ICONICS

PROCEEDINGS

THE 4th ADAB-INTERNATIONAL CONFERENCE ON INFORMATION AND CULTURAL SCIENCE

"Building World Peace Through Cultural Studies"

**Faculty of Adab and Cultural Sciences
UIN Sunan Kalijaga Yogyakarta
October 11-12TH 2022**

Halaman ini sengaja dikosongkan

PROCEEDINGS

Adab-International Conference on Information and Cultural Sciences

UIN SUNAN KALIJAGA YOGYAKARTA

"Building World Peace Through Cultural Studies"

Yogyakarta, October 11-12th 2022

ISSN: 2715-0550

Arranged by:
Faculty of Adab and Cultural Sciences
UIN Sunan Kalijaga
Yogyakarta
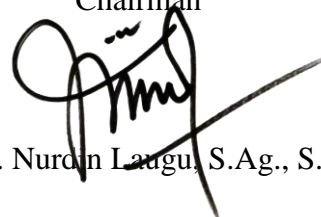
Halaman ini sengaja dikosongkan

PREFACE

The development of science and technological sophistication has brought the world into the realm of globalization, which according to Manfred Steger (2017), has crucial impacts on people's lives in various dimensions, among them in economics, politics, and ecology. Each event has played a significant role in every corner of the world, which is inevitable. The flow of globalization can be a dream of both luck and brutality to human rights. Various events, ranging from the world health crisis in the form of Covid 19 to world politics that led to the Russia-Ukraine war, are two examples that have a global impact on the world economy, the environment, and social relations. Apart from their positive sides, they have negative implications exceeding tolerance limits that have brought the international world battered with various humanitarian and social problems. Therefore, the involvement of science in all fields and its technological products requires a reorientation that leads to world peace. Science and technology in various studies and new approaches need to mainstream the interests of humanity above all other interests. Understanding science as a liberator from oppression should be considered as a reorientation momentum to uphold the foundations of humanities due to a peaceful society.

Faculty of Adab and Cultural Sciences UIN SunanKalijaga Yogyakarta as one of the Islamic religious-based educational and science institutions has a scientific and institutional responsibility to take part in those issues. Therefore, the 4th Adab-International Conference on Information and Cultural Sciences (A-ICONICS) takes the main theme: Building Global Peace through Cultural Studies. This theme is broken down into four field themes, namely: first, Arabic Language and Literature for Global Peace; second, Addressing Global Peace through Language, Literature, and Culture; third, Islamic Civilization for Global Peace; and fourth, Building Peaceful Society through Library and Information Science. To maximize the role of sciences through the four themes above, the committee invited various experts, academics, and practitioners from three continents, namely America, Europe, and Asia. Their expertise is diverse in the fields of cultural sciences, humanities, and civility, so that scientific reorientation towards achieving world peace through synergy and accumulation of perspectives can become a reality.

On behalf of the faculty and committee, I hope that this conference will become one of the strategic activities that can bridge science and society, which results in responding to the needs of a world that is experiencing disruption and division, especially in the political and social fields. This hope certainly has the potential that is not to be easily realized as well as vice versa. However, due to the optimism and commitment of the committee as well as maximum participation from all parties, this conference can run well. Therefore, I would like to express my deepest gratitude to the dean, keynote speaker, invited speakers, presenters, participants, and all parties, who have actively participated in the entire series of events, so that this conference can run as planned. Thank you.

Yogyakarta, October 11th, 2002

Chairman

Prof. Dr. Nurdin Laugu, S.Ag., S.S., M.A.

EDITORIAL BOARD

TABLE OF CONTENTS

AL-ARABIC LANGUAGE AND LITERATURE

HIC-HISTORY OF ISLAMIC CULTURE

LS-LIBRARY SCIENCE

EL-ENGLISH LANGUAGE AND LITERATURE

EL-ENGLISH LANGUAGE AND LITERATURE

Protecting Safety and Privacy on Social Media Through Digital Literacy Competence: A Study of Library and Information Science Students UIN Sunan Kalijaga Yogyakarta

Siwi Anjarwati[1]*, Marwiyah, MLIS[2]

