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Content, changers, community and collaboration: Strenghtening digital media literacy movement in Indonesia

--Manuscript Draft--

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Keywords:	digital media, digital media literacy, digital media literacy movement, framework, Indonesia, young people
Abstract:	Digital media literacy is critical for everyone, everywhere, in the modern era, as digital media literacy skills help online users to be not only consumers but also active digital citizens. This study therefore identifies ways to strengthen existing digital media literacy initiatives in Indonesia, and elements to create a framework that will maintain a coherent, national digital media literacy movement. It uses interviews and focus group discussions with multi-stakeholder representatives such as academics, activists, civil society members, government officials, professionals, students and technologists to identify the elements needed for effective digital media literacy education in Indonesia: content, changers, community, and collaboration. The findings provide insight into these critical elements and argue that the process of developing young Indonesians' digital media literacy skills will need to involve multi-stakeholders in an extensive collaboration with proactive policymakers. Local and national changers and various communities will therefore need to collaborate to push forward policy on the national curriculum, making it clear that they and institutions are essential to strengthening digital media literacy movement.

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The Bright Side of Digital Media Literacy Movement: Content, Changers, Community and Collaboration

Abstract

Digital media literacy is critical for everyone, everywhere, and this highlights the importance of digital media literacy movement in diverse areas. Digital media literacy helps online users to be not only consumers but also active citizens in the digital era. Therefore, the study identifies ways to strengthen the existing digital media literacy movement, especially what elements need to be included in the framework to promote digital media literacy. This study focuses on the elements for digital media literacy movement in Indonesia using interviews and focus group discussions with multi-stakeholder representatives such as academics, activists, civil society, government officials, professionals, students, and technologists. The findings of this study provided more insights into the critical elements to support digital media literacy movement. These elements are content, changers, community, and collaboration as part of the framework to promote and maintain digital media literacy movement. The process of developing young Indonesians' digital media literacy content will involve multi-stakeholders who are undertaking an extensive collaboration with proactive policymakers. While local and national changers and communities need to push policy on the national curriculum via their collaborations. Thus, changers, communities, and institutions are all essential in collaborations to develop and maintain digital media literacy movement for young people.

Keywords: *digital media, digital media literacy, digital media literacy movement, framework, Indonesia, young people*

The development of digital media literacy

Traditionally in Western culture, media literacy is considered a set of skills based on critical thinking. However, media literacy scholars have been improving the definition of media literacy for more than a decade. For example, Renee Hobbs defines media literacy as a dynamic training practice that not only fights against negative messages but empowers everyone to engage with media as active citizens (Hobbs, 2007, 2010, 2011, 2017). Likewise, Sonia Livingstone states there is increasing emphasis on the importance of ensuring that people have sufficient media literacy to not only engage with the media but also with citizens through the media (Livingstone, 2004, 2009, 2018). The definition of media literacy has started to shift away from protection to empowerment (Bulger & Davison, 2018). Likewise, the UNESCO literacy initiative was focused on empowerment on Africa, Asia and Pacific (UNESCO, 2019).

The notion of media literacy skills for citizens in the digital era has also developed rapidly. Digital media tools are changing the balance of spectatorship and participation (Gee, 2010), as more people are able to produce their own games, music, news and videos, whereas these abilities used to belong only to media professionals (Bennett, 2008; Flew, 2014). As media literacy requires the development of not only interpretive skills but also a series of digital production skills (Flew, 2014; Livingstone, 2008), the process of becoming both source and receiver is complex and determined by different factors, and such a shift requires improving digital media literacy for society so that members can use those skills for good.

Digital media literacy initiatives have made various efforts to improve digital media literacy across different fields. Previous research in the USA shows that media literacy initiatives have been established in five thematic areas: youth participation, teacher training and curriculum resources, parental support, policy initiatives, and evidence base construction (Bulger & Davison, 2018). Furthermore, several scholars in the UK have recommended digital literacy initiatives in areas such as education frameworks, curriculum revision, research and

evaluation, and training for teachers (Livingstone, 2018; Polizzi & Taylor, 2019). Like the UK curriculum, Australia has several approaches to media literacy that are focused on education, with a curriculum of consistent areas that move towards arts-based media production (Nettlefold & Williams, 2018; Notley & Dezuanni, 2019). Also, in Russia, there is significant interest for its researcher to study media literacy in digital era from the educational aspect (Kachkaeva et al, 2020).

There are some critics of the idea that media literacy is a panacea to combat misinformation in the digital era. While media literacy in the digital era is just one part of the complex media and information environment (Bulger & Davison, 2018), and is not only about shifting the responsibility for combating misinformation to citizens by teaching them to understand how to deconstruct and critique media content (Mihailidis & Viotty, 2017). Digital media literacy to address misinformation also relates to government support for and collaboration with disinformation efforts (Jack, 2017), literacy programs (Livingstone, 2018), and involving young people in the policy design and social changes needed to solve the disinformation problems in society (Notley & Dezuanni, 2019).

Previous research has found that most media literacy training focuses on citizens and individual responsibility rather than on the roles of the public, the state, institutions and technology developers (Bulger & Davison, 2018). However, the responsibility for creating and sharing high-quality, reliable information belongs not only to citizens, but also to other stakeholders such as education institutions, government institutions, technology platforms and media industries. While, the government, education institutions, and technology developers have important roles to play in supporting digital media literacy programs (Livingstone, 2018; Polizzi & Taylor, 2019, Notley & Dezuanni, 2019). Digital media literacy is critical for everyone, everywhere, and this highlights the importance of digital media literacy movement in diverse areas. However, there is still lack of research into digital media literacy movement

and no unified framework for how to work and promote digital media literacy together. Therefore, this paper proposes a framework for digital media literacy movement that focuses on young people in Indonesia.

Digital media and Indonesian young people

Digital media have been increasingly used by Indonesian society. Indonesia is the world's third largest democracy and an emerging country (Poushter, Bishop & Chwe, 2018), and is in the top five countries when it comes to number of social media users, with the fourth-largest number of Facebook and Instagram users respectively (Statisca, 2020). Digital platforms like WhatsApp, Facebook and Instagram are now key sources of news for Indonesians (Freedom House, 2019). And recent data from We are Social and Hootsuite shows that YouTube has become Indonesia's most active social media platform (88%), followed by Facebook (82%) and Instagram (79%), while WhatsApp (84%) has become the most active messenger or chat application (88%), followed by Line (50%) and Facebook Messenger (50%) (Kemp, 2020). Moreover, Indonesian has become top countries with the biggest of social media users in the world.

Indonesian young people are still the majority of Internet users, based on data from the Ministry of Information, Communication and Technology (Kominfo, 2014) and Indonesian National Survey of Internet Users (APJII, 2018). However, Indonesia also enjoys a thriving blogosphere among the members of the growing urban middle class (Freedom House, 2019). Sociopolitical action via digital media has been increasing in Indonesia, as digital media provides a space for young Indonesians people to gain freedom of expression, citizenship skills, and participation (Ramli, 2012; Suwana 2018), to participate as not only as consumers but also producers of ideas, knowledge and culture (Lim, 2013), to join communities in discussions for disseminating online information and mobilising people in the socio political movement

(Suwana, 2018, 2019). Digital media thus provide a range of new tools for civic and political participation to occur, and this needs to be maintained and to support active citizens.

Young Indonesians prefer to get information from the Internet (new media) rather than from newspapers and television because they believe online sources more than they believe conventional media (Suwana, 2013, 2018), and consider online sources to be more reliable (Gazali, 2014). However, there is still a contradiction between digital media literacy and Indonesian youth, especially around issues of expression and online access. Freedom of expression is fundamental to maintaining democracy. It is a prerequisite to the exercise of citizens' rights such as the right to vote, to freedom of gathering, to freedom of association with others, and to freedom of the press (Carlsson, 2019). Consuming and producing online information, which is an important area of digital literacy, is essential to maintaining the democratic process (Livingstone, 2004). However, digital media literacy is not simply the development of interpretive skills; it also includes a series of digital production skills such as the ability to create, think critically and participate as well as to consume online information or content (Flew, 2014). Digital media literacy now includes the ability to think critically and create online information, as well as questioning, criticising, evaluating and challenging the quality, veracity, credibility and point of view of content.

The challenges of digital media in the Indonesian democratic system

Indonesia has an enormous rate of active Internet use; as of June 2019, the number of Indonesian Internet users was approximately 171,260,000 in a population of 269,536,482 (Internet World Stats, 2019). According to the 2020 Digital Report by We Are Social and Hootsuite, Indonesia has an online penetration rate of 59 percent, or approximately 160 million people who are active social media users (Kemp, 2019). However, the growth of Internet penetration in Indonesia has not been directly proportional with growth of digital media literacy. Media literacy in the digital

era relates to assessment of the credibility of online information, awareness of hoaxes, and creation and dissemination of information. The 2019 Inclusive Internet Index positioned Indonesia 63rd out of 100 countries surveyed in terms of media literacies as measured by level of education and preparedness to use the Internet (EIU, 2019). Indonesia is still in the low rank for media literacy based on education and the readiness of the Internet use.

Several scholars have found that confidence in identifying hoaxes and misinformation is related to levels of digital media literacy (Buckingham 2017; Mackey & Jacobson 2016; Wibowo et al., 2019; Wineburg et al., 2016), and the Indonesian Community of the Anti-Hoax Society (MAFINDO) initiator stated that low levels of basic digital media literacy in Indonesian society have led to increasing circulation of hoaxes and misinformation (ABK et al., 2017). Indonesia is not a reading nation, but a 'chatting' nation, which has led to an increased tendency for people to uncritically read and share information (ABK et al., 2017). Furthermore, another analysis states that Indonesia still has digital illiteracy and digital divide problems related to the distribution of hoaxes and misinformation online (Irawanto, 2019). While, Indonesians have more chatting culture and also been facing a prevalence of rumours, hoaxes and hate speech through ongoing online distribution of misinformation, disinformation and mal-information (check about these type of information disorder on Wardle, C., & Derakhshan, 2017).

Previous Indonesian research found that access to the Internet are more likely to be aware of hoaxes and misinformation than those without access (Nadzir et al., 2019); this is similar to the 73% of Australian online news consumers who have experienced fake news and are concerned about this situation (Healey, 2019). In addition, the biggest factor in hoaxes and misinformation being actively created and circulated in Indonesia is the combination of high levels of exposure to the Internet (Nadzir et al., 2019; Wibowo et al., 2019) and low levels of digital literacy (Irawanto, 2019; Tapsell, 2018). The distribution of misinformation and hoaxes generates problems that could deteriorate the democratic countries, including Indonesia.

Indonesians must therefore be equipped with skills to think critically, analyse, evaluate and differentiate online information, as well as to create truthful information in their daily lives. It is therefore essential to develop these digital media literacies at every societal level, including Indonesians of different ages and educational backgrounds. One suggestion for stopping the spread of misinformation has been more education or literacy for citizens, along with greater transparency around media practices and broader research through collaboration with various stakeholders (Wardle & Derakhshan, 2017). Likewise, Indonesian society believes that the most effective of way to tackle hoax distribution is through education (33.7%) (MASTEL, 2019). Therefore, digital media literacy movement through formal and informal education are important to be applied for all citizens.

Method

There is a lack of data on perspective about digital media literacy movement in Indonesia meanwhile there are rising Indonesian digital media literacy programs that had been initiated by individuals, communities, organisations, and government. So, this study takes a qualitative approach that combines interviews and focus groups to investigate in depth how the development of digital media literacy skills and programs have been practiced in Indonesia.

Firstly, I conducted semi-structured interviews with 8 digital media initiators (N=8), including digital media/Internet activists, educators, experts, professionals, policymakers and young activists, regarding their experience in running digital media literacy programmes or projects, and particularly programmes aimed at Indonesian young people. Semi-structured interviews are based on a set of questions that have been previously determined, that allow interviewers to use follow-up questions in order to investigate topics or issues further, or clarify answers from respondents (Brennen, 2013). In selecting a sample of multi-stakeholders, I used

purposive sampling and located names and activities based on characteristics defined by the researcher: for instance: communications director, digital media educator, expert, Internet activist, media policy-maker, young activist (see Appendix A for more information about these respondents). In the next section, I use the codes DM1–DM8 to identify this group of respondents

Secondly, forty students (N=40) also participated in this study, which included five (N=5) leaders of Student Executive Boards (SL1–SL5) and five focus groups that included a total of thirty-five (N=35) student non-members of Student Executive Boards (FGD1–FGD5) from colleges in Jakarta, Tangerang and Depok. These Indonesian students are members of elite social classes among young Indonesians, and they are all familiar with using digital media such as chat messaging services, email, social media, blogs and websites to create, share and retrieve information online. These students covered all the categories of Indonesian students as the young generation in Indonesia, who are active users of digital media (email, social media, online news), Internet heavy users, urban men and women, middle class, aged 18 to 25 (as universities/colleges students), living in Jakarta, Depok and Tangerang. Ethical approval was obtained from the researcher's institution before data collection began.

