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Abstract. This research aim to description about developing literacy digital education for youth. This study use qualitative approach with case study method. The subject research is youth internet user age between 17 – 25 year old. The Youth are digital native who use the internet range 3 hour until 7 hour in a day. Digital literacy training consists of several stages in accordance with the model used. The first stage is related to knowledge about mass media. Participants initially have no knowledge related to digital and technology literacies. Theoretical knowledge is given so that participants have similar understanding of the topics. The knowledge given at the early stage is basic knowledge such as introduction to media and digital literacy as well as definition, history and development of media literacy. Digital literacy education for youth is needed to achieve the expected goals. It was also designed with attention to supporting in accordance with youth development. A targeted and structured program of digital literacy education is needed to make the youth wise in using social media. Result of this research showed that motivation dimension pertains to the purpose of accesing and awareness of the benefit of media. Knowledge dimension include strategies and ability to understanding media functions. The knowledge dimension includes the knowledge of media contribution to contemporary culture and of reality construction that media develops. These capabilities are also possessed by the participants. This dimension also includes the knowledge of the

contribution of the media to contemporary culture and the construction of reality built by the media, which is also owned by the trainees. The skill dimension is the ability to analyze, evaluate, communicate, and also criticize the media. The trainees who took part in the training already fulfilled these three dimensions.

Keywords: youth; model; social media; digital literacy education

Introduction

Until today, in the span of 10 years, the use of social networking sites is widespread. Social media is currently used by various age groups and the internet becomes the most sought after for its network and access to information. Media used in accessing information in the form social media besides providing information also serves as entertainment and recreation. The number of internet users increased by 110.2 million people in 2015, 132.7 million in 2016 and 143.26 million in 2017 (APJII, 2017). This shows that from year to year internet users keep growing. Meanwhile, based on the users' area, the big three users are in Sumatera (47.20%), followed by Bali-Nusa (54.23%) and the largest is in Java with 57.70% (APJII, 2017). However, the increasing number of internet users does not necessarily guarantee the maturity in using the internet ((Peta Gerakan Literasi Media, Japelidi 2017). The youth have much time to surf the internet to find out what they needs. In the internet the youth can find so many more information, fun, entertainment and hobbies. Uses Information by internet can make youth have information overload beside they needs.

Indonesian Internet Service Providers Association (APJII) In 2018 stated there was an increase in internet user penetration in Indonesia by 10.12%, compared to 2017 and one of the reasons Indonesian people use the internet is 18.9% to carried out various activities with social media. The average use of social media in Indonesia every day reaches 3 hours 23 minutes, and is the third longest time in the world after Brazil and the Philippines. (Wearesocial.com) The impacts of digital media include cyberbullying, hoaxes, pornography, sexual violence, addiction to violence which should be anticipated by youth. Teenagers belong to digital native which means they do not need to be taught to be able to use the internet when accessing the information they need. People in this group are the main target because they are considered the most vulnerable and are expected to be agents of change to overcome various problems of the digital society (Japelidi, 2017). There is about 85% of social media users in Indonesia that are connected to social media group such as Facebook Instagram, and WhatsApp messenger, which is the biggest number. As many as 65 million people actively use Facebook every day and 50% of them join the Facebook group. APJII states that based on the users' age, the majority of users with the age between 18 - 25 years old are about 50%. This category has a very active character in using digital technology and has the ability in operating it. Instagram is used by 45

million users every day that post twice as many compared to global average (Infographic APJII, 2017).

The arising problems related to this research need to be anticipated by organizing media literacy for young people especially digital literacy. Youth are the largest user of internet and social media. This group is the main target because it is the most vulnerable and is expected to be the change agent in overcoming various problems of digital society (Japelidi, 2017). David Buchingham stated as follows (2003):

Media education aims to develop both critical and active participation, thereby enabling youth as media consumers to make interpretations and judgements based on the information they obtain; in addition to media producers in their own way so as to be empowered participants in their community. Media education is about developing the critical and creative abilities of youth.

Media literacy is basically the public concern for the negative effects of mass media. As we know the mass media has both positive and negative impacts. The negative sides sometimes overweigh the positive sides, which include reducing individual privacy, increasing crime potential, and causing communication overload. By understanding media literacy, mass media audiens can react and judge a media message with full awareness and sense of responsibility. The basic purpose of media literacy is to invite mass media users to be critical in analyzing the messages conveyed by the mass media, considering the commercial and political objectives and ideology behind the messages. By understanding the concept of media literacy, a media user will able to think critically about ideas and products submitted and sold by the mass media. After examining the growing needs and scientific wealth, the researchers try to describe and formulate the problem as follows: "How to develop media literacy education model for young people in Bandung city?"

New media brings together all that the old media have. The changes also affect print media in which there is a change or transfer, such as reading newspaper on online media and watching news via live streaming. The typical characteristics of the media is changing from old media to new media that is now widely used by almost all walks of life like social media, which includes Facebook, Twitter, BBM, Path, Line, and YouTube. In Indonesia Facebook users rank the third after the Unites States and the number of Twitter users is not much different from that of Facebook. YouTube is a popular video sharing website that is also widely used in Indonesia. YouTube generally contains video clips, movies, TV shows and videos that are deliberately created and uploaded with certain purposes. Jones and Hafner (2012) pointed out that:

Using a group of people to find useful data and get rid of useless data is called social algorithms or social filters. By participating in social media such as Facebook and Twitter which is formed by friends, colleagues, and people we respect and trust, we have access to data that can be considered important.

There are times when our friends and contacts seek information on the internet and find unattractive junk and some pieces of data that should be shared. Uninteresting junk is 'filtered' while usable and interesting data is spread out and post to social media. When we get into social media, we can filter the data based on recommendation from our friends.

This social filter can be applied when we filter out information that is deemed necessary or needed and remove unnecessary or garbage information. As media user, the audience must be able to sort through information intelligently so as not to get caught up in hoaxes or false news. A more sophisticated personal filter is to be based on past behaviors instead of conscious decisions. This kind of filter is basically a prediction machine that checks past behaviors in the network such as the links you click or things you like on your social media. The use of social media which is part of the communication media can also affect the personality of a person. If users do not do the filtration or apply digital literacy needed, this can bring unexpected problems especially for young people. Thus certain awareness is needed to address the problems.

Young age or adolescence is a transitional period from childhood to adulthood which is experienced in three levels: pre adolescence (10-12 years old), early adolescence (13-16 years old), and late adolescence (17-21 years old) (Hurlock, 1992). External factors in this period have considerable influence, including the appeal of media, factors of the need for media and the perceived benefits in consuming the media. Other factors such as emotional intelligence and self-confidence are internal factors that greatly affect the attitudes.

The basic purpose of media literacy is to teach audiences and media users to analyse messages conveyed by the mass media, to consider the commercial and political goals behind a media image or message, and to examine who is responsible for the message or idea implied in the media. The problems arisen should be anticipated by organizing digital literacy for youth. Buchingham (2003) stated that:

Media education aims to develop both critical and active participation, thereby enabling youth as media consumers to make interpretations and judgements based on the information they obtain; in addition to media producers in their own way so as to be empowered participants in their community. Media education is about developing the critical and creative abilities of youth.

Bawden (2001) offers a new understanding of digital literacy rooted in computer literacy and information literacy. Computer literacy flourished in the 1980s, when increasingly widespread microcomputers were used, not only in the business environment but also in the community. However, information literacy began to widespread in the 1990s when information was more easily compiled, accessed, and disseminated through information technology. Thus, referring to Bawden's opinion, digital literacy is mainly associated with the technical skills of accessing, assembling, understanding, and disseminating information. Meanwhile, Douglas A.J.

Belshaw in his thesis *What is 'Digital Literacy'* (2011) says that there are eight essential elements for developing digital literacy, which are as follows:

1. Cultural: understanding of the variety of user context in digital world;
2. Cognitive: the power of thought in judging the content;
3. Constructive : creating something that is of expertise and actual;
4. Communicative: understanding of networking and communication performances in the digital world;
5. Responsible confidence;
6. Creative: doing new things in new ways;
7. Critical in addressing content and digital literacy as life skill;
8. Socially responsible;

The cultural aspect becomes the most important element because understanding the context of the user will help the cognitive aspect in assessing the content. The above opinions lead us to conclude that digital literacy is the knowledge and ability to use digital media, communication tools, or networks in discovering, evaluating, using, and making and utilizing information in a healthy, wise, intelligent, accurate, precise, and law obedient way in order to foster communication and interaction in everyday life.

Method

The research was conducted in Bandung City because the researchers would like to see how the digital literacy program applied to the youth in Bandung. The sample was taken using purposive sampling technique due to the wide variety of informants' background and therefore the sample was randomly withdrawn without checking the strata. This qualitative research used case study method, as it was directed to gather data, obtain meaning, and gain understanding of a case. An empirical inquiry that investigates phenomena in real life context, when the boundaries between phenomena and contexts do not appear explicitly and where multiple source of evidence are utilized (Yin, 2013) This method was used in order to find out how the process of media literacy training can provide education for the youth. This research involved five young aged informants and employed two kinds of instruments: (1) In-depth interview in which researchers asked informants several questions about media literacy; and (2) Documentation in which several sources gathered from library studies.