* Lead Presenter

[1]* UIN Sunan Kalijaga, Yogyakarta, and siwianjarwati1807@gmail.com

[2] UIN Sunan Kalijaga, Yogyakarta

Social media becomes an integral part in everyday lives and companies that offer numerous benefits like communicating with relatives, buying product, sharing information, and making new friend. However, social media also are potential for threat like cyberbullying and cybercrime that require the users to have knowledge and skill to use social media in an appropriate way such as how to protect private data and well behave during interacting with people in online world. LIS students that learn more about information are equipped with knowledge related to how to deal with any types of information in various format. This paper aims to evaluate the digital literacy competences of UIN Sunan Kalijaga LIS students with focus on competences related to safety and privacy in the use of social media. This is qualitative research that use interview and observation to gather data to address safety competence of LIS students with 4 area competences: protecting devices, protecting personal data and privacy, protecting health and well-being dan protecting the environment. Employing purposive sampling, this research will select informant based on two main criteria: 1) students who have taken Information Literacy class 2) students are an active user of social media (at least active in 3 social media). Data are analysed using triangulation method by analyse data taken from interview and observation. The research shows that LIS students have knowledge and skill to implement digital literacy competence in their daily life, primarily related to safety on how to protect their digital devices, personal data and privacy, health and well-being, and the environment.

Keywords: digital literacy; social media; safety and privacy; library and information students.

1.   BACKGROUND

Information and communication technology have brought people to big revolution of every aspect of life such as health, education, industry, etc. The advent of challenging technology like internet and smartphone gives big impact on community since the frequent use of those technology to support daily activities. Noh in Ahmed and Rasheed (2020, p. 192) stated that   smartphone, computer and internet has changed completely individual behaviour in terms of the use of information. The development of smartphone technology, easy access of internet, and various platform of social media enable people to have easy access to numerous information and to use social media for different purposes such as communication with relatives, marketing and buying product, and information sharing. In Indonesia, the use of social media increases every year. According to We Are Social, in 2021 there are 170 billion people (68% of Indonesian people) are active users of social media with average use 3 hours 41 minutes per day (https://andi.link/hootsuite-we-are-social-indonesian-digital-report-2021/). The number increases 12,6% in 2022 with 191,4 active users. And top three of social media used by most people in 2022 are WhatsApp (88,7%), Instagram (85,8%) dan Facebook (85,5%). Those data indicate that the use of social media in Indonesia is high.

Social media is a media that globally used either by individual or institution, including government institution since it enables to build interaction and communication easily. Furthermore, during pandemic era, social media become a solution as communication tools with friends (Anne J. Maheux, 2021, p.734). Social media provides advantages like help people keep in touch with friends and relatives abroad, make new friends, buy product and information sharing (Patel, 2017). However, people should be aware that social media also offer challenges while using it primarily related to privacy, security and accessibility and other personal issues (Bertot, 2012). In short, social media offer advantages and threat at the same time (Patel et.al., 2017) since social media has important role in sharing useful information and fake news. Even more, it can be tool to spread hate, cyberbullying and cybercrime. Therefore, social media users are required to have knowledge and skill to use social media appropriately. University student is one of potential users who use social media for various purposes to support learning, seek job vacancy, to market product and as a means for communication (Kompasiana, 2021). However, students also have to deal with negative side of social media such as fake news, hoax and potential cybercrime hence having technology and digital competences are important. On another hand, higher education institutions have responsibility to prepare students to face technology development as stated in Permendikbud No. 3 article issued in 2020, article 3 no 1a on Standard Nasional Pendidikan Tinggi (SNPT). Concerning to the application of information technology, Library and Information Science department offers courses related the use of information technology and ethics in using IT for example Information Literacy which teach students to search, evaluate, and use information wisely. Information literacy skill is a basic skill to be survive in academic world, career and daily life. And as recently information is disseminated in various digital media, students not only should be information literate but also digital literate. In terms of social media use, having digital literacy competences are important, primarily related to safety and privacy. And as active social media users in which has learnt information literacy, it is important to identify digital literacy competence of LIS students. This paper aims to uncover how LIS students use social media and protect their safety and privacy using DigComp 2.0 competence framework. DigComp was developed by the Joint Research Centre (JRC) of the European Commission as a scientific project published first in 2013 and become a tool to improve citizens' digital competence which include 5 competence areas; 1). Information and data literacy, 2). Communication and collaboration, 3) Digital content creation, 4) Safety, 5). Problem solving. This paper will only focus on area 4, safety that relate to the use of social media.

2. THEORETICAL FRAMEWORK
2.1 Social media

Narsrullah in Setiadi (Setiadi, 2016, p. 1) states that social media is a means that enable its users to represent their selves and communicate with others virtually. This means that social media provides an easy access for people to interact socially regardless time and place. This makes the users of social media increase significantly every year as showed in report January 2022. According to this report, there is significant increase in terms of the number of active users in Indonesia that reach 12,5%. In 2021 the number of users were 170 million and in 2022 is 190 million (Mahdi, 2022). This shows that social media is highly used and become a popular media in society. Based on DataIndonesia.id (Karnadi, 2022) it is found that there are several reasons for the use of social media namely; 1) stay connected with friends and family (58%); 2) spend leisure time (57,5%); 3) stay updated with current issues (50,1%); 4) for shopping (50%); 5) access media social content (48,8%); 6) access current news (44,9%); 7) watch live show and shopping (36,2%).
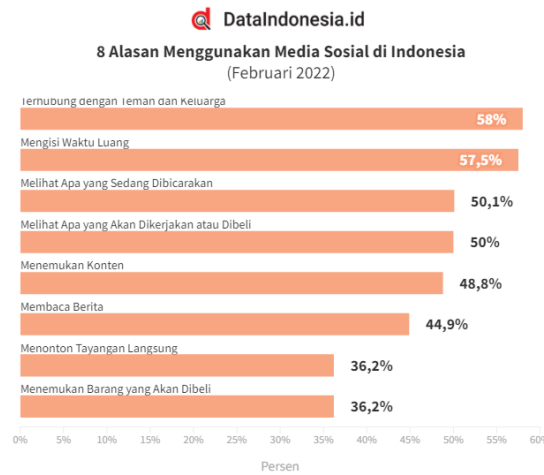
Figure 1: the reason Indonesian people use
social media (source: dataindonesia.id)

From graphic above it is clear that connecting with friends, relatives and family occupies the first place with 58% which means that most people use media social as a means for communication with others. The use of social media for communication also related to the use of personal data since to build interaction among users usually people need to find information about other people.

2.2 Safety and privacy

Security is one of effort to protect and maintain things from damage or keep it from dangerous things. Security of data information is one of types of security, a system that is required to maintain and protect data and also privacy in a digital world. Yel and Nasution (2022) state that to protect data in digital world in order to avoid misuse of private data, there are several aspects that should be taken into account such as: 1). *Physical Security*, 2). *Personal Security*, 3). *Operation*, 4). *Identification*, 5). *Authentication*, 6). *Authorization*, 7). *Accountability*, 8). *Communications Security*, dan 9). *Network Security*.

Privacy is something owned by personal that will be kept for her/himself and not to be shared to others. Privacy has several meanings, depend on the context and disciplines. Basically, the term privacy refers to the one's ability to control problems from public as a way to control information about oneself. Privacy is the state of being alone and not watched or disturbed by other people (Oxford Learners Dictionary). Meanwhile, Yuwianto (2011) gives short description of privacy as the level of interaction or openness based on certain condition that one feel it as a private state and is not determined by subjectivity and controlled by others.   Schofield & Joinson in Barak (2008) describe three dimensions of privacy as follow:

1) *Informational (psychological) privacy:* a determination of how, when and how far private information will be shared or informed to other people.

2) *Accessibility (physical) privacy*: providing permission to touch others physically.

3) *Expressive (interactional) privacy:* protection to express self-identity and personality either through verbal or action.