This study develops a holistic understanding of the structure of the digital environment and how individuals navigate it. These findings aim to enrich current digital media literacy initiatives by identifying whether and how training can best impact practice. The main research questions developed to address this issue were:

1. How is digital media literacy developing in Indonesia?
2. How can digital media literacy movements be expanded in Indonesia?

Findings

The findings of this study identify which important elements of digital media literacy skills training are already in place, and the objectives of digital media literacy movement. All participants in this research were multi-stakeholder representatives such as academics, activists, civil society, government officials, professionals, students and technologists. Therefore, the study was able to identify ways to strengthen existing movement, as well as what elements have been implemented in the framework to promote and maintain digital media literacy movement: content, changers, community and collaboration.

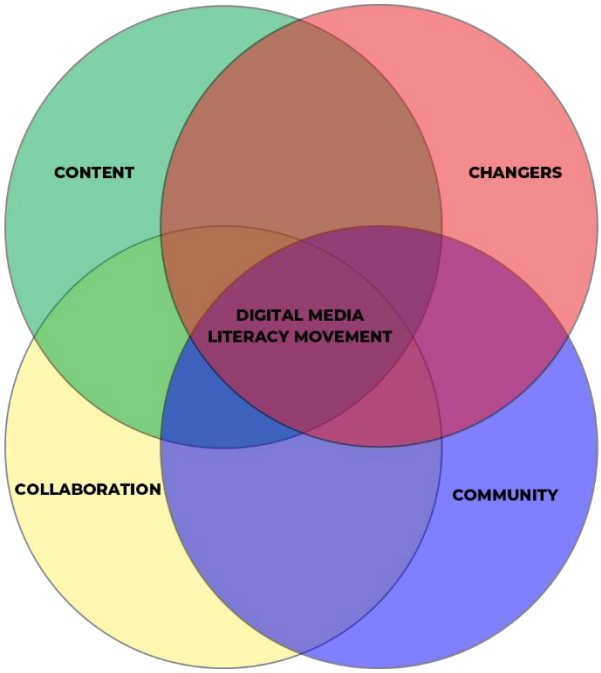


Figure 1. The Framework of Digital Media Literacy Movement

Content

Several media literacy initiatives have engaged young people in the production of media as a means of empowering them to feel connected as content creators and providing dynamic experiences of how content is developed and distributed (Bulger and Davison, 2018; Hobbs,

2017; Livingstone, 2004). Another literacy initiative address a range of issues including misinformation, copyright, plagiarism, information credibility, and cyber bullying (Bulger and Davison, 2018), Furthermore, research in Australia found that educators need specific media literacy content to guide their staffs and students (Nettlefold, & Williams, 2018), while teachers need ability to curate the content of the learning media literacy (Dezuanni et al., 2017).

Indonesian people under the age of 25 occupy different digital platforms from their seniors, as these Indonesian young people utilize the Internet and social media, but their online consumption focus on local and global popular culture, such as music, fashion, film and television (Lim, 2013), survey data also showed that the popular contents accessed by Indonesians include entertainment at 96.8% (APJII, 2016, p. 22). This is consistent with the Economist's report that stated Indonesians use the internet for entertainment rather than information-oriented activities as Indonesia got ranked at 67th of the 142 countries studied by the network readiness and country development (Bilbao-Osorio et al., 2014).

There is a great opportunity to use the creative content as the learning of the digital media literacy. For example, Indonesian academic shared that "most of my students use social media but they use it for their personal needs, information searching, and entertainment" (DM2, January 2016). While there are further opportunities of learning digital media for more participation: "There is a trend of how the movement could go forward through social media, I believe young people must be guided to have digital literacy in creating and distributing online content, so they can learn and be more sensitive of public issues and social change" (DM4, January 2016). In the USA, there is no standardised national curriculum of media literacy, while it can be effective because of their approach and content (Bulger and Davison, 2018). Moreover, there has been American projects of creating media that enabled college students to demonstrate their learning of rich content, while they also develop their communication, critical thinking, creativity, and collaboration skills (Hobbs, 2017). Thus, there is a great chance

of teaching and guiding Indonesian young people to learn more about digital media literacy from creative contents and creating those contents for good impacts.

The learning of digital media literacy in Indonesian campuses is still limited mainly in the major of communication or media communication studies, as several students admitted that they did not learn it when they took law or business studies (SL 2, SL3 and FGD5, December 2015). This could become a concern if the learning of digital media literacy must be equally accessible by all young people. Therefore, Indonesian multi-stakeholder actors from government, also need to safeguard equitable access for every citizen to access the digital media literacy content, for example they must collaborate to develop education contents and the national curricula of digital media literacy.

Whereas the Indonesian Ministry of ICT has formed the Indonesian Digital Literacy National Movement (Siberkreasi') since 2016. This national movement always promote digital literacy to Indonesians as the long-term solution for educating society people in digital era. For example, training program training, workshop, and counselling have been growing implanted by the government and civil society (Theodora, 2020). Since 2016 until 2020, Siberkreasi has been conducting public festival and there is a changing theme of its festival as the theme for the 2019 festival is Creator Generation. The content creators have been important as they can create credible and truthful content as well as disseminate those contents to the society.

The content creation and creator are important to promote the digital media literacy, and this could be developed with creativity and using popular digital platforms for young people like Instagram and TikTok. Content creation is making use of language, images, sound, and new digital tools and technologies in a variety of media (Hobbs, 2013, 2017). Also, there are familiarity of content creation like young people have shared content with their friends using digital platforms (Tumblr, Facebook, Twitter or Instagram) and have uploaded photos or

videos to platforms or YouTube (Hobbs, 2017). Develop teaching and learning of content creation as part of digital media literacy resources would address action on how young people engage with digital media. The new engagement between individuals and content can improve more active participation by individuals and more contribution from multi-stakeholders

Changers

Digital media literacy has become a focus in the changing online environment. There are diverse stakeholders, from educators to policy-makers, investors and technologists, who drive significant resources toward their media literacy initiatives (Bulger & Davison, 2018), and each actor who becomes individually or collectively is not only social marketing campaigns or projects with an educational mandate, but also the media of change (Getz, 2019). All these actors or agent of change (changers) are important vehicle promoting and implementing digital media literacy, and as previously noted, there are multi-stakeholders who have initiated, involved or implemented programs and projects. These multi-stakeholders are academics, activists, educators, government officials, public figures, professionals and researchers and they become changers for digital media literacy movement.

The changers are connected by a shared passion for digital and media literacy, which they maintain thanks to their curiosity, imagination, collaboration and good ideas about digital media literacy. They have been initiating digital media literacy programs and exploring new pedagogies, conducting research and strengthening the community. For example, one Indonesian Internet expert and educator used his experience to promote digital media literacy to Indonesian youths directly and independently: “I created materials, wrote books and articles, and answered people's questions as all of these can be used to spread digital media literacy, including using e-books and social media, so I can share my knowledge and experience more

in order to empower more people" (DM 6, January 2016). Another activists mentioned: " ..always have interest and passion for education, so it was perfect when I joined my organisation as ..we could create materials or programs of digital media literacy and digital democracy for educating public" (DM4 and DM5, January 2016). Thus, digital media literacy movement have been initiated by Indonesian stakeholders such as educators and activists.

Moreover, these stakeholders could become changers in the promotion or implementation of digital media literacy programs in this way. For example, a government participant shared idea about agents of change, such as that: "We have the movement of agent of change, as these agents are not managed by themselves or others, but they could start from home, for example parents" (DM7, January 2016). Agents of change could start working individually and then move to collectively promoting digital media literacy to society.

While various Indonesian stakeholders have been carrying out digital literacy efforts, however, one government official, Rizki Ameliah stated in Kompas that digital literary movement has been struggling with efficiency and effectiveness as there are still strong sectoral egos and interest across ministries and institutions (Theodora, 2020). Moreover, Donny B.U (Government Expert of Internet Literacy and Internet Governance) stated that there is a need to implement the digital literacy movement based on data and research (Theodora, 2020). Consequently, the digital media literacy movement and initiatives tend to be sporadic and to lack a coherent data, outline and design. Such elements are necessary for digital media literacy movements to thrive. It is therefore important to maximise the role played by changers within the constantly changing online culture and environment to which they are responding in order to promote digital media literacy. And at the same time, their efforts need more support from different people like variant community so it can be expanded and applied more to the society.

Community

While most media literacy programs focus on individual responsibility, especially those targeted at children and youth, diminishing degrees of institutional support become evident across demographics rather than across the roles of the community, state, institutions or technology developers (Bulger & Davidson, 2018). There is therefore a need to develop different digital media literacy skills trainings for different populations within Indonesia (i.e. people of different ages, educational backgrounds and social status). Hobbs has articulated the great debate around digital media literacy skill development by both noting that the media literacy community has the potential to become a "big tent" of sorts, with a few overarching core values and plenty of room for diverse stakeholders with divergent perspectives (Hobbs 1998, 2011), and adding that collaboration between communities is important for the movement (Hobbs, 2016), and this section will highlight the importance of the Indonesian community, from the local to the national level, in promoting and implementing digital media literacy programs accessible to all.

In the digital era, the individual is constantly learning. Two students (FGD4 and FGD5) participating in this study mentioned that they learned digital media literacy skills by meeting with and learning from their friends or friend groups; in this way they could improve their ability to discuss their opinions of headlines in online news (FGD2), learn good writing skills (FGD 4), and create and share status updates on social media as well as uploading pictures to their profiles (FGD3). Students FGD2, FGD3 and FGD4 also stated that the communities and organisations they worked with helped them to handle their digital daily experiences. Whether it occurs in community activities, non-formal education settings, workplaces, study settings or others, digital media literacy learning occurs when individuals are offered experiences to engage in direct participation in community or organisation and to improve their digital skills.

For example, student FGD4 shared their experience in voluntary work: "The learning of digital activism showed me how to criticise certain issues in government or society and to package the heavy issues that could be easily accepted by people, so I learnt it with digital media even this became a challenge for me to create good and quality online for others" (FGD4, January 2016). Community learning has not only helped young Indonesians to learn and adopt digital media literacy skills in their daily activities, but also enabled them to become active citizens who can engage with and participate in their social and political context through online.

The community learning experience embraces the notion of participation and values the learner's contribution to being part of the active online community. In other words, community and peer-group learning have helped Indonesian students to learn digital media literacy skills and adopt them in their daily lives. This raises fundamental questions about where and how young people can be prepared to become active citizens and maintain democratic practices. Like, SL4 learnt digital media literacy skills from external seminars (SL4, December 2015), while most students in FGD5 got experience of creating contents from group gatherings (FGD5, December 2015). Indonesian students shared that they participated in gatherings, seminars and workshops that could help them to learn and understand digital media literacy more – they learnt it from both communities and organisations. As informal learning within their communities has been shown to be an effective and efficient way of enabling young Indonesians to participate in online activities and culture in daily, this implies that communities, networks and organisations are crucial to implementing digital media literacy programs and sustaining this learning for all demographics.

Some early initiatives for teaching digital literacy skills in Indonesia include ICT Watch (Internet Sehat), Relawan TIK Indonesia, the Raihan Technology Foundation, MikroTik Indonesia and Ubiquiti Networks (Purbo, 2017). There is also an example of gender and digital media literacy skills programmes being run by communities and organisations: FemaleDev and

IWITA. These organisations support and increase levels of digital media literacy for Indonesian women of different ages and social backgrounds. However, most of digital literacy programmes are funded by donors, and therefore they have only small-scale projects (Suwana & Lily, 2017), with training and workshops for a limited number of participants and only available in some areas in Indonesia

Learning of digital media literacy skills takes place when individuals are offered experiences to engage in and can enjoy direct participation in community or organisation events, and to improve their digital skills. Communities, networks and organisations are essential to young Indonesians' development of digital media literacy skills, as they offer these skills and experiences. However, this means that young people who do not have peer groups, relevant communities or organisations to learn digital media literacy skills from could end up without ways to learn them at all. Community learning should therefore be developed and expanded more in Indonesia. And if the aim is to reach every young Indonesian so that they can develop good digital media literacy skills, collaboration between informal and formal methods of education needs to be implemented equally in all areas.

Collaboration

Digital media literacy training is not limited only to the fields of education and the media but includes other disciplines such as: sociology (Kachkaeva et al, 2020), social psychology, and political science (Bulger & Davidson, 2018). Initiatives in media literacy skills across different thematic areas reveal just how many diverse efforts fall under a single umbrella. It is worth noting, however, that these programs address media literacy in very different ways, which both indicates the vibrancy of the field and suggests a risk of incoherence (Buckingham, 2003). The diversity of digital media literacy initiatives can become a challenge for stakeholders who are

interested in working in this field (Buckingham, 2003; Bulger & Davison, 2018; Livingstone, 2010; Notley & Dezuanni, 2019). Educators may have different approaches and priorities from other stakeholders, and even among educators themselves. All of this is further complicated by current problems in the fields, such as concerns over social media and information disorder. Because of this, the framework for digital media literacy initiatives and movements needs to be maximised.

A good example of this comes from the communications director of Change.org in Indonesia, who shared that "online participation has provided opportunities for Indonesian citizens to collaborate for approaching the Indonesian President" (DM1, January 2016). Likewise, online petitions allow Internet users to experience social collaboration, political participation and a collective voice creating public awareness and connecting citizens with policymakers, and thus have increased active participation or democratic practices (Suwana, 2018, 2019). However, some citizens do not currently have the digital access or skills necessary to participate and voice their problems. While digital media have been able to connect citizens and government with digital skills and at a lower cost. Therefore, there are a need for a robust collaboration between digital media literacy changers and communities to create proper contents and programmes based on data or research that can distribute equally digital media literacy for active citizens.

Moreover, the Indonesian activists, technologist, and internet experts interviewed in this study stated that the ability to use the Internet appropriately and safely is essential for young Indonesians as they need to learn it in the schools (DM3, DM5, DM6, January 2016), thus learning of these skills must be integrated into the school curriculum. Therefore, the collaboration from multi-stakeholder must have goals to support the creation and implementation of digital media literacy curriculum. Some students in this study took Communication or Media and Communication subjects (SL1, SL2, FGD1, and FGD2), and

they acknowledged learning digital media literacy skills only in their majors. Indonesian students already understand that they can learn digital media literacy skills through formal education (school or university); unfortunately, however, the learning of digital media literacy skills is not equally distributed across every major in Indonesian universities and colleges. Therefore, the teaching of digital media literacy skills in order to create active citizens must be developed. However, Indonesians will still not learn digital media literacy skills via formal education because there is still no curriculum. Collaboration is necessary for digital media literacy movements to thrive and for stakeholders to work together especially with Indonesian government for improving and implementing digital access and literacy skills curriculum.

Media literacy is often seen as a narrow pedagogical field but work in other disciplines – is producing new research and findings that could greatly benefit the teaching in digital era. The current media crisis needs to be leveraged to consolidate more stakeholders in variant fields, as the new attention on "fake news" could allow for new cross-disciplinary collaboration and therefore greater unity within the field (Bulger and Davison, 2018). In exploring the Indonesian digital development and culture that has shaped digital media literacy, therefore, there is a need of a multi-stakeholder collaboration for digital media literacy teaching or programs as a sustainable movement for supporting formal and informal education.

Discussion

Digital media literacy is a complex thing to teach and learn, as it needs to be taught across several different subject areas. This study has identified the necessity of creating digital media literacy training to enable Indonesian people to participate in democratic culture and practices. This is the most important skill for early learners, such as school-aged and higher education students, to develop, as is shown by Indonesian students' revelations that they have worried

about, and even stepped back, from expressing, creating or sharing online information because they felt that it had become a "boomerang" for them, in the same way as other online social pressures and conflicts have. Similarly, young Australians cite social media as their main news source but are hesitant to express their political views online because they are worried it could change the way others think about them (Park et al., 2018). Even though they want to share and express their opinions using digital media, these young people feel that they lack skills, knowledge and experience of creating content (Suwana, 2018). This suggests that digital media literacy is essential to help Indonesian students, and wider society, to overcome their fears and freely create and share online content for good impacts as active citizens.

Therefore, young people should be given opportunities to learn and improve their digital media literacy skills, particularly those relating to positive impact from visual or video material as young people have shown more interest in visual and audiovisual material (Suwana, 2018, 2019). This would enable them to develop networks and communities to disseminate truthful information and good content. Several scholars have stated that young people can become agents of change if they are confident and understand their social and political systems (Flanagan & Levine, 2010; Ramli, 2012) and digital media literacy (Suwana, 2018). The role of changers (parents, educators, scholars, content creators, public servants, professionals, librarians, digital technologists and activists) must therefore be expanded, even while changers remain deeply entangled with online culture, environments and routines.

The community learning approach is especially important to Indonesia because individuals who cannot access formal education still seek to learn and improve their digital media literacy. In the practical sense, these individuals rely on their peer groups or communities for education. The Indonesian government's role in improving Indonesian digital media literacy skills has resulted from the fact that "ICT learning had been removed from the formal school curriculum, so communities and NGOs had initiatives to provide training and

motivation of digital media skills for Indonesian Internet users in Indonesia" (Purbo, 2017), and recent data from Japelidi (The Indonesian Digital Literacy Activists Network) have already initiated digital literacy training for young people with the third rank at 13.52 (Kurnia, & Astuti, 2017). Therefore, there is an underlying need for multi-stakeholders (academics, civil society, government, organisations, and professionals) to support and develop more of these communities. The communities must become more collaborative multi-stakeholders for promoting digital media literacy programs to society.

A single literacy approach or basic digital media literacy approach alone cannot support and involve all stakeholders, such as policymakers and decision-makers, educational planners and communications professionals. However, an approach to digital media literacy initiatives combining several areas has the potential for positive outcomes: as a flexible option for both teachers and students following current programs; as a method of linking critical thinking and online behavior change for youth; and as a foundation for building resilience in strong changers, communities, and collaborators.

However, some Indonesian regulators consider that developing digital media literacy skills only involves helping individuals and families to protect themselves from unwanted content and contact, while at the same time enabling them to benefit from the opportunities offered by digital media and communications. The national curriculum therefore falls short of teaching primary and secondary school children about the broader digital environment. As with existing teaching content and resources, it needs to be overseen of how digital media literacy can be used to identify all information that good or bad and critique the sources or creators of content. Therefore, multi-stakeholder collaboration is needed to assist with further development and implementation of a national curriculum of digital media literacy.

Conclusion

Digital media literacy is often highlighted in the face of digital breakthroughs, when policy and lawmakers find themselves unable to solve emerging problems. In fact, it should be understood as being one part of a whole that includes strengthening grassroots communities and pursuing reforms in education, culture, media, regulations and other relevant fields – in other words, as part of democratic resilience. It is a long-term benefit, not a short-term solution. The process of developing young Indonesians' digital media literacy skills will involve multi-stakeholders in society undertaking extensive collaboration with proactive policymakers. These could be said to be the initial elements for a framework of digital media literacy movement.

The framework firstly contains content. Digital media offer immediacy, volume and variety of content, and this involves and engages more and more people. It has changed many aspects of the media landscape and affected people's communication and online habits. Content is therefore an important element in promoting digital media literacy. Using creative content and teaching the creation of those content offers a greater chance of teaching young Indonesians more understand about digital media literacy. Teaching and learning of content creation as part of digital media literacy resources must address how young people engage with digital media. Enhanced engagement between individuals and content can increase both active participation by individuals and contributions from multi-stakeholder collaboration.

Digital media literacy programmes are also related to grassroots programmes that have been initiated by agents of change or changers in Indonesia. These individuals have helped to shepherd the digital media literacy community through an important period of regional, national and global growth. To continue developing and implementing digital media literacy programs and movements for different online communities, the changers must become the leading stakeholders in an increasing collaboration with other changers and communities.

A feasible strategy to improve young Indonesians' digital media competency starts with schools and communities. Young people need to understand how digital media literacy skills can help them to actively participate in democratic practices. Efforts to promote digital media literacy needs to be increased, especially in terms of access to learning, sharing experiences, skills and knowledge. There has never been a more important moment for digital media practices; it is imperative, therefore, that local and national communities with an investment in having future digital literate citizens need to keep policy pressure on the national curriculum via multi-stakeholder collaboration.

Finally, Indonesian multi-stakeholders must collaborate to develop changers, content and communities around digital media literacy movement that improve the skills and knowledge of every Indonesian citizens. Collaboration around digital media literacy movement is vital for supporting active citizens in a democratic society; therefore, the collaboration should continue to develop the types of digital media literacy based on research data that will best equip Indonesian citizens, and strategies that will strengthen democratic practices in Indonesia. The content element of digital media literacy training works by offering experiences to engage in and allowing people to enjoy direct participation and digital skills in the democratic process.

Thus, changers, communities and institutions are essential in collaborations to develop and maintain digital media literacy for Indonesians. They need to consult with other stakeholders who have been working with similar goals, to share their learning and measure outcomes together. Collaboration between multi-stakeholders must create advanced regulation and community systems to maintain a healthy and safe online content and environment for digital media users as well as to develop school curricula that have digital media literacy for citizens. Finally, the framework developed in this study could be beneficial for similar studies in other countries, especially those which have difficulties in promoting or implementing digital media literacy movement.

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Content, changers, community and collaboration: Strengthening digital media literacy movement in Indonesia

Abstract

Digital media literacy is critical for everyone, everywhere, in the modern era, as digital media literacy skills help online users to be not only consumers but also active digital citizens. This study therefore identifies ways to strengthen existing digital media literacy initiatives in Indonesia, and elements to create a framework that will maintain a coherent, national digital media literacy movement. It uses interviews and focus group discussions with multi-stakeholder representatives such as academics, activists, civil society members, government officials, professionals, students and technologists to identify the elements needed for effective digital media literacy education in Indonesia: content, changers, community, and collaboration. The findings provide insight into these critical elements and argue that the process of developing young Indonesians' digital media literacy skills will need to involve multi-stakeholders in an extensive collaboration with proactive policymakers. Local and national changers and various communities will therefore need to collaborate to push forward policy on the national curriculum, making it clear that they and institutions are essential to strengthening digital media literacy movement.

Keywords: *digital media, digital media literacy, digital media literacy movement, framework, Indonesia, young people*

The development of digital media literacy

Traditionally, media literacy is a set of reading skills based on critical thinking. However, media literacy scholars have been refining the definition of media literacy for more than a decade. For example, Renee Hobbs defined it as a dynamic training practice that not only fights against negative messages but empowers everyone to engage with the media as active citizens (Hobbs, 2007, 2010, 2011, 2017). Likewise, Sonia Livingstone has stated that there has been increasing emphasis on the importance of ensuring that people have adequate media literacy to not only engage with the media but also with other citizens through the media (Livingstone, 2004, 2009, 2018). More recently, the definition of media literacy has started to shift away from protection against online harms and toward empowerment (Bulger & Davison, 2018). For

example, the UNESCO literacy initiative was focused on the empowerment of citizens in Africa, Asia and the Pacific (UNESCO, 2019).

At the same time, a concept of media literacy skills for citizens of the digital era has begun to develop. Hobbs (2010) has stated that digital literacy is associated with the ability to utilize digital media on the Internet, and discussion of "new media literacies" reveals many similarities between effective digital media literacy programs. At the same time, digital media tools are changing the balance of spectatorship and participation, as more people are becoming able to produce their own online content – an ability that used to belong only to media professionals (Bennett, 2008; Flew, 2014).

Therefore, media literacy requires the development of not only interpretive skills, but also digital production skills (Flew, 2014; Livingstone, 2008). Hobbs uses the term digital and media literacy (2010, 2016, 2017) to describe this set of skills, as it encompasses "the full range of competencies that includes the use of texts, tools and technologies; critical thinking and analysis skills; the practice of message composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration" (2010, p.17). The process of becoming both a source and a receiver of content in the digital era is complex and determined by multiple factors, and requires improving citizens' digital media literacy so that people can use those skills not only for the consumption, creation and distribution of content, but also for active participation in socio political concerns.

Digital media literacy initiatives have made various efforts to improve literacy across different fields. For example, in the USA, digital media literacy initiatives have been established across five thematic areas: youth participation, teacher training and curriculum resources, parental support, policy initiatives, and evidence base construction (Bulger & Davison, 2018). Similarly, several scholars in the UK have recommended digital literacy initiatives in areas such as education frameworks, curriculum revision, research and evaluation,

and training for teachers (Livingstone, 2018; Polizzi & Taylor, 2019). Australia has also had multiple approaches to developing media literacy that are focused on education, with a consistent curriculum in areas that focus on arts-based media production (Nettlefold & Williams, 2018; Notley & Dezuanni, 2019), and in Russia, researchers are studying media literacy in the digital era from the educational aspect (Kachkaeva et al., 2020).

Although some have promoted the idea that digital media literacy is a panacea for combating misinformation in the digital era, others have criticized this idea. Digital media literacy is not solely about shifting the responsibility for combating misinformation to citizens by teaching them how to understand and critique media content (Mihailidis & Viotty, 2017; Widyasari & Allert, 2019). Instead, it is one part of the complex media and information environment of the digital era (Bulger & Davison, 2018), and it includes literacy programs (Livingstone, 2018), sites to learn critical and rational thinking skills (Widyasari & Allert, 2019), and government support for and collaboration against disinformation efforts (Jack, 2017. Ideally, it also involves young people in the policy design and social changes needed to solve the problem of disinformation (Notley & Dezuanni, 2019).

