

The Role of Women in Community Development: Reenacting Digital Activism in Improving Education for All Children, Lesson Learned from Tulungagung and Semarang

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Subject Area: Economic Development

Abstract

Women have a significant role in ensuring the continuity of teaching and learning activities in both the formal and non-formal sectors, particularly regarding digital literacy challenges in early childhood education (3–6 years old). Especially considering the increased need for digital skills during and after COVID-19. The potential for gadget addiction and abuse that leads to online-based violence encourages the important role of the community in aligning challenges as well as opportunities for digitalization of early childhood education. Aligned with SDGs number 4 concerning quality education. This research seeks for the red thread of the role of women as agents in the development of community-based early learning methods, especially the implementation of digital literacy. Primary data was taken from focus discussion group extraction, curriculum development, and joint monitoring-evaluation on digital literacy, which was held at MI Muhammadiyah Junjung, Tulungagung Regency and Komunitas Harapan on the Johar Market Riverside, Semarang. The concepts of Women in Development and Digital Literacy empowers women to contribute to development, cybersecurity, and children's rights. The results highlight structural issues like poverty and gender inequality as barriers to educational quality across regions, further emphasizing the need for women educators in designing digital literacy programs.

Keywords: digital literacy; women in development; children rights; community development.

Introduction

Character building in children needs to be done in an early stage to strengthen their independent character. Preschool and early stage education helps children to learn letters and numerical quotients at a basic level. In each learning method, it is necessary to include the cultivation of noble virtues, strong character and the ability to solve problems from an early age. Busthanul Athfal (abbreviated BA, equivalent to TK) 'Aisyiyah and Madrasah Ibtidaiyah (abbreviated MI, equivalent to Elementary School) Muhammadiyah which are located in Junjung Village, Tulungagung, East Java, have great potential to become references for Islamic schools children aged 5-12 years old. However, many things still need to be done to be able to prepare efficient school curricula

and provide suitable education services. UNICEF noted about how the world should perceive digital literacy for children. There were two perspectives regarding the role of technology, media, and ICT to the children. They are (1) seen in a negative light that digital literacy will be a way to protect from the digital risks; and (2) in a positive light that digital literacy should empower children to have more access to information and freedom of expression (UNICEF, 2019). Based on field observation we identified two problems: First, low implementation of a Digital Literacy-based curriculum and the lack of knowledge has an impact on the lack of interactive games that can provide digital-based literacy understanding. Because children aged 5-12 years are gradually in the playing, reading and counting phase. So it is important to be able to innovate curricula that can provide enjoyment for children and apply an understanding of digital literacy, the importance of control over media consumption.

Another community that also focuses on education is the Komunitas Harapan which is located in Sumeneban Village, Semarang, Central Java. Komunitas Harapan is an informal educational community that focuses on teaching ethics and habits to street children around the Johar Market location, Semarang. Harapan Community focuses its coverage area around the Johar Market area, where 90% of the total 3,879 people are traders at Johar Market (Semarang Kota, 2023). The demographic and geographical conditions are dominated by marginalized groups who live on the banks of the Johar river. As a riverbank settlement near traditional market, it making them vulnerable to natural and man-made disasters,

Financial and social inability then results in a lack of ability for children and the surrounding community to access more information digitally in Indonesia. In fact, according to the APJII report, the internet penetration rate for the Indonesian population will increase in 2023. Likewise, the 15-19 year age group has the highest penetration rate, with a percentage of 91% of the total similar age group (Asosiasi Penyelenggara Jasa Internet Indonesia, 2023). Especially since after the Covid-19 pandemic, digital trends have continued to develop and have increased the intensity of use in everyday life. Children and women who are vulnerable groups and rural areas, such as Komunitas Harapan and MI Junjung, still do not have sufficient access to digital content. Both subjects (Komunitas Harapan and MI Junjung) which run community based education service works together with volunteers from various age groups and professions, makes this a common challenge in providing understanding and understanding of the vulnerability of children and women in the community, especially when there is massive exposure to the digital world. This paper will focus on to what extent women's role in civil society are able to enact digital activities to improve children's education.

Access to the internet is a basic need for people nowadays, especially after the pandemic Covid-19 hit. Indonesia with a large number of populations also has a large number of digital users as of 2023. As of 2023, Indonesia ranked 4th in digital populations with 213 million internet users (Statista Search Department, 2023). APJII (Asosiasi Penyelenggara Jasa Internet Indonesia) or the Indonesian Internet Service Providers conducted a survey in 2023, which resulted in the penetration of the internet in Indonesia. The percentage has increased 1,17% compared to last year. The level of internet penetration in Indonesia has reached 215 million people out of 275 million of total population in Indonesia (Asosiasi Penyelenggara Jasa Internet Indonesia, 2023). More specifically, there are estimated to be 167 million social media users in Indonesia in 2023. To be added, the data

published indicates that there are 154.7 million social media users aged 18 and above in 2023. We can conclude that at least there are 13 million users aged 18 and below, which make them vulnerable.