2.3 Digital Literacy

Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for

employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (UNESCO, 2018, p.6). Digcom 2.0 is one of tools that can be used to evaluate digital literacy competency that has been implemented in several countries such as Korea, Uni Europa, United States and also UNESCO. Furthermore, in United States, Idaho, through Idaho State Board of Education has determined Digcom 2.0 as a standard to evaluate digital literacy competence of college students as clearly stated in Idaho College and Career Readiness Competencies. Digcom 2.0 then is developed as standard for digital literacy competence by UNESCO that comprises of 5 main areas, namely:

1) Information and data literacy, yang includes 3 competencies: 1) Browsing, searching and filtering data, information and digital content, 2) Evaluating data, information and digital content 3) Managing data, information and digital content

2) Communication and collaboration with six competencies: Interacting through digital technologies, sharing through digital technologies, engaging in citizenship through digital technologies, collaborating through digital technologies, netiquette and managing digital identity

3) Digital content creation that includes four competencies: 1) developing digital content, 2) integrating and re-elaborating digital content, 3) copyright and licenses, 4) programming

4) Safety with four elements: 1) protecting devices, 2) protecting personal data and privacy, 3) protecting health and well-being 4) protecting the environment

5) Problem solving: Solving technical problems, identifying needs and technological responses, creatively using digital technologies, identifying digital competence gaps.

3. METHODOLOGY

This is qualitative research that aims to explore the digital literacy competency of LIS students in terms of the ability to protect safety and privacy. Therefore, this paper only focusses on one of digital literacy competences, namely safety that consists of four competencies as can be seen from table below.

Table 1 Checklist of Competence Area On Safety

COMPETENCE AREA	COMPETENCES	DESCRIPTION
Safety	1. Protecting devices	1. To protect devices and digital content, and to understand risks and threats in digital environments. 2. To know about safety and security measures and to have due regard to reliability and privacy
	2. Protecting personal data and privacy	1. To protect personal data and privacy in digital environments. 2. To understand how to use and share personally identifiable information while being able to

COMPETENCE AREA	COMPETENCES	DESCRIPTION
		protect oneself and others from damages. 3. To understand that digital services use a "Privacy policy" to inform how personal data is used
	3. Protecting health and well-being	1. To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. 2. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). 3. To be aware of digital technologies for social wellbeing and social inclusion
	4. Protecting the environment	To be aware of the environmental impact of digital technologies and their use.

Interview using checklist of safety competencies as tool is employed to gather data. The informant is students of Library and Information Science (LIS), Faculty of Adab and Humanity UIN Sunan Kalijaga Yogyakarta who meet criteria as follow: 1) actively use social media on a daily basis with at least active in three social media platform such as WhatsApp, Instagram, Facebook, and YouTube; 2) should have taken Information Literacy and other supporting courses that enable them to have digital literacy skill. There are five selected students that meet the criteria for being informants. Data then are analysed using triangulation method by analyse data taken from interview and observation

4. FINDING

Based on data gathered from interview and observation, this research found general information on the use of social media by LIS students UIN Sunan Kalijaga and information on students' behaviour related to protect their privacy and security while using social media.

1. The use of social media

Table 2 The Use of Social Media By LIS Students

The Use of Social Media	Intensity use of social media	4,8 hours per day
	Social media platform mostly used	Instagram, YouTube, Facebook, WhatsApp, TikTok, Twitter
	Purposes of using social media	entertainment, searching and sharing information, communication with others, spread religious values, selling product, knowing what people do through feed post ed on social media

Based on data as shown no table 2 above, it is found that average of social media use is 4,8 hours per day. This shows tang LIS students are active social media users. The purpose of

using social media are varied; entertainment, searching and sharing information, communication with others, spread religious values, selling product, knowing what people do through feed post ed on social media.

2. Protecting devices

In terms of protecting devices on digital platform, there three aspect that are underlined as can be seen in table 3 below.

Table 3 LIS students' Competency on Protecting devices

	How to protect digital content	Set their account into private mode, do not share personal data on social media, only post general content social media
Protecting devices	Knowledge on the risk of using social media	Data leak, bullying, leave accessible digital footprint that may enable people to use that information for committing crime, wasting time, addiction, may cause health problems and mental health
	How to protect personal data	Set their account into private mode, do not share personal data on social media, only post general content social media

In general, students understand the impact of using social media primarily negative impact such as data leak that enable people to steal personal data, cyber bullying, health problem, either physic or mental health. Therefore, students set private mode on their social media account and limit their interaction with people or followers as one of ways to avoid negative impact. Also, they select only appropriate content to be shared. They do not post information containing personal data such as the name of parents, birth date, home address etc.

3. Protecting Personal Data

The way students use and protect personal data, understand the impact of sharing personal data on public space, understand the policy related to personal data and how to deal with privacy on social media are important competences, and LIS students has proper knowledge on these competences as shown in the table 4 below.

Table 4. LIS students' competence of Protecting personal data and privacy

	How to use personal data	Using personal data only for verifying account, only provide general information not detail information, limiting post information only for academic purposes such as uploading assignment
Protecting personal data and privacy	How to protect personal data	Not post information related to others' personal data without permission, do censor on private data, for example when uploading information about bullying students will not mention clearly the name of people involved in

		the bullying (victim and suspected)
	Impact of the spread of personal data on public media	Misuse of personal data for crime (online debt, fake account, terror, data leak)
	Understanding of policy on privacy in social media	Policy on privacy aims to regulate the users in terms of sharing personal information, to protect private data of users (phone number, home address, data about family such as the name of parents)
	How to deal with privacy in social media	Never post personal data of other users, follow policy on privacy, use social media in ethical way, being information literate

The table 4 above shows that basically, students understand how to protect personal data. The use of personal data by students in social media mainly for specific reasons, such as for verification of social media account and for academic purposes and usually students do not provide detail information. For example, for academic purposes, when they have to submit their assignment using digital platform, they have to show their identity but not in detail (only mention full name, student number). Personal data is also used for business (buy and sell product) since this data is important for communication and transaction. In certain cases, students found that they have to use personal data of other people, and to avoid misuse of those information (for example for online debt and terror) students will confirm and ask for permission to the owner of the data).

4. Protecting health and well-being

Protecting health and well-being is important aspect related to digital literacy competence. Therefore, students should aware of the negative impact of social media on health and how to solve problems related to this health issues. The table below show the response of LIS students to protecting health and well-being of using social media.

Table 5. LIS students' Competence of Protecting health and well-being

Protecting health and well-being	Negative impact of using social media on health	Vision health, lead to abusive behaviour, anti-social, laziness, mental health, cause insecurity for some people
	How to anticipate the negative impact of social media	Limit the use of social media, use information from social media wisely, make balance in using social media and other activities
	How to prevent the danger of social media for others	Educate people on the danger of using social media without having appropriate knowledge on how to use it

	The reasons people get negative impact of social media	Inadequate skill of digital literacy, do not use social media ethically, and easily provoked by social media content

Great impact of social media on health make students implement "self-rule" in using social media as a way to prevent addiction to social media and its social impact. Some students limit the use of social media by developing schedule of using social media. They will stick on that schedule except in the emergency situation such as for replying messages or submit assignment. Students also aware of negative impact by mentioning those impact as shown in the table namely: 1) may cause insecurity when users look information feed on social media; 2) easiness in getting information instantly create laziness in searching more qualified information; 3) may cause health problems either physically or mentally since active users will spend a lot of times on accessing social media instead of doing physical activities. Negative and provocative content also generates stressful state of mind. Hence, students remind people of the danger of uncontrolled use of social media by creating interesting media like video and by using personal approach to users. Some informants also join voluntarily in activities related to prevent negative impact of social media.

5. Protecting the environment

The last elements of digital literacy competence related to safety is ability to protect environment. The table 6 below show the students' response to issues on protecting the environment.

Table 6 LIS students' Competence of Protecting environment

	The benefit of using social media	Keeping up with current and up-to-date issues and information, easiness in online shopping and marketing, make it easy in communication with people globally, enable to discuss actual issues virtually
Protecting the environment	The use of social media on daily basis	To access information quickly, to sell and buy product, to discuss current issues with friends and relatives across border easily, to access global information, to share important information, to share information related to religious and moral values
	Share digital content in social media	Evaluate information before sharing it on social media, selecting information to be shared (consider sensitive issues such as race, religion), check clarity and validity of the information, post information on social media only that are related to appreciation and branding

Generally, LIS students understand negative and positive impact generated by social media. From the positive impact, students can take benefit from the use of social media as follow: 1) students can take up-to-date information easily and quickly from social media; 2) social media provide global scope that enable them to use it as a media for running business by selling product through social media; 3) enable to share knowledge easily and globally. One of benefit of social media is providing global network that require ability to select

necessary content. Relating to selecting content, students need to evaluate information to ensure that the information is valid and authoritative by checking the clarity of information sources. Students also only share information that promote positive value such as religious and moral values.

5.   CONCLUSION

Based on findings above it can concluded that generally LIS students use social media actively for various purposes such as entertainment, searching and sharing information, communication and for market product. As active users, they are able to protect their privacy and to respect other users' privacy in social media. It is shown in how informants limit the access of the followers and set privacy mode in their social account. Students also select content that promotes positive values. They also understand the negative impact of over use of social media for example impact on physic and mental health. Therefore, strategies are developed in order to minimize bad impact of social media use, such making a schedule of using social media and limiting access to social media. However, students aware that social media is also a good means that offer benefit for users like provide global network that allow user to interact with people across nation easily regardless place and time. Social media also can be used as a media to share and discuss current information and to market, buy and sell product. This means that LIS students have ability to use and protect digital devices and privacy while using social media. Students who has completed *Information Literacy* courses have information literacy competencies that help them to implement digital literacy skill on daily activities primarily related to social media and at the end students manage to maintain safety and privacy.

REFERENCES

Idaho State Board of Education (2020). *Idaho College & Career Readiness Competencies Levels 1-6 Progressions by Competency*. https://www.sde.idaho.gov/mastery-ed/files/competencies/Idaho-College-and-Career-Readiness-Competencies-Level-1-6.pdf diakses 15 Juli 2022.

J. C. Bertot, P. T. Jaeger, and D. Hansen, *"The impact of polices on government social media usage: Issues, challenges, and recommendations,"* Government information quarterly, vol. 29, pp. 30- 40, 2012

Karnadi, A. (2022). *Sederet Alasan Orang Indonesia Menggunakan Media Sosial*. Dataindonesia.id. https://dataindonesia.id/digital/detail/sederet-alasan-orang-indonesia-menggunakan-media-sosial

Khusnia EviSafitri (2021). *Penggunaan Media Sosial di Kalangan Mahasiswa*. Kompasiana 31 Desember 2021, accessed on 20 July 2022. https://www.kompasiana.com/khusniaevis99/61ce5b7706310e46b6318ea2/penggunaan-media-sosial-dikalangan-mahasiswa

Mahdi, M. I. (2022). *Pengguna Media Sosial di Indonesia Capai 191 Juta pada 2022*. Dataindonesia.id. https://dataindonesia.id/digital/detail/pengguna-media-sosial-di-indonesia-capai-191-juta-pada-2022

Maheux, Anne J. et.al. (2021). *Grateful: Longitudinal Associations Between Adolescents' Social Media Use and Gratitude During the COVID-19 Pandemic*. Journal of Research on Adolescence, 31(3), 734–747.

Oxford learner dictionaries (2022). https://www.oxfordlearnersdictionaries.com/definition/american_english/privacy accessed on 20 September 2022.

Poonam Patel, et.al (2017). *A theoretical review of Social Media usage by Cybercriminals*. International Conference on Computer Communication and Informatics (ICCCI - 2017), Jan. 05 – 07, Coimbatore, INDIA.

Schofield, C. B. P., & Joinson, A. N. (2008). *Privacy, Trust, and Disclosure Online*. In A. Barak (Ed.), *Psychological Aspects of Cyberspace* (1st ed., pp. 13–31). Cambridge University Press. https://doi.org/10.1017/CBO9780511813740.003

Setiadi, A. (2016). *Pemanfaatan Media Sosial Untuk Efektifitas KOMUNIKASI*. 7.

Shamshad Ahmed and Tariq Rasheed (2020). R*elationship between personality traits and digital literacy skills: a study of university librarians*. Digital Library Perspectives Vol. 36 No. 2, 2020 pp. 191-206 © Emerald Publishing Limited 2059-5816 DOI 10.1108/DLP-02-2020-0005

UNESCO (2018). *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2.*: Information Paper No. 51. Montreal,CA: UNESCO Institute for Statistics

Yel, M. B., & Nasution, M. K. M. (2022). *Keamanan Informasi Data Pribadi Pada Media Sosial*. *6*(1), 10.

Yuwinanto, H. P. (2011). *Privasi Online Dan Keamanan Data*. *2*, 11.