Previous studies have found that most media literacy training focuses on citizens and their individual responsibility for increasing their skills, rather than on the roles of the public, the state, institutions and technology developers (Bulger & Davison, 2018). But, the responsibility for creating and sharing high-quality, reliable information does not belong only to citizens. It is also a responsibility of stakeholders such as educational institutions, government institutions, technology platforms and media industries, libraries, community-based organizations, government officials, business, digital industries, and charity institutions (Hobbs, 2010). Thus, stakeholders have vital roles to supporting digital media literacy programs (Hobbs, 2010; Livingstone, 2018; Polizzi & Taylor, 2019; Kurnia & Astuti, 2017; Notley & Dezuanni, 2019).

In this paper, I use the term ‘digital media literacy’ throughout, as it combines the multiplatform concept of media literacy with the technological capabilities of digital literacy. To be ‘digital media literate’ in the current era, an individual needs to have the ability to not only consume but also produce creative multimedia content, using digital media critically in order to not only reflect on their experience and society but also act within it. However, there is still limited research into digital media literacy as a movement in Indonesia, and thus no unified framework enabling stakeholders to promote and support it collectively.

Digital media and Indonesia

Indonesia has an enormous rate of active Internet users; as of June 2019, it had approximately 171,260,000 Internet users in a population of 269,536,482 (Internet World Stats, 2019). Indonesians are also increasingly using social media. Indonesia is not only the world’s third largest democracy and an emerging country (Poushter, Bishop & Chwe, 2018), but also one of the top five countries in the world when it comes to its number of social media users, with the fourth-largest numbers of Facebook and Instagram users (Statisca, 2020). This means that it is one of the countries with the biggest proportion of social media users in the world.

According to the 2020 Digital Report by ‘We Are Social’ and Hootsuite, Indonesia currently has an online penetration rate of 59 percent – in other words, approximately 160 million Indonesians are active social media users (Kemp, 2019). Digital platforms such as WhatsApp, Facebook and Instagram are now key sources of news for many Indonesians (Freedom House, 2019), and recent data shows that YouTube has become the country’s most active social media platform (88%), followed by Facebook (82%) and Instagram (79%), while WhatsApp (84%) has become the most used messenger or chat application (88%), followed by Line (50%) and Facebook Messenger (50%) (Kemp, 2020). In other words, approximately 160 million Indonesians are active social media users (Kemp, 2019).

The majority of Indonesian Internet users are young people, according to data from the Ministry of Information, Communication and Technology (Kominfo, 2014) and the Indonesian National Survey of Internet Users (APJII, 2018). However, Indonesia also enjoys a thriving blogosphere among members of the growing urban middle class (Freedom House, 2019), and increasingly Indonesians use digital media to take actions like campaigns, civic participation, or protests. Young Indonesians are utilizing digital media in order to gain freedom of expression and citizenship skills (Ramli, 2012; Suwana 2018), participate in civil society as not only consumers but also producers of ideas, knowledge and culture (Lim, 2013), and join community discussions to disseminate online information and encourage others to join social and political movements (Suwana, 2018, 2019). In other words, digital media have become tools enabling citizens to engage with social and political concerns and participate in related movement.

Young Indonesians prefer to get information from the Internet (new media) rather than from newspapers and television because they believe online sources more than they believe conventional media (Suwana, 2013, 2018), considering them to be more reliable (Gazali, 2014). However, many still lack strong digital literacy skills, especially around issues of online access and expression. While consuming and producing online information, which is an important facet of digital literacy, is essential to maintaining the democratic process (Livingstone, 2004), digital media literacy is not simply the advance of interpretive skills. It also includes a series of digital production skills, such as the ability to create, to think critically and to participate in as well as consuming online information or content (Flew, 2014). Digital media literacy thus includes not only the ability to question, criticize, evaluate and challenge the quality, veracity, credibility and content perspective, but also the ability to create and act.

Digital media literacy and Indonesian democratic practice

Indonesians are an active social media users. However, the growth of digital media literacy including the ability to assess the credibility of online information, the awareness of hoaxes, and the creation and dissemination of information, has not been directly proportional to the growth of Internet penetration. In fact, the 2019 Inclusive Internet Index positioned Indonesia 63rd out of 100 countries surveyed in terms of digital media literacy as measured by level of education about and preparedness to use the Internet (EIU, 2019). In contrast to its rate of Internet use, Indonesia still ranks low in terms of media literacy.

Several scholars have found that Internet users' confidence in their ability to identify hoaxes and misinformation is related to their level of digital media literacy (Buckingham 2017; Mackey & Jacobson 2016; Wibowo et al., 2019; Wineburg et al., 2016). Previous Indonesian research also found that people who have access to the Internet are more likely to be aware of hoaxes and misinformation than people who lack access (Nadzir et al., 2019); this is similar to the situation in Australia, where 73 percent of online news consumers have experienced 'fake news' and are concerned about it (Healey, 2019). However, the biggest factor enabling the creation and circulation of hoaxes and misinformation Indonesia is the combination of high levels of exposure to the Internet (Nadzir et al., 2019; Wibowo et al., 2019) and low levels of digital media literacy (ABK et al., 2017; Irawanto, 2019; Tapsell, 2018).

The circulation of misinformation and hoaxes is problematic not only in Indonesia but also globally, as it risks undermining democracy (Carson & Titcomb, 2018; Kahne & Bowyer, 2017). Exposure to diverse perspectives is also essential for a democratic society, and there are increasing concerns regarding the biased nature of civic and political discussions (Kahne et al., 2012). It is essential that young Indonesians be equipped with the skills needed to both think critically about, analyse, evaluate and differentiate variant online information, and create accurate online information as part of their daily lives. Thus, digital media literacy activities

associated with higher perceived online exposure to diverse perspectives promise a means of addressing these issues (Widyasari & Allert, 2019).

The Indonesia Ministry of Communication and Informatics (KOMINFO) therefore created the National Movement of Digital Literacy (Siberkreasi) in 2017 to address the misinformation or hoaxes issues. The Siberkreasi movement was developed to address potential threats from the dangerous spread of negative content online and aims to spread more positive content throughout society (Umali, 2019; Widyasari & Allert, 2019, YDP 2020). It currently collaborates with more than 100 institutions and communities (YDP, 2020) from different stakeholders (Widyasari & Allert, 2019, YDP, 2020).

However, previous research about Siberkreasi argues that the movement does not yet meet the criteria for improving online media literacy, as based on the press release and media news, it is not clear about what digital literacy means (Widyasari & Allert, 2019, p.105). As the government staff and vice chairman of the Siberkreasi movement stated in *Kompas*, they have also struggled with efficiency and effectiveness, as there are still strong sectoral egos and interests being pushed across different ministries and institutions (Theodora, 2020). The staff members stated that because of this, the Indonesian digital media literacy movement tends to be sporadic and to lack coherent outlines and design, and is not data-driven or research-based (Theodora, 2020) – elements that are necessary for a digital media literacy movement to thrive.

As it is necessary to prepare future generations to engage fully, equitably, and effectively in democratic practices online, all citizens need to have equal and sustained opportunities to learn digital media literacy skills. For this reason, Indonesia as a democratic country needs to build on the Siberkreasi movement to develop a coherent national digital media literacy movement that encompasses both formal and informal education programs that can be accessed by all citizens.

Method

Although multiple digital media literacy programs have been initiated by individuals, communities, organizations, and government in Indonesia, there is still a lack of data on perspectives about these initiatives. This study therefore takes a qualitative approach that combines interviews and focus groups to investigate in depth how digital media literacy skills and programs are currently developed and practiced in Indonesia.

Firstly, I conducted semi-structured interviews with eight digital media initiators (N=8), including digital media/Internet activists, educators, experts, professionals, policymakers and young activists, regarding their experience in running digital media literacy programs or projects, and particularly programs aimed at Indonesian youth. Semi-structured interviews are based on a set of questions that have been previously determined, but allow interviewers to use follow-up questions in order to investigate topics or issues further, or clarify answers from respondents (Brennen, 2013), making them the most effective tool for use in this study. In selecting a sample of multi-stakeholders, I used purposive sampling to locate names and activities based on previously defined characteristics, such as communications director, digital media educator, expert, Internet activist, media policy-maker, young activist (see Appendix A for more information about these respondents). In the next section, I will use the codes DM1–DM8 to identify this group of respondents.

Secondly, I recruited forty students (N=40) to participate in the study, including five (N=5) Leaders of Student Executive Boards (SL1–SL5) and five focus groups with a total of thirty-five (N=35) students who were not members of Student Executive Boards, from colleges in Jakarta, Tangerang and Depok (FGD1–FGD5). These students were all familiar with digital media such as chat messaging services, email, social media, blogs and websites, which they used to create, share and retrieve information online. They were all active users of digital media (email, social media, online news) – urban men and women aged 18 to 25 (as university/college

students) who were heavy Internet users living in Jakarta, Depok and Tangerang. Ethical approval was obtained before data collection began.

This study therefore presents a holistic understanding of the structure of the Indonesian digital environment and how individuals navigate it. Its findings aim to enrich current digital media literacy initiatives by identifying whether and how training can best impact practice. The main research questions developed to address this issue were:

1. How is digital media literacy developing in Indonesia?
2. How can the existing digital media literacy movement in Indonesia be strengthened?

Findings

The findings of this study identify both the objectives of the digital media literacy movement and which key elements of digital media literacy skills training are already in place. As noted above. all participants in this study were multi-stakeholder representatives such as academics, activists, members of civil society, government officials, professionals, students and technologists. The study was therefore able to identify not only which elements are already available to promote and maintain a coherent national digital media literacy movement – content, changers, community and collaboration – but also ways to strengthen existing initiatives as part of such a national movement.

Content

Media literacy initiatives around the world have engaged young people in media production as a means of both empowering them to feel connected as content creators, and providing dynamic experiences of how content is developed and distributed (Bulger & Davison, 2018; Hobbs, 2017; Livingstone, 2004). Other initiatives have addressed a range of issues, including misinformation, copyright, plagiarism, information credibility, and cyber-bullying (Bulger &

Davison, 2018), However, research in Australia has found that while educators need specific media literacy content in order to guide their students (Nettlefold, & Williams, 2018), they also need the ability to curate the content of their media literacy courses in order for them to be successful (Dezuanni et al., 2017). This ability will be particularly important in building Indonesian digital media literacy movement, as Indonesians under the age of twenty-five tend to occupy different digital platforms from their seniors. Their online consumption occurs on social media and focuses on local and global popular culture, such as entertainment, at 96.8% (APJII, 2016, p. 22), music, fashion, film and television (Lim, 2013) rather than on news and information-oriented activities (Bilbao-Osorio et al., 2014).

The semi-structured interviews conducted for this study confirmed that, with DM2, an Indonesian academic, stating that "most of my students use social media ... for their personal needs, information searching, and entertainment" (DM2, January 2016). Another participant, DM4, suggested that this actually provides digital media literacy teachers with an opportunity – to use social media and its creative content as a platform for teaching digital media literacy skills: "There is a trend of how the movement could go forward through social media, I believe young people must be guided to have digital media literacy in creating and distributing online content, so they can learn and be more concerned of public issues and social change" (DM4, January 2016). As Hobbs shows, digital media literacy courses in this vein have been successful in the US, enabling college students to not only validate their learning of content, but also develop communication, critical thinking, creativity, and collaboration skills (2017). Young Indonesians need to learn more about online culture and content creation, and the social or political processes in which content is created and distributed, as this can help them not only to avoid misinformation or hoaxes, but also to become active citizens.

However, for digital media literacy education to be effective in combating misinformation, hoaxes and fake news, it must be not only targeted at young Indonesians, but

accessible to all of them. Even in Indonesian universities, however, digital media literacy education is not widely accessible, as it still occurs mostly in Communications or Media Communication Studies courses, and students studying Law and Business stated that they did not receive any digital media literacy education at all (SL 2, SL3 and FGD5, December 2015). This suggests that the Indonesian government needs to step in to provide equitable access to digital media literacy education for every citizen, including collaborating with other stakeholders to implement a national curriculum of digital media literacy.

To some extent digital media literacy has already occurred. Siberkreasi has implemented an increasing number of training programs, workshops and counselling services (Theodora, 2020). However, there is more that the government could do in this area, particularly to address the importance of content creation – which involves making use of language, images, sound, and new digital tools and technologies in a variety of media (Hobbs, 2013, 2017) – creators and culture. Between 2016 and 2020, Siberkreasi conducted a public festival with a changing theme: the theme of the 2019 festival was 'Creator Generation'.

Young Indonesians tend to be familiar with some forms of content sharing and creation, such as the content they share with their friends using digital platforms (Tumblr, Facebook, Twitter or Instagram) and the photos and videos they upload to platforms such as Instagram and YouTube (Hobbs, 2017). Developing digital media literacy resources and content creation skills programs based around social media platforms that are popular with young people, such as Instagram, Snapchat and TikTok, would help to address how young people engage with digital media and thus improve not only their content creation skills, but also their critical thinking skills and active participation.

Changers

There are many different stakeholders in digital media literacy education, from educators to policymakers, investors and technologists, all of whom drive significant resources toward their preferred digital media literacy initiatives (Bulger & Davison, 2018). One study has suggested that media literacy campaigns and initiatives require diverse insights, because Indonesian society is very diverse (Widyasari & Allert, 2019). Every stakeholder who becomes involved in digital media literacy education, either individually or as part of a group, is not only promoting social campaigns or projects with an educational mandate, but also the media of change (Getz, 2019). The variant agents of change (changers) are thus vital for promoting and applying digital media literacy for wide-ranging society.

These changers are connected by a shared passion for digital media literacy, which they maintain thanks to their curiosity, imagination, collaboration and innovative ideas. In digital media literacy education, they have initiated grassroots movements, developed programs and explored new pedagogies, conducted research and strengthened online communities. For example, one Indonesian Internet expert and educator, DM6, has used his experience to promote digital media literacy directly to young Indonesians: "I created books, e-books, articles, distributed, and engaged with people – answering their questions of digital media use; these are strategies that I could use to spread my knowledge online, as these will help many people because after people have increased their digital media literacy and social degrees, then they could push policymakers, so policies are more pro to the public" (DM6, January 2016). Other interviewees also stated, "I always have interest and passion for education, so it was perfect when I joined my organization as ... we could create materials or programs of digital media literacy and democracy for public" (DM4, January 2016).

Further digital media literacy stakeholders also have the potential to become changers in this way. As one interview participant, a member of the government, argued, "as these agents are not managed by themselves or others ... they could start from home, for example parents"

(DM7, January 2016). In other words, agents of change do not have to be organized or employed by the government; they can start working individually and then move toward collectively promoting digital media literacy skills. However, it is important to note the need to develop professional associations for digital media literacy educators, as these enable change agents to share their successful experiences and make it clear how digital media literacy education is relevant to a wide range of stakeholders (Hobbs, 2010). While it is important to maximise the role of changers within the constantly changing online environment and culture to promote digital media literacy skills, their efforts must also be supported across various communities, so that their programs can be expanded to reach more of Indonesian society.

Community

In the digital era, the individual is constantly learning, but this learning does not always occur in formal settings. Khane and Bowyer (2019) state that young people who engage in online participatory culture circulate, collaborate on, and create content by connecting with others who have the same interests. This was echoed by participants in this study. Two students (FGD4 and FGD5) mentioned that they developed their digital media literacy skills not in the classroom, but by meeting with and learning from their friends or friend groups; in this way they improved a range of abilities, including discussing the headlines in online news (FGD2), writing (FGD 4), and creating and sharing status updates on social media as well as uploading pictures to their profiles (FGD3). Students in FGD2, FGD3 and FGD4 also stated that their communities and organizations helped them to improve their digital experiences.

In another example, student FGD4 shared their experience of learning digital media literacy skills through voluntary work: “The learning of digital activism showed me how to criticize certain issues in government or society and to package the heavy issues that could be

easily accepted by people, so I learnt it with digital media, even this became a challenge for me to create good and quality online for others" (FGD4, January 2016). In other words, informal, peer-based education helped these young Indonesians to learn and then use digital media literacy skills as part of their daily activities, and enabled them to become active citizens who could engage with and participate in their social and political context online.

Young people can gain the skills needed to become active citizens and maintain democratic practices. In this study, SL4 learnt digital media literacy skills from external seminars (SL4, December 2015), but this contrasted with most of the students in FGD5, who gained experience of creating content in group gatherings (FGD5, December 2015). Students also participated in gatherings, seminars and workshops that could help them to learn digital media literacy skills – in other words, they learnt from both community sources and organizations. This peer-based approach is significant because it is social, interactive and independent of elite-driven institutions (Khane & Bowyer, 2019). Community learning embraces the notion of participation, and values the learner's contribution as part of the active online community, and as informal learning within communities has been shown to be an effective and efficient way of enabling young Indonesians to participate in online activities and culture, this suggests that diverse communities, networks and organizations are crucial spaces for both implementing digital media literacy programs and sustaining community learning.

Indonesian has a diverse society, and the previous study stated the importance of including various communities in order to support media literacy skills development and use appropriate tactics to do so (Widyasari & Allert, 2019). Reaching different communities is vital to boosting civic participation in digital media literacy programs. However, most Indonesian digital literacy community programs are funded by donors, and therefore are only small-scale projects (Suwana & Lily, 2017) that offer training and workshops for a limited number of participants, with most programs (53.5%) carried out independently, without partners or

collaboration (Kurnia & Astuti, 2017). Therefore, they are also available only in some areas and for some people. Meanwhile individuals learn, and improve, their digital media literacy skills when they can engage in and enjoy direct participation in community or organization events. Different communities, networks and organizations are therefore essential to help different groups of young Indonesians develop their digital media literacy skills. However, young people who do not have peer groups to learn from, or access to relevant communities or organizations, could still end up without any ways to learn them at all. Community learning must therefore be developed and expanded – and if the aim is to reach every young Indonesian so that they can develop good digital media literacy skills, collaboration between informal and formal methods of education needs to be implemented equally in all areas too.

Collaboration

Digital media literacy education is not limited to the fields of education and media studies, but also occurs in other disciplines such as sociology (Kachkaeva et al., 2020), social psychology, and political science (Bulger & Davidson, 2018). Media literacy skill development initiatives across different academic areas reveal just how many different efforts fall under this single umbrella. It is worth noting, however, that these programs address media literacy in very different ways, which indicates the vibrancy of the field but also suggests the possibility of incoherence (Buckingham, 2003). This can be a challenge for stakeholders working in this field (Buckingham, 2003; Bulger & Davison, 2018; Livingstone, 2010; Notley & Dezuanni, 2019): educators may have different approaches and priorities both from other stakeholders, and among themselves. All of this is further complicated by current problems in the fields, such as concerns over social media and disinformation. Because of this, a framework for collaborating on national digital media literacy initiatives needs to be developed.

A good example of collaboration on a digital media literacy initiative was provided by the communications director of Change.org in Indonesia, who stated that "Indonesian citizens has opportunities to collaborate with online petition for approaching the Indonesian President, for example one of them was the case of anti-corruption movement (Save KPK 2015)" (DM1, January 2016). Digital media such as online petitions have allowed Indonesian citizens to connect directly with their government and experience social collaboration, political participation and possession of a collective voice; they enable the creation of public awareness and connect citizens with policymakers, thus increasing active participation in Indonesia's democracy (Suwana, 2018, 2019). However, some citizens do not currently have the access or skills necessary to participate, meaning that they cannot voice their concerns over social and political issues. There is therefore a need for robust collaboration between change agents and communities to create data- and research-based content and programs that can reach a wider range of citizens and maintain digital media literacy.

Finally, the activists, technologist, and Internet experts interviewed in this study stated that because the ability to use the Internet appropriately, critically, and safely is essential for young Indonesians, they need to learn it in school (DM3, DM5, DM6, January 2016). This means that digital media literacy needs to be integrated into the school curriculum. Multi-stakeholder collaboration must therefore implement goals to support the creation and implementation of a national digital media literacy curriculum. This will enable the teaching of digital media literacy skills to be implemented and maintained equally across the entire society. And because there will still be some Indonesians who do not have the chance to learn digital media literacy skills via formal education, stakeholders need to collaborate with the government to enable these citizens to access digital media literacy education by other means.

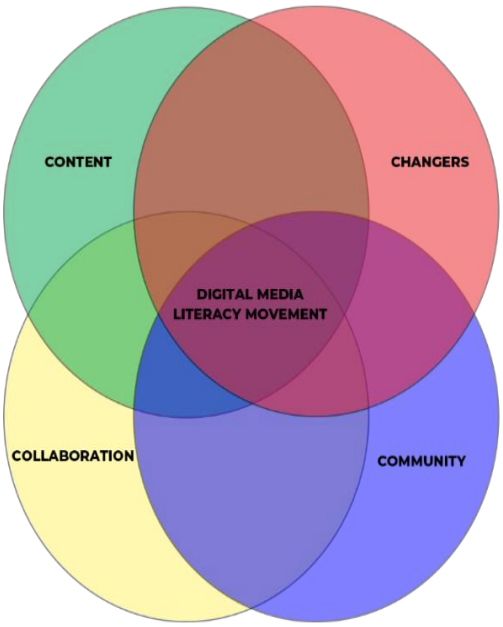
Digital media literacy is often seen as a narrow pedagogical field, but work in other disciplines is producing new findings that could greatly benefit teaching in the digital era. The

current media crisis needs to be leveraged to engage more stakeholders in variant fields such as “fake news,” as this could allow cross-disciplinary collaboration and promote greater unity of the field (Bulger & Davison, 2018). In exploring how digital development and culture in Indonesia have shaped digital media literacy, therefore, there is a need for multi-stakeholder collaboration on digital media literacy training programs as a national sustainable movement supporting formal and informal education.

Discussion

This study has identified the need to create digital media literacy training movement enable Indonesian people to participate in democratic culture and practices. As digital media literacy is a complex thing both to teach and to learn. Therefore, this study was able to identify ways to strengthen existing digital media literacy movement, as well as what elements have been implemented in the framework for support it: content, changers, community and collaboration.

Figure 1. The Digital Media Literacy Movement Framework



Digital media literacy is a critical skill for school-aged and higher education students to develop, as is shown by both young Australians who cite social media as their main news source but are hesitant to express their political views online because they are worried it could change the way others think about them (Park et al., 2018), and Indonesian students' revelations that they have worried about, and even stepped back from, expressing opinions and creating or sharing online information because they felt that it would have a 'boomerang' effect, bringing negative attention to them in the same way that other online social pressures and conflicts have. Even though they want to share and express their opinions using digital media, these young people feel that they lack the skills, knowledge and experience to create content (Suwana, 2018) and manage responses to that content. Digital media literacy skills training focused on content creation is therefore essential to help Indonesian young people overcome their fears and to create and share online content (ideas, knowledge and culture) as part of active citizens.

A previous study that focused on opportunities for participation in digital learning found that increasing efforts to support digital literacy and provide equal opportunities for all students significantly enhanced both the quantity and the equality of young people's online political engagement (Kahne & Bowyer, 2019). Other studies have noted that young people can even become agents of change (changers) when they understand and are confident in both their social and political systems (Flanagan & Levine, 2010; Ramli, 2012) and their digital media literacy skills (Suwana, 2018, 2019). This suggests that young people in Indonesia need both opportunities and support to improve their digital media literacy skills, develop networks and participate in civil society via digital media, becoming active citizens. The role of change agents – parents, educators, scholars, content creators, public servants, professionals, librarians, digital technologists, activists, and others – must therefore be expanded, as long as changers remain deeply entangled with online culture and routines.

The community learning approach will be especially important to Indonesia because individuals who cannot access formal education still need to learn digital skills and improve their digital media literacy. In the practical sense, these individuals rely on their peer groups or communities for education. This is because "ICT learning has been removed from the formal school curriculum, so Indonesian communities and NGOs have created initiatives to provide digital media skills training" (DM6, January 2016). There is an underlying need for multi-stakeholders (academics, civil society, government, organizations, and professionals) to develop and support digital media literacy programs for these communities.

In the USA, with its population of 300 million, there are many different programs contribute to the development of a community digital media literacy education movement, including formal and informal learning environments that can support teaching digital media literacy competencies (Hobbs, 2010). Likewise, Indonesia, with a population of approximately 250 million people, cannot rely on a single literacy approach or basic digital media literacy program involving all stakeholders, from educators and policymakers to community leaders and professionals. However, an approach to digital media literacy education that combines and collaborates across several areas has the potential for positive outcomes, providing flexible options for both teachers and students following current programs, a method of linking critical thinking and online behavior change for youth, and a foundation for building resilience in changers, communities, and collaborators.

Finally, the Indonesian national curriculum does not currently address the broader digital media environment, at either primary or secondary school level. It therefore needs to be revised to address key issues, including how digital media literacy skills can be used to identify partisan and non-partisan information, critique the sources or creators of content, and participate actively in socio political actions or discussions. Multi-stakeholder collaboration

will be needed to assist with the further development, and implementation, of a national digital media literacy curriculum and movement in Indonesia.

Conclusion

When digital breakthroughs occur, policymakers often find themselves facing emerging problems that they are unable to solve. Individual digital media literacy is often highlighted as a solution when this occurs. However, in fact it is only one part of a whole that includes strengthening grassroots communities and pursuing reforms in education, culture, media, regulations and other relevant fields – in other words, as part of the development of democratic resilience. It is a long-term social benefit, not a short-term solution to problems created by advances in technology.

The first element of the framework is content. Digital media offer immediacy, volume and variety of content, and this is involving and engaging more and more people. It has changed many aspects of the media landscape and affected people's communication and consumption habits. Using content is therefore an important element in developing digital media literacy. Teaching the creation of content and be critical with it offer a greater chance of both addressing how young Indonesians engage with digital media and teaching them digital media literacy skills. Enhanced engagement with digital media can both improve individuals' active participation in civil society and increase contributions from multi-stakeholder collaborations.

The second element of the framework is changers – agents of change. These individuals have helped to shepherd the digital media literacy community through an important period of regional, national and global growth in Indonesia. To be effective, the framework must be connected to, and build on, the grassroots programs that these agents of change have initiated. And to continue developing and implementing digital media literacy programs and movement

for different online communities, these changers must become the leading stakeholders in collaborations with other changers and communities.

The third element of the framework is communities. Improve young Indonesians' digital media competencies must start with communities – including, but not limited to, schools. Young people need to understand how digital media literacy skills can help them to actively participate in democratic practice, critical thinking, and evaluating partisan and non-partisan content to avoid misinformation and hoaxes. Efforts to promote digital media literacy should increase, especially in terms of access to learning and opportunities to share experiences, skills, knowledge and diverse perspectives. There has never been a more important moment for teaching and learning digital media practices; it is imperative, therefore, that local and national communities committed to having digitally literate future citizens need to keep up policy pressure on the national curriculum via multi-stakeholder collaborations.

And the final element in the framework is collaboration. The many multi-stakeholders in the Indonesian digital media literacy movement must work together to develop changers, content and communities that will improve the skills and knowledge of every Indonesian citizen. Data-driven and research collaboration on digital media literacy movement are also vital for supporting active citizens in a democratic society; therefore, this should continue in order to develop both the types of digital media literacy skills that will best equip Indonesian citizens to participate in society, and strategies that will strengthen democratic practices. The content element of digital media literacy training works by offering experiences for people to engage with and allowing them to enjoy direct participation and use their digital media skills as part of the democratic process.

Thus, collaboration between changers, communities and institution leaders is essential to develop and maintain digital media literacy education for Indonesians. These stakeholders

need to consult with others who have been working toward similar goals to share their practices and measure their outcomes. They must aim to create advanced regulations and community systems to maintain a healthy and safe online environment for users as well as to develop national curriculum aimed at teaching digital media literacy for all citizens. The process of developing young Indonesians' digital media literacy skills therefore needs to involve multi-stakeholders in undertaking extensive collaborations with proactive policymakers. And the framework developed in this study could also be beneficial for similar studies in other countries, especially those that need to implement and maintain digital media literacy movements nationally or internationally.

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Content, changers, community and collaboration: Strengthening digital media literacy movement in Indonesia

Abstract

Digital media literacy is critical for everyone, everywhere, in the modern era, as digital media literacy skills help online users to be not only consumers but also active digital citizens. This study therefore identifies ways to strengthen existing digital media literacy initiatives in Indonesia, and elements to create a framework that will maintain a coherent, national digital media literacy movement. It uses interviews and focus group discussions with multi-stakeholder representatives such as academics, activists, civil society members, government officials, professionals, students and technologists to identify the elements needed for effective digital media literacy education in Indonesia: content, changers, community, and collaboration. The findings provide insight into these critical elements and argue that the process of developing young Indonesians' digital media literacy skills will need to involve multi-stakeholders in an extensive collaboration with proactive policymakers. Local and national changers and various communities will therefore need to collaborate to push forward policy on the national curriculum, making it clear that they and institutions are essential to strengthening digital media literacy movement.

Keywords: *digital media, digital media literacy, digital media literacy movement, framework, Indonesia, young people*

The development of digital media literacy

Traditionally, media literacy is a set of reading skills based on critical thinking. However, media literacy scholars have been refining the definition of media literacy for more than a decade. For example, Renee Hobbs defined it as a dynamic training practice that not only fights against negative messages but empowers everyone to engage with the media as active citizens (Hobbs, 2007, 2010, 2011, 2017). Likewise, Sonia Livingstone has stated that there has been increasing emphasis on the importance of ensuring that people have adequate media literacy to not only engage with the media but also with other citizens through the media (Livingstone, 2004, 2009, 2018). More recently, the definition of media literacy has started to shift away from protection against online harms and toward empowerment (Bulger & Davison, 2018). For

example, the UNESCO literacy initiative was focused on the empowerment of citizens in Africa, Asia and the Pacific (UNESCO, 2019).

At the same time, a concept of media literacy skills for citizens of the digital era has begun to develop. Hobbs (2010) has stated that digital literacy is associated with the ability to utilize digital media on the Internet, and discussion of "new media literacies" reveals many similarities between effective digital media literacy programs. At the same time, digital media tools are changing the balance of spectatorship and participation, as more people are becoming able to produce their own online content – an ability that used to belong only to media professionals (Bennett, 2008; Flew, 2014).

Therefore, media literacy requires the development of not only interpretive skills, but also digital production skills (Flew, 2014; Livingstone, 2008). Hobbs uses the term digital and media literacy (2010, 2016, 2017) to describe this set of skills, as it encompasses "the full range of competencies that includes the use of texts, tools and technologies; critical thinking and analysis skills; the practice of message composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration" (2010, p.17). The process of becoming both a source and a receiver of content in the digital era is complex and determined by multiple factors, and requires improving citizens' digital media literacy so that people can use those skills not only for the consumption, creation and distribution of content, but also for active participation in socio political concerns.

Digital media literacy initiatives have made various efforts to improve literacy across different fields. For example, in the USA, digital media literacy initiatives have been established across five thematic areas: youth participation, teacher training and curriculum resources, parental support, policy initiatives, and evidence base construction (Bulger & Davison, 2018). Similarly, several scholars in the UK have recommended digital literacy initiatives in areas such as education frameworks, curriculum revision, research and evaluation,

and training for teachers (Livingstone, 2018; Polizzi & Taylor, 2019). Australia has also had multiple approaches to developing media literacy that are focused on education, with a consistent curriculum in areas that focus on arts-based media production (Nettlefold & Williams, 2018; Notley & Dezuanni, 2019), and in Russia, researchers are studying media literacy in the digital era from the educational aspect (Kachkaeva et al., 2020).

Although some have promoted the idea that digital media literacy is a panacea for combating misinformation in the digital era, others have criticized this idea. Digital media literacy is not solely about shifting the responsibility for combating misinformation to citizens by teaching them how to understand and critique media content (Mihailidis & Viotty, 2017; Widyasari & Allert, 2019). Instead, it is one part of the complex media and information environment of the digital era (Bulger & Davison, 2018), and it includes literacy programs (Livingstone, 2018), sites to learn critical and rational thinking skills (Widyasari & Allert, 2019), and government support for and collaboration against disinformation efforts (Jack, 2017. Ideally, it also involves young people in the policy design and social changes needed to solve the problem of disinformation (Notley & Dezuanni, 2019).

Previous studies have found that most media literacy training focuses on citizens and their individual responsibility for increasing their skills, rather than on the roles of the public, the state, institutions and technology developers (Bulger & Davison, 2018). But, the responsibility for creating and sharing high-quality, reliable information does not belong only to citizens. It is also a responsibility of stakeholders such as educational institutions, government institutions, technology platforms and media industries, libraries, community-based organizations, government officials, business, digital industries, and charity institutions (Hobbs, 2010). Thus, stakeholders have vital roles to supporting digital media literacy programs (Hobbs, 2010; Livingstone, 2018; Polizzi & Taylor, 2019; Kurnia & Astuti, 2017; Notley & Dezuanni, 2019).

In this paper, I use the term ‘digital media literacy’ throughout, as it combines the multiplatform concept of media literacy with the technological capabilities of digital literacy. To be ‘digital media literate’ in the current era, an individual needs to have the ability to not only consume but also produce creative multimedia content, using digital media critically in order to not only reflect on their experience and society but also act within it. However, there is still limited research into digital media literacy as a movement in Indonesia, and thus no unified framework enabling stakeholders to promote and support it collectively.

Digital media and Indonesia

Indonesia has an enormous rate of active Internet users; as of June 2019, it had approximately 171,260,000 Internet users in a population of 269,536,482 (Internet World Stats, 2019). Indonesians are also increasingly using social media. Indonesia is not only the world’s third largest democracy and an emerging country (Poushter, Bishop & Chwe, 2018), but also one of the top five countries in the world when it comes to its number of social media users, with the fourth-largest numbers of Facebook and Instagram users (Statisca, 2020). This means that it is one of the countries with the biggest proportion of social media users in the world.

According to the 2020 Digital Report by ‘We Are Social’ and Hootsuite, Indonesia currently has an online penetration rate of 59 percent – in other words, approximately 160 million Indonesians are active social media users (Kemp, 2019). Digital platforms such as WhatsApp, Facebook and Instagram are now key sources of news for many Indonesians (Freedom House, 2019), and recent data shows that YouTube has become the country’s most active social media platform (88%), followed by Facebook (82%) and Instagram (79%), while WhatsApp (84%) has become the most used messenger or chat application (88%), followed by Line (50%) and Facebook Messenger (50%) (Kemp, 2020). In other words, approximately 160 million Indonesians are active social media users (Kemp, 2019).

The majority of Indonesian Internet users are young people, according to data from the Ministry of Information, Communication and Technology (Kominfo, 2014) and the Indonesian National Survey of Internet Users (APJII, 2018). However, Indonesia also enjoys a thriving blogosphere among members of the growing urban middle class (Freedom House, 2019), and increasingly Indonesians use digital media to take actions like campaigns, civic participation, or protests. Young Indonesians are utilizing digital media in order to gain freedom of expression and citizenship skills (Ramli, 2012; Suwana 2018), participate in civil society as not only consumers but also producers of ideas, knowledge and culture (Lim, 2013), and join community discussions to disseminate online information and encourage others to join social and political movements (Suwana, 2018, 2019). In other words, digital media have become tools enabling citizens to engage with social and political concerns and participate in related movement.

Young Indonesians prefer to get information from the Internet (new media) rather than from newspapers and television because they believe online sources more than they believe conventional media (Suwana, 2013, 2018), considering them to be more reliable (Gazali, 2014). However, many still lack strong digital literacy skills, especially around issues of online access and expression. While consuming and producing online information, which is an important facet of digital literacy, is essential to maintaining the democratic process (Livingstone, 2004), digital media literacy is not simply the advance of interpretive skills. It also includes a series of digital production skills, such as the ability to create, to think critically and to participate in as well as consuming online information or content (Flew, 2014). Digital media literacy thus includes not only the ability to question, criticize, evaluate and challenge the quality, veracity, credibility and content perspective, but also the ability to create and act.

Digital media literacy and Indonesian democratic practice

Indonesians are an active social media users. However, the growth of digital media literacy including the ability to assess the credibility of online information, the awareness of hoaxes, and the creation and dissemination of information, has not been directly proportional to the growth of Internet penetration. In fact, the 2019 Inclusive Internet Index positioned Indonesia 63rd out of 100 countries surveyed in terms of digital media literacy as measured by level of education about and preparedness to use the Internet (EIU, 2019). In contrast to its rate of Internet use, Indonesia still ranks low in terms of media literacy.

Several scholars have found that Internet users' confidence in their ability to identify hoaxes and misinformation is related to their level of digital media literacy (Buckingham 2017; Mackey & Jacobson 2016; Wibowo et al., 2019; Wineburg et al., 2016). Previous Indonesian research also found that people who have access to the Internet are more likely to be aware of hoaxes and misinformation than people who lack access (Nadzir et al., 2019); this is similar to the situation in Australia, where 73 percent of online news consumers have experienced 'fake news' and are concerned about it (Healey, 2019). However, the biggest factor enabling the creation and circulation of hoaxes and misinformation Indonesia is the combination of high levels of exposure to the Internet (Nadzir et al., 2019; Wibowo et al., 2019) and low levels of digital media literacy (ABK et al., 2017; Irawanto, 2019; Tapsell, 2018).

The circulation of misinformation and hoaxes is problematic not only in Indonesia but also globally, as it risks undermining democracy (Carson & Titcomb, 2018; Kahne & Bowyer, 2017). Exposure to diverse perspectives is also essential for a democratic society, and there are increasing concerns regarding the biased nature of civic and political discussions (Kahne et al., 2012). It is essential that young Indonesians be equipped with the skills needed to both think critically about, analyse, evaluate and differentiate variant online information, and create accurate online information as part of their daily lives. Thus, digital media literacy activities

associated with higher perceived online exposure to diverse perspectives promise a means of addressing these issues (Widyasari & Allert, 2019).