Literature Review

The concepts that were used as an analysis tool are Gender Equality and Social Inclusion (GESI), and digital literacy. These concepts were used to describe and analyze the phenomenon, so that we can get the conclusion based on the result.

Islam, Gender Equality: Social Inclusion and Intersectionality Approach

The concept of Gender Equality and Social Inclusion is a framework of thought based on the idea that every human being has the right to have equal opportunities to participate and benefit in everyday life. World Vision defines GESI as : “a transformation process that involves many efforts to promote the welfare of people who are in vulnerable conditions to seek transformation of systems, social norms and relationships so that vulnerable people can participate and benefit from development interventions.” (Ogega et al., 2020). Increasingly massive development does not guarantee complete prosperity for all levels of society. Massive development allows the presence of structural inequality which can endanger the existence of the vulnerable. In this case, this includes children who are in vulnerable communities and have limited access who can then feel this vulnerability. The GESI concept is related to other concepts, especially gender equality and participation in education which are also included in the SDGs. Furthermore, this conceptual framework highlights the inclusive participation of various actors in the world of education (Ogega et al., 2023).

Meanwhile, although sometimes gender and Islam are often positioned as opposites studies, some scholars positioned these two topics in a more inclusive way. Intersectionality feminism offers a more inclusive interpretation of gender, development agenda and Islam since this approach pointed out unbalanced power relations in society.(Tamang, 2022). Thus, the spirit of inclusivity in community development strategies helps to resolve collective problems such as health, energy, and environment. The spirit of inclusivity is also supported by Intersectional feminism. It offers a conceptual medium in analyzing the role of civil society by redefining patriarchy as a result of “multiple marginalization based on different attributes of identity”. This stance creates possibility in designing actively participated community service which positioned women as agents. since intersectionality feminism addressed different levels of social obstacle intersecting identity traits to understand how people experience oppression and disadvantage differently. (Stein, 2022) and how to respond to wider social phenomena such as race, ethnicity, religion, social norms, economic status, employment, education, environmental action, (dis)ability, age, political affiliation and participation.

Digital Literacy

The concept of digital literacy is not just about activities that refer to things related to the internet, but the media that is a link to the internet and sources of information is also something that needs special attention. Digital literacy requires appropriate and correct media, because media literacy is the ability to access, analyze, evaluate and create messages in a variety of contexts and media (Livingstone, 2004). Media literacy is a capability

that is seen as a solution in facing the challenges of various media platforms and content that are increasingly spread freely. Having the ability to understand media literacy is like being a shield in facing hoaxes, incorrect information and content so that you can think critically by evaluating every incoming information.

Livingstone (2004) divides four main components in media literacy, namely access, analysis, evaluation, and content creation. First, access is a component that plays a role in directing users to develop literacy in creating a balance between knowledge, communication and abilities in technology users. Second, analysis is the ability to understand media categories, agencies, language, technology, representations and audiences. Third, evaluation or assessment is a complement to the two previous components, namely access and analysis. Evaluation determines the scope of media literacy that encourages online representation or tends towards traditional approaches. Fourth, content creation reflects an understanding of the benefits of digital literacy so that users can experience direct experience in producing content.

Methodology

This research is conducted in qualitative methods, (Denzin & Lincoln, 2017) define qualitative research as a thing that needs the researcher to make sense and interpret the phenomena. This may need some empirical materials, such as personal experience, life story, interview, case study along with observational, interactional, and visual texts that describe problematic moments and meanings in an individual's lives (Denzin & Lincoln, 2017). In this article, the data were gathered from secondary and primary sources. The secondary sources were gathered from but not limited to, articles, books, online newspaper articles, and other documents, for example policy briefs. While the primary sources were gathered from the interview and focus group discussion from practitioners, specifically the principal, and teachers at MI Junjung, also the founder, project officer, and volunteers of Komunitas Harapan.

Result and Discussion

The various benefits and conveniences of information and communication technology must be accompanied by appropriate purposes and methods of use. Digital literacy is a suitable method for children to stimulate their abilities in sorting, understanding information and thinking critically. According to UNESCO, digital literacy is a set of skills, the ability to understand communication and information technology, which is closely related to digital-based abilities (Law et al., 2018). Awareness of the importance of digital literacy as an important factor needed by children is increasing. This is because society is starting to see literacy as a skill for school, which then levels up in the world of work and life.

Gender Empowerment Through Education (Informal Education Community)

Komunitas Harapan is an independent foundation engaged in teaching, located in Desa Sumeneban, Kauman. This community was established independently on the initiative of a married couple, based on concerns about the attitudes and behavior of the children of traders in the Johar Market area. The demographic conditions dominated by traders in Johar Market dominate the influence factor of children's behavior. Komunitas Harapan

provides non-formal teaching to children about manners, creativity, and other materials to support children's development for free by relying on volunteerism and donor funding. Due to limited material resources, Komunitas Harapan's activities revolve around creativity activities such as dancing, making handicrafts from used materials, and Quran lessons. Likewise, the lack of financing and other resources makes Komunