what sites will harm them. (Gegenfurtner, Schmidt-Hertha, & Lewis, 2020; Indriyani, 2019; and Le et al., 2019)

Secondly, it is necessary to commit to using digital technology healthy. All family members, particularly parents, should pay serious attention to the procedures of using digital technology. Parents should be able to create a rule that is adhered to together in using digital technology. For instance, all family members may not use the gadget at the time of the meal or not open a site that is not useful, allocating the time of use of the gadget, mainly during the children's study hours. (O'Reilly, Levine, & Law, 2020). These rules must be practiced by the parents before they asked their children, since they are the role models of their children. However, we often find that parents cross the rules. This can make parents lose respect for their children. (Isaac, 2011; Sturge-Apple, Li, Martin, Jones-Gordils, & Davies, 2020).

Third, presenting various fun activities. A person's dependence on digital technology often starts from simply looking for entertainment. Dependence on gadgets often starts from playing computer games, interacting with friends through social media, and other fun activities (Jones & Bell, 2000; Putri et al., 2024). The need for these activities should be facilitated in the family by providing various types. With fun activities, such as sports or vacations together, digital technology is no longer the main choice.

Fourth, understand the norm and ethics that apply in using digital technology. When it is reviewed in terms of human interactions, the digital world is actually the same as the real world. Mutual respect and action according to the prevailing norms in society must also be conducted in digital interactions (O'reilly et al., 2020; Ess, 2020)

Fifth, involving all family members to participate in controlling the use of technology. For example parents restrict their children to play games and use the Internet, such as an hour or two to freely use the Internet and smartphones. In eating, we recommend that families eat together and do

not use smartphones. The communication gap between parents and children can widen due to smartphone users (Nabela & Rianto, 2020; Setiawati & Handrianto, 2023). Therefore, using smartphones at that time is not allowed.

Parents have a responsibility to teach their children about the proper use of technology and to monitor how their children use the Internet. If this goes well, then the undesirable effect of technology on the family can be minimized. Such are some efforts that can be applied in growing digital literacy in the family. Digital literacy that not only understands technology, it can also use it well, utilizing it for positive activities and being able to improve the quality of every individual in the family. So that digital technology can be a learning tool that supports the learning activities of all family members.

CONCLUSIONS

The family is the smallest social group that feels the impact of technological developments. The impact can be positive or negative, depending on the family's ability to face it. Therefore, the family's digital literacy skills are needed. In the context of the matrilineal family responsible not only parents but also *mamak*. Digital literacy is not just a technology savvy but can also use it, utilizing technology to benefit and empower every individual in the family. Efforts that can be made to improve literacy in matrilineal families are by increasing the parents' knowledge (father, mother, and *mamak*), carrying out a commitment to utilizing healthy digital technology, designing various fun activities, having a good understanding of the norms and ethics that bear on the use of digital technology and let in all family members to take part in controlling the use of technology.

CONFLICTS OF INTEREST STATEMENT

There are no conflicts to declare under a Conflicts of interest

AUTHOR CONTRIBUTIONS

MHD conceived of the presented idea. MV and DF collecting data. Then, all authors discussed the results and contributed to the final manuscript.

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