The Indonesia Ministry of Communication and Informatics (KOMINFO) therefore created the National Movement of Digital Literacy (Siberkreasi) in 2017 to address the misinformation or hoaxes issues. The Siberkreasi movement was developed to address potential threats from the dangerous spread of negative content online and aims to spread more positive content throughout society (Umali, 2019; Widyasari & Allert, 2019, YDP 2020). It currently collaborates with more than 100 institutions and communities (YDP, 2020) from different stakeholders (Widyasari & Allert, 2019, YDP, 2020).

However, previous research about Siberkreasi argues that the movement does not yet meet the criteria for improving online media literacy, as based on the press release and media news, it is not clear about what digital literacy means (Widyasari & Allert, 2019, p.105). As the government staff and vice chairman of the Siberkreasi movement stated in *Kompas*, they have also struggled with efficiency and effectiveness, as there are still strong sectoral egos and interests being pushed across different ministries and institutions (Theodora, 2020). The staff members stated that because of this, the Indonesian digital media literacy movement tends to be sporadic and to lack coherent outlines and design, and is not data-driven or research-based (Theodora, 2020) – elements that are necessary for a digital media literacy movement to thrive.

As it is necessary to prepare future generations to engage fully, equitably, and effectively in democratic practices online, all citizens need to have equal and sustained opportunities to learn digital media literacy skills. For this reason, Indonesia as a democratic country needs to build on the Siberkreasi movement to develop a coherent national digital media literacy movement that encompasses both formal and informal education programs that can be accessed by all citizens.

Method

Although multiple digital media literacy programs have been initiated by individuals, communities, organizations, and government in Indonesia, there is still a lack of data on perspectives about these initiatives. This study therefore takes a qualitative approach that combines interviews and focus groups to investigate in depth how digital media literacy skills and programs are currently developed and practiced in Indonesia.

Firstly, I conducted semi-structured interviews with eight digital media initiators (N=8), including digital media/Internet activists, educators, experts, professionals, policymakers and young activists, regarding their experience in running digital media literacy programs or projects, and particularly programs aimed at Indonesian youth. Semi-structured interviews are based on a set of questions that have been previously determined, but allow interviewers to use follow-up questions in order to investigate topics or issues further, or clarify answers from respondents (Brennen, 2013), making them the most effective tool for use in this study. In selecting a sample of multi-stakeholders, I used purposive sampling to locate names and activities based on previously defined characteristics, such as communications director, digital media educator, expert, Internet activist, media policy-maker, young activist (see Appendix A for more information about these respondents). In the next section, I will use the codes DM1–DM8 to identify this group of respondents.

Secondly, I recruited forty students (N=40) to participate in the study, including five (N=5) Leaders of Student Executive Boards (SL1–SL5) and five focus groups with a total of thirty-five (N=35) students who were not members of Student Executive Boards, from colleges in Jakarta, Tangerang and Depok (FGD1–FGD5). These students were all familiar with digital media such as chat messaging services, email, social media, blogs and websites, which they used to create, share and retrieve information online. They were all active users of digital media (email, social media, online news) – urban men and women aged 18 to 25 (as university/college

students) who were heavy Internet users living in Jakarta, Depok and Tangerang. Ethical approval was obtained before data collection began.

This study therefore presents a holistic understanding of the structure of the Indonesian digital environment and how individuals navigate it. Its findings aim to enrich current digital media literacy initiatives by identifying whether and how training can best impact practice. The main research questions developed to address this issue were:

1. How is digital media literacy developing in Indonesia?
2. How can the existing digital media literacy movement in Indonesia be strengthened?

Findings

The findings of this study identify both the objectives of the digital media literacy movement and which key elements of digital media literacy skills training are already in place. As noted above. all participants in this study were multi-stakeholder representatives such as academics, activists, members of civil society, government officials, professionals, students and technologists. The study was therefore able to identify not only which elements are already available to promote and maintain a coherent national digital media literacy movement – content, changers, community and collaboration – but also ways to strengthen existing initiatives as part of such a national movement.

Content

Media literacy initiatives around the world have engaged young people in media production as a means of both empowering them to feel connected as content creators, and providing dynamic experiences of how content is developed and distributed (Bulger & Davison, 2018; Hobbs, 2017; Livingstone, 2004). Other initiatives have addressed a range of issues, including misinformation, copyright, plagiarism, information credibility, and cyber-bullying (Bulger &

Davison, 2018), However, research in Australia has found that while educators need specific media literacy content in order to guide their students (Nettlefold, & Williams, 2018), they also need the ability to curate the content of their media literacy courses in order for them to be successful (Dezuanni et al., 2017). This ability will be particularly important in building Indonesian digital media literacy movement, as Indonesians under the age of twenty-five tend to occupy different digital platforms from their seniors. Their online consumption occurs on social media and focuses on local and global popular culture, such as entertainment, at 96.8% (APJII, 2016, p. 22), music, fashion, film and television (Lim, 2013) rather than on news and information-oriented activities (Bilbao-Osorio et al., 2014).

The semi-structured interviews conducted for this study confirmed that, with DM2, an Indonesian academic, stating that "most of my students use social media ... for their personal needs, information searching, and entertainment" (DM2, January 2016). Another participant, DM4, suggested that this actually provides digital media literacy teachers with an opportunity – to use social media and its creative content as a platform for teaching digital media literacy skills: "There is a trend of how the movement could go forward through social media, I believe young people must be guided to have digital media literacy in creating and distributing online content, so they can learn and be more concerned of public issues and social change" (DM4, January 2016). As Hobbs shows, digital media literacy courses in this vein have been successful in the US, enabling college students to not only validate their learning of content, but also develop communication, critical thinking, creativity, and collaboration skills (2017). Young Indonesians need to learn more about online culture and content creation, and the social or political processes in which content is created and distributed, as this can help them not only to avoid misinformation or hoaxes, but also to become active citizens.

However, for digital media literacy education to be effective in combating misinformation, hoaxes and fake news, it must be not only targeted at young Indonesians, but

accessible to all of them. Even in Indonesian universities, however, digital media literacy education is not widely accessible, as it still occurs mostly in Communications or Media Communication Studies courses, and students studying Law and Business stated that they did not receive any digital media literacy education at all (SL 2, SL3 and FGD5, December 2015). This suggests that the Indonesian government needs to step in to provide equitable access to digital media literacy education for every citizen, including collaborating with other stakeholders to implement a national curriculum of digital media literacy.

To some extent digital media literacy has already occurred. Siberkreasi has implemented an increasing number of training programs, workshops and counselling services (Theodora, 2020). However, there is more that the government could do in this area, particularly to address the importance of content creation – which involves making use of language, images, sound, and new digital tools and technologies in a variety of media (Hobbs, 2013, 2017) – creators and culture. Between 2016 and 2020, Siberkreasi conducted a public festival with a changing theme: the theme of the 2019 festival was 'Creator Generation'.

Young Indonesians tend to be familiar with some forms of content sharing and creation, such as the content they share with their friends using digital platforms (Tumblr, Facebook, Twitter or Instagram) and the photos and videos they upload to platforms such as Instagram and YouTube (Hobbs, 2017). Developing digital media literacy resources and content creation skills programs based around social media platforms that are popular with young people, such as Instagram, Snapchat and TikTok, would help to address how young people engage with digital media and thus improve not only their content creation skills, but also their critical thinking skills and active participation.

Changers

There are many different stakeholders in digital media literacy education, from educators to policymakers, investors and technologists, all of whom drive significant resources toward their preferred digital media literacy initiatives (Bulger & Davison, 2018). One study has suggested that media literacy campaigns and initiatives require diverse insights, because Indonesian society is very diverse (Widyasari & Allert, 2019). Every stakeholder who becomes involved in digital media literacy education, either individually or as part of a group, is not only promoting social campaigns or projects with an educational mandate, but also the media of change (Getz, 2019). The variant agents of change (changers) are thus vital for promoting and applying digital media literacy for wide-ranging society.

These changers are connected by a shared passion for digital media literacy, which they maintain thanks to their curiosity, imagination, collaboration and innovative ideas. In digital media literacy education, they have initiated grassroots movements, developed programs and explored new pedagogies, conducted research and strengthened online communities. For example, one Indonesian Internet expert and educator, DM6, has used his experience to promote digital media literacy directly to young Indonesians: "I created books, e-books, articles, distributed, and engaged with people – answering their questions of digital media use; these are strategies that I could use to spread my knowledge online, as these will help many people because after people have increased their digital media literacy and social degrees, then they could push policymakers, so policies are more pro to the public" (DM6, January 2016). Other interviewees also stated, "I always have interest and passion for education, so it was perfect when I joined my organization as ... we could create materials or programs of digital media literacy and democracy for public" (DM4, January 2016).

Further digital media literacy stakeholders also have the potential to become changers in this way. As one interview participant, a member of the government, argued, "as these agents are not managed by themselves or others ... they could start from home, for example parents"

(DM7, January 2016). In other words, agents of change do not have to be organized or employed by the government; they can start working individually and then move toward collectively promoting digital media literacy skills. However, it is important to note the need to develop professional associations for digital media literacy educators, as these enable change agents to share their successful experiences and make it clear how digital media literacy education is relevant to a wide range of stakeholders (Hobbs, 2010). While it is important to maximise the role of changers within the constantly changing online environment and culture to promote digital media literacy skills, their efforts must also be supported across various communities, so that their programs can be expanded to reach more of Indonesian society.

Community

In the digital era, the individual is constantly learning, but this learning does not always occur in formal settings. Khane and Bowyer (2019) state that young people who engage in online participatory culture circulate, collaborate on, and create content by connecting with others who have the same interests. This was echoed by participants in this study. Two students (FGD4 and FGD5) mentioned that they developed their digital media literacy skills not in the classroom, but by meeting with and learning from their friends or friend groups; in this way they improved a range of abilities, including discussing the headlines in online news (FGD2), writing (FGD 4), and creating and sharing status updates on social media as well as uploading pictures to their profiles (FGD3). Students in FGD2, FGD3 and FGD4 also stated that their communities and organizations helped them to improve their digital experiences.

In another example, student FGD4 shared their experience of learning digital media literacy skills through voluntary work: “The learning of digital activism showed me how to criticize certain issues in government or society and to package the heavy issues that could be

easily accepted by people, so I learnt it with digital media, even this became a challenge for me to create good and quality online for others" (FGD4, January 2016). In other words, informal, peer-based education helped these young Indonesians to learn and then use digital media literacy skills as part of their daily activities, and enabled them to become active citizens who could engage with and participate in their social and political context online.

Young people can gain the skills needed to become active citizens and maintain democratic practices. In this study, SL4 learnt digital media literacy skills from external seminars (SL4, December 2015), but this contrasted with most of the students in FGD5, who gained experience of creating content in group gatherings (FGD5, December 2015). Students also participated in gatherings, seminars and workshops that could help them to learn digital media literacy skills – in other words, they learnt from both community sources and organizations. This peer-based approach is significant because it is social, interactive and independent of elite-driven institutions (Khane & Bowyer, 2019). Community learning embraces the notion of participation, and values the learner's contribution as part of the active online community, and as informal learning within communities has been shown to be an effective and efficient way of enabling young Indonesians to participate in online activities and culture, this suggests that diverse communities, networks and organizations are crucial spaces for both implementing digital media literacy programs and sustaining community learning.

Indonesian has a diverse society, and the previous study stated the importance of including various communities in order to support media literacy skills development and use appropriate tactics to do so (Widyasari & Allert, 2019). Reaching different communities is vital to boosting civic participation in digital media literacy programs. However, most Indonesian digital literacy community programs are funded by donors, and therefore are only small-scale projects (Suwana & Lily, 2017) that offer training and workshops for a limited number of participants, with most programs (53.5%) carried out independently, without partners or

collaboration (Kurnia & Astuti, 2017). Therefore, they are also available only in some areas and for some people. Meanwhile individuals learn, and improve, their digital media literacy skills when they can engage in and enjoy direct participation in community or organization events. Different communities, networks and organizations are therefore essential to help different groups of young Indonesians develop their digital media literacy skills. However, young people who do not have peer groups to learn from, or access to relevant communities or organizations, could still end up without any ways to learn them at all. Community learning must therefore be developed and expanded – and if the aim is to reach every young Indonesian so that they can develop good digital media literacy skills, collaboration between informal and formal methods of education needs to be implemented equally in all areas too.