In order to get an accurate information, data triangulation was conducted which involved the opinions of media literacy experts and literature studies related to the research. While the types of data and data sources in this study are as follows: (1) Types of data: Qualitative data in the form of verbalistic descriptions (not numbers) obtained through field research or documentary study presented in statements,

opinions, and other suggestions; (2) Sources of data: The primary data was collected through interview and secondary data such as references from writings in newspapers, magazines and relevant books. The subject in this research :

Table 1. Research informant

NO.	NAME	AGE
1.	Shofie Rizqita Y	18
2.	Muthia Hanifah	18
3.	Sri Rahayu	17
4.	Siti Zaenab	17
5.	Wulan Nur Latifah	19
6.	Yusril Hadi Suryo	19
7.	Riko Aditia	20

The design of youth media education which was created based on the implementation of the digital literacy training. The design included things related to youth as digital natives or generation born around the year 2000 or millennial generation. The things that are considered in the design were age, objectives, training process, topic and key lessons, teaching materials and evaluation.

Result

Digital literacy education at young age is indispensable. This education is expected to eliminate the negative impacts of social media which in fact is widely used by young people. The design of digital literacy education entails close attention to matters surrounding young people falling into the category of Generation Y who were born in the 2000s and who are also categorized as millennial generation. The design is related to age, objectives, training process, topic and subject, learning materials and evaluation. The design is illustrated below.

DESIGN OF YOUTH MEDIA LITERACY TRAINING

(Adopted from Kindvatter Model)

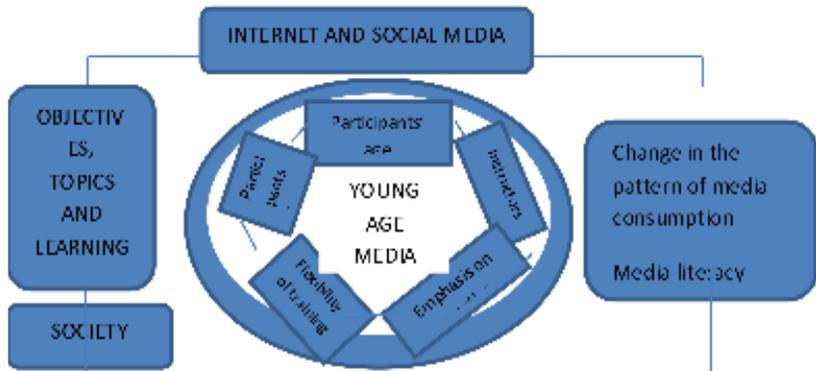


Figure 1. Design of Youth Media Literacy Training

Source : Research 2017

This design/model has been developed in previous research. The application covers several aspects, including:

- (1) Participants' age is limited to late adolescence, i.e. 17-21 years old.
- (2) Training process: the characteristic developed in this training is that the participants are conditioned as learning citizens with equal position as the instructor and learn to share experiences.
- (3) Training flexibility: training implementation is time flexible.
- (4) Emphasis on practice: participants have direct experience in using gadget wisely, search for information effectively and efficiently, and anticipate fake information or hoax.
- (5) Module as instructional materials is used as a guide during the training.
- (6) Training evaluation is conducted by involving participants, such as giving pretest and posttest and distributing questionnaire to find out how far the digital literacy training contributes to participants' cognitive and psychomotoric development

The training was conducted in Bandung city and involved young age participants with andragogy learning approach. Participants following the training were between 17 - 21 years old so andragogy learning approach was considered the most appropriate to be used in the training. The objectives of the training are related to the tendency of mass media usage among youth which is mostly internet based social media. Trainers were selected from universities and those who concentrated in communication science especially in the field of digital literacy.

Instructional materials for the training included modules, power point presentations, stationery used in group discussions and assignments, and other supporting training materials. The training process was supported by the provision of sample contents of social media messages. The training structure was flexible

depending on the training progress. The learning approach used was andragogy or adult learning approach, as it emphasizes the participants' awareness instead coercion so that participants' awareness can be developed. The training process focused on practice.