Collaboration

Digital media literacy education is not limited to the fields of education and media studies, but also occurs in other disciplines such as sociology (Kachkaeva et al., 2020), social psychology, and political science (Bulger & Davidson, 2018). Media literacy skill development initiatives across different academic areas reveal just how many different efforts fall under this single umbrella. It is worth noting, however, that these programs address media literacy in very different ways, which indicates the vibrancy of the field but also suggests the possibility of incoherence (Buckingham, 2003). This can be a challenge for stakeholders working in this field (Buckingham, 2003; Bulger & Davison, 2018; Livingstone, 2010; Notley & Dezuanni, 2019): educators may have different approaches and priorities both from other stakeholders, and among themselves. All of this is further complicated by current problems in the fields, such as concerns over social media and disinformation. Because of this, a framework for collaborating on national digital media literacy initiatives needs to be developed.

A good example of collaboration on a digital media literacy initiative was provided by the communications director of Change.org in Indonesia, who stated that "Indonesian citizens has opportunities to collaborate with online petition for approaching the Indonesian President, for example one of them was the case of anti-corruption movement (Save KPK 2015)" (DM1, January 2016). Digital media such as online petitions have allowed Indonesian citizens to connect directly with their government and experience social collaboration, political participation and possession of a collective voice; they enable the creation of public awareness and connect citizens with policymakers, thus increasing active participation in Indonesia's democracy (Suwana, 2018, 2019). However, some citizens do not currently have the access or skills necessary to participate, meaning that they cannot voice their concerns over social and political issues. There is therefore a need for robust collaboration between change agents and communities to create data- and research-based content and programs that can reach a wider range of citizens and maintain digital media literacy.

Finally, the activists, technologist, and Internet experts interviewed in this study stated that because the ability to use the Internet appropriately, critically, and safely is essential for young Indonesians, they need to learn it in school (DM3, DM5, DM6, January 2016). This means that digital media literacy needs to be integrated into the school curriculum. Multi-stakeholder collaboration must therefore implement goals to support the creation and implementation of a national digital media literacy curriculum. This will enable the teaching of digital media literacy skills to be implemented and maintained equally across the entire society. And because there will still be some Indonesians who do not have the chance to learn digital media literacy skills via formal education, stakeholders need to collaborate with the government to enable these citizens to access digital media literacy education by other means.

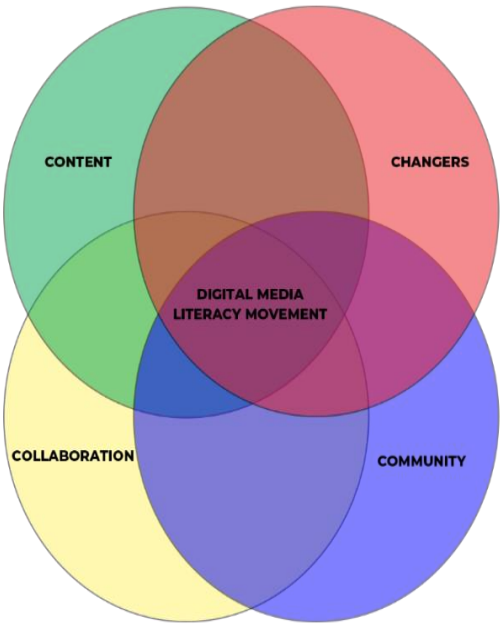
Digital media literacy is often seen as a narrow pedagogical field, but work in other disciplines is producing new findings that could greatly benefit teaching in the digital era. The

current media crisis needs to be leveraged to engage more stakeholders in variant fields such as “fake news,” as this could allow cross-disciplinary collaboration and promote greater unity of the field (Bulger & Davison, 2018). In exploring how digital development and culture in Indonesia have shaped digital media literacy, therefore, there is a need for multi-stakeholder collaboration on digital media literacy training programs as a national sustainable movement supporting formal and informal education.

Discussion

This study has identified the need to create digital media literacy training movement enable Indonesian people to participate in democratic culture and practices. As digital media literacy is a complex thing both to teach and to learn. Therefore, this study was able to identify ways to strengthen existing digital media literacy movement, as well as what elements have been implemented in the framework for support it: content, changers, community and collaboration.

Figure 1. The Digital Media Literacy Movement Framework



Digital media literacy is a critical skill for school-aged and higher education students to develop, as is shown by both young Australians who cite social media as their main news source but are hesitant to express their political views online because they are worried it could change the way others think about them (Park et al., 2018), and Indonesian students' revelations that they have worried about, and even stepped back from, expressing opinions and creating or sharing online information because they felt that it would have a 'boomerang' effect, bringing negative attention to them in the same way that other online social pressures and conflicts have. Even though they want to share and express their opinions using digital media, these young people feel that they lack the skills, knowledge and experience to create content (Suwana, 2018) and manage responses to that content. Digital media literacy skills training focused on content creation is therefore essential to help Indonesian young people overcome their fears and to create and share online content (ideas, knowledge and culture) as part of active citizens.

A previous study that focused on opportunities for participation in digital learning found that increasing efforts to support digital literacy and provide equal opportunities for all students significantly enhanced both the quantity and the equality of young people's online political engagement (Kahne & Bowyer, 2019). Other studies have noted that young people can even become agents of change (changers) when they understand and are confident in both their social and political systems (Flanagan & Levine, 2010; Ramli, 2012) and their digital media literacy skills (Suwana, 2018, 2019). This suggests that young people in Indonesia need both opportunities and support to improve their digital media literacy skills, develop networks and participate in civil society via digital media, becoming active citizens. The role of change agents – parents, educators, scholars, content creators, public servants, professionals, librarians, digital technologists, activists, and others – must therefore be expanded, as long as changers remain deeply entangled with online culture and routines.

The community learning approach will be especially important to Indonesia because individuals who cannot access formal education still need to learn digital skills and improve their digital media literacy. In the practical sense, these individuals rely on their peer groups or communities for education. This is because "ICT learning has been removed from the formal school curriculum, so Indonesian communities and NGOs have created initiatives to provide digital media skills training" (DM6, January 2016). There is an underlying need for multi-stakeholders (academics, civil society, government, organizations, and professionals) to develop and support digital media literacy programs for these communities.

In the USA, with its population of 300 million, there are many different programs contribute to the development of a community digital media literacy education movement, including formal and informal learning environments that can support teaching digital media literacy competencies (Hobbs, 2010). Likewise, Indonesia, with a population of approximately 250 million people, cannot rely on a single literacy approach or basic digital media literacy program involving all stakeholders, from educators and policymakers to community leaders and professionals. However, an approach to digital media literacy education that combines and collaborates across several areas has the potential for positive outcomes, providing flexible options for both teachers and students following current programs, a method of linking critical thinking and online behavior change for youth, and a foundation for building resilience in changers, communities, and collaborators.

Finally, the Indonesian national curriculum does not currently address the broader digital media environment, at either primary or secondary school level. It therefore needs to be revised to address key issues, including how digital media literacy skills can be used to identify partisan and non-partisan information, critique the sources or creators of content, and participate actively in socio political actions or discussions. Multi-stakeholder collaboration

will be needed to assist with the further development, and implementation, of a national digital media literacy curriculum and movement in Indonesia.

Conclusion

When digital breakthroughs occur, policymakers often find themselves facing emerging problems that they are unable to solve. Individual digital media literacy is often highlighted as a solution when this occurs. However, in fact it is only one part of a whole that includes strengthening grassroots communities and pursuing reforms in education, culture, media, regulations and other relevant fields – in other words, as part of the development of democratic resilience. It is a long-term social benefit, not a short-term solution to problems created by advances in technology.

The first element of the framework is content. Digital media offer immediacy, volume and variety of content, and this is involving and engaging more and more people. It has changed many aspects of the media landscape and affected people's communication and consumption habits. Using content is therefore an important element in developing digital media literacy. Teaching the creation of content and be critical with it offer a greater chance of both addressing how young Indonesians engage with digital media and teaching them digital media literacy skills. Enhanced engagement with digital media can both improve individuals' active participation in civil society and increase contributions from multi-stakeholder collaborations.

The second element of the framework is changers – agents of change. These individuals have helped to shepherd the digital media literacy community through an important period of regional, national and global growth in Indonesia. To be effective, the framework must be connected to, and build on, the grassroots programs that these agents of change have initiated. And to continue developing and implementing digital media literacy programs and movement

for different online communities, these changers must become the leading stakeholders in collaborations with other changers and communities.

The third element of the framework is communities. Improve young Indonesians' digital media competencies must start with communities – including, but not limited to, schools. Young people need to understand how digital media literacy skills can help them to actively participate in democratic practice, critical thinking, and evaluating partisan and non-partisan content to avoid misinformation and hoaxes. Efforts to promote digital media literacy should increase, especially in terms of access to learning and opportunities to share experiences, skills, knowledge and diverse perspectives. There has never been a more important moment for teaching and learning digital media practices; it is imperative, therefore, that local and national communities committed to having digitally literate future citizens need to keep up policy pressure on the national curriculum via multi-stakeholder collaborations.

And the final element in the framework is collaboration. The many multi-stakeholders in the Indonesian digital media literacy movement must work together to develop changers, content and communities that will improve the skills and knowledge of every Indonesian citizen. Data-driven and research collaboration on digital media literacy movement are also vital for supporting active citizens in a democratic society; therefore, this should continue in order to develop both the types of digital media literacy skills that will best equip Indonesian citizens to participate in society, and strategies that will strengthen democratic practices. The content element of digital media literacy training works by offering experiences for people to engage with and allowing them to enjoy direct participation and use their digital media skills as part of the democratic process.

Thus, collaboration between changers, communities and institution leaders is essential to develop and maintain digital media literacy education for Indonesians. These stakeholders

need to consult with others who have been working toward similar goals to share their practices and measure their outcomes. They must aim to create advanced regulations and community systems to maintain a healthy and safe online environment for users as well as to develop national curriculum aimed at teaching digital media literacy for all citizens. The process of developing young Indonesians' digital media literacy skills therefore needs to involve multi-stakeholders in undertaking extensive collaborations with proactive policymakers. And the framework developed in this study could also be beneficial for similar studies in other countries, especially those that need to implement and maintain digital media literacy movements nationally or internationally.

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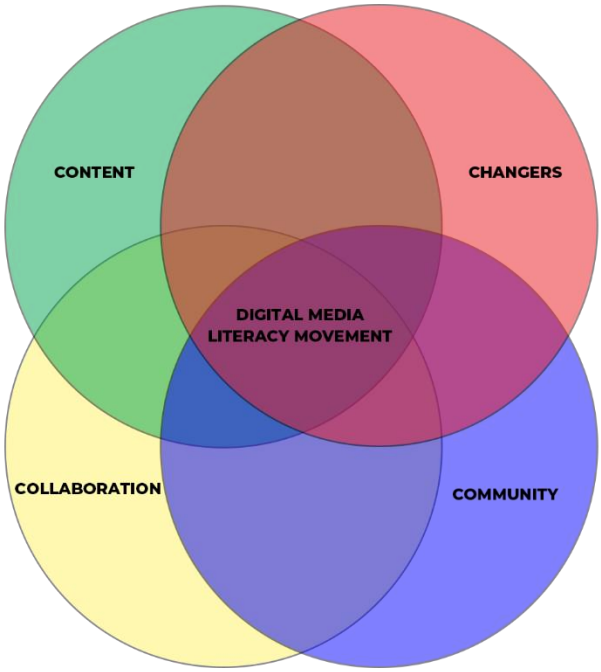
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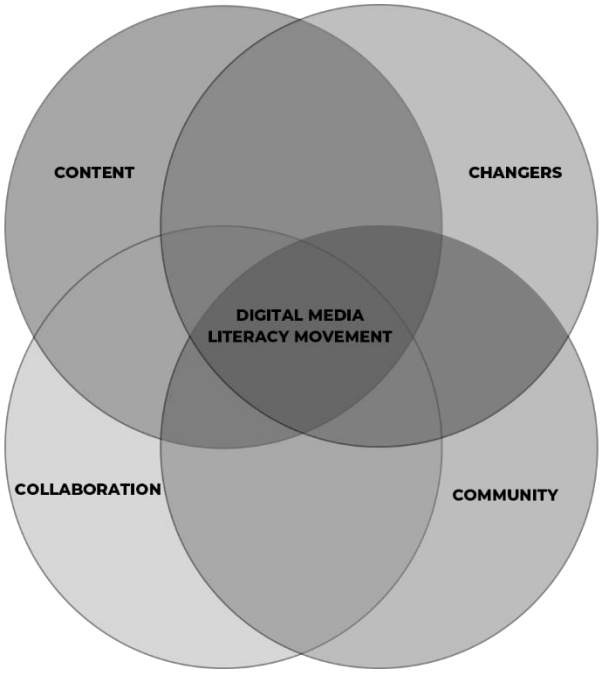
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Figure


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