The topics were prepared in advance although participants have chance to develop the topics according to their experience in consuming social media. The discussion of the topics was more emphasized on case studies that occurred in the field. Problem solving was also connected to the problems found in real life so that the participants could get productive solutions related to their activities in consuming social media. The training materials covered several aspects: analysis, compare/contrast, evaluation, and abstraction. The materials also included message extending skill or a skill to explain and conclude social media messages received. There are three important goals of delivering media literacy knowledge to the participants Tamburaka (2009) : (1) A critical thinking to develop an independent assessment of the media; (2) An awareness of the impact of media on individuals and society; and (3) An understanding of the ethical and moral obligations of media practitioners.

Digital literacy training consists of several stages in accordance with the model used. The first stage is related to knowledge about mass media. Participants initially have no knowledge related to digital and technology literacies. Theoretical knowledge is given so that participants have similar understanding of the topics. The knowledge given at the early stage is basic knowledge such as introduction to media and digital literacy as well as definition, history and development of media literacy. At this early stage, the content of the materials relates to the importance of being critical of the information obtained through social media. Also at this stage, knowing the participants' understanding on the level of concept is not enough. Instructors are faced with the challenge to translate the concepts and constructs and connect them to the day-to-day experience of the participants.

Discussion

At the first evaluation stage, a number of methods were applied, including brain storming and small group discussion, before being discussed in large groups. The participants were given materials, asked and answered questions, and cognitive comprehension in writing. The participants' comprehension was evaluated by forming question and answer groups in the class. The participants' cognition development can be measured one by one from the cognitive consistency they show during the process of discussion. In the question and answer session, the participants tried to match the meaning and perception related to the materials given. A number of questions were also linked to the phenomena in their surroundings.

As has been pointed out earlier in the determination theory the society experiences changes in searching for and interact with information. Media literacy materials must be adjusted with technological development. Some participants use

social media for information searching. Media converged with the internet has always been a favorite choice. Converged media is able to provide the need for various kinds of information in just one media device. The superiority of gadget is not only about easiness in searching but also in social interaction, by which people are facilitated to have social interaction at the same time but different places. Social media through a variety of applications can unite people from different places and eliminate distance and time divides.

The discussions between participants and instructors led to a conclusion that technology is ambivalent. Like two sides of a coin, it has both advantages and disadvantages. Unwise use of social media devices can be a Pandora box producing inappropriate information not worth consuming, such as pornographic contents, porn action and hoaxes. In addition, as found by a research conducted by the religious court, the divorce cases in West Java was caused by social media. There are many problems caused by social media and therefore ethics and morals in using social media should be socialized. This is in line with the last element of media literacy goals that is about ethical and moral obligations of media practitioners. The use of social media devices should be accompanied by rules and awareness of the media.

The second evaluation stage is content analysis of social media message and awareness of the impact of media on individuals and communities. In this element, the participants were given some treatment to be able to distinguish the positive and negative impacts of information obtained in social media. Moreover, they were asked to collect and gather anything that can eliminate and avoid them from the negative impacts of the media.

The third evaluation stage is about the content of mass media messages which also include the ethics and moral of media practitioners. Question and answer method was considered insufficient at this stage, so mind mapping was used to explore cases found in real life. The participants worked in groups and made mind mapping about media literacy, technology media and their benefits. The second session in the first stage was followed by assigning participants to find a case study in everyday life and explain the background of why it could happen. After the frame of thought was formulated according to their experience in observing the case, they were asked to find the solutions, which should be based on the obligations of every social media user to comply with the applicable values, norms and ethics. The foundation knowledge on ethics had been given in the introductory materials at the beginning of the training. The differences before and after they were given media literacy materials could be observed and measured from the solutions offered by each group that were conveyed in front of the class.

The second stage was performed after the introductory materials of media literacy had been evaluated. Following the measurement results, materials for the second stage covering media literacy and development of technology were delivered by the second instructor. The materials were the follow-ups of the previous materials, which related to development of information on social media. It can be concluded that the information presented on social media has gone through metamorphosis. The news content has more variations and the settings are varied. The instructor explained

that the content variety depends on the media type which undergoes rapid and massive change. Each social media has its own characteristics and therefore its segmentation of applications and features offered is also different. Hence, the treatment given to the participants to measure their mastery on the follow-up materials was also more varied. If the previous evaluation was conducted through discussion and question and answer session, the latest evaluation was carried out by assigning participants to create a thinking framework related to the materials given. Afterwards, each group should come to the front and explain it to the class. At this stage, the participants not only could explain the formulated framework but also analyze the situation raised from the actual case happened in real life.

The participants were given different challenges and faced with current development of communication technology within the society. They had to find both advantages and disadvantages of converged media by first grouping types of converged media that provides information and facilitates social interaction. Then, they grouped types and characteristics of communication media, analyzed the advantages of each media type and how to utilize the advantages.

The last stage of the training is to compose the contents of mass media messages. In this session the participants were given the guidance on how to arrange information on mass media so as to provide healthy information for the public. At this stage the participants were also given some good sample contents which were in accordance with existing rules and without violating the norms and rules that apply. In making the contents of mass media messages, the participants were first grouped to discuss and decide on the topic and the type of social media used to spread the content of the message or information. The participants were very enthusiastic in carrying out this activity because it was something new and challenging for them and was interesting to do.

The evaluation of this media literacy training consisted of three aspects Irianto (2009) : (a) Pretest and posttest to evaluate participants' initial comprehension or knowledge and to know participants' habits in consuming mass media; (b) Evaluation of training results was conducted by the training organizer, in this case the steering committee who was in charge of producing training materials and designing training process and outcomes; (c) Evaluation of training program was conducted by gathering feedback from the participants in relation to the training implementation which includes training materials, training methods, and trainers' competences. The feedback was collected through in-depth interviews of selected participants to provide input for training development and to improve the training that had been implemented. In conducting the evaluation, the participants had bigger role than the instructors because participants' input was required for further training enhancement.

Digital literacy education is a means to convey information related to knowledge, understanding, and skills in using social media. Since the participants' age was between 17 to 21 years old, the materials given were connected to the media that they often use and become their source of information for doing school work, recreation or simply self existence. As explained by McQuail (2003), someone who uses mass media is driven by four motives: information, personal identity, integration

and social interaction, and entertainment. The motives are also influenced by the way the media wraps information so that valueless information can be “seen” to be valuable if it is wrapped in such a way as to attract audience to receive the information.

This training was carried out to address the issue of interconnectivity ushered in by new media. Interactive nature of new media allows users to act as both the recipient and the sender. The characteristics of new media prove that media brings convenience for people to communicate and interact. The history of media literacy in Indonesia began in 2000, amid the rise of freedom in creating media content. Literacy education was born as a filter in facing the incessant press freedom at that time. Media is a means that is familiar to young people. Digital native generation is a generation with the highest percentage of social media users. Dialogue can help young people in understanding the meaning of various experiences encountered when using social media.

The use of social media today is massive, especially among the productive age. This media is used by a wide range of users from toddlers to the elderly. The training participants admitted that they used social media with the average duration between two to seven hours a day. Young age group is vulnerable because they are the main target of social media and therefore they should be equipped with knowledge and skills related to media literacy. The young age group is expected to be the change agent in solving various problems of digital society (Japelidi, 2017). One of the goals of digital literacy training is to play the role of agents of change that market new ideas of the importance of media literacy.

According to Havelock (1995), the roles of young people as agents of change are the followings:

1. The catalyst: the agent of change may show the problems related to the effect of the media on the audience.
2. Solution provider: solve the problems that occur in the context of media literacy.
3. Process helper: assist the process of change from awareness of needs by building relation and formulating problems, up to finding and applying solutions to problems.
4. Resource connector: connect clients with resources needed to solve problems.

Digital literacy as a series of media literacy movements is designed to enhance individual's control over the media they use to send and receive messages. The main idea of the importance of media literacy is that we have a filter or control of the media that can be used to search for information and entertainment. The legal basis should be introduced as acknowledgement that media literacy activities are protected by the constitution. The scope of media literacy is among others technology literacy, information literacy, and responsibility and competence literacies. Knowledge of technology literacy is in line with technology determination theory which states that

the society life follows the development of technology. Every new born technology influences the way information searching and interaction.

Conclusion

The implementation of digital literacy education provides the ability to reject media content that is not credible. In accordance with the concept of digital literacy, the ability to perform digital literacy starts from basic skills in understanding the media, from the aspect of usage to the message presented. If users of social media do not have good filters, they will be disoriented by the information, which makes them lose consciousness in enjoying the media. This psychiatric illness also make users too lulled by the presence of social media. The worst situation is when users do not know their need for the essence of information presented by the media. Information presented by social media often seizes users' attention every day. The dimensions to be considered in evaluating digital literacy program activities include: (1) motivation dimension, (2) knowledge dimension, and (3) skill dimension. In motivation dimension, the purpose of accessing and awareness of the benefits should be of concern, including information seeking strategies and the abilities in understanding the functions of media. The knowledge dimension includes the knowledge of media contribution to contemporary culture and of reality construction that media develops. These capabilities are also possessed by the participants. Lastly, the skill dimension includes the ability to analyze, evaluate, communicate and criticize the media which is advance level. The training participants who have attended the training process have fulfilled all three dimensions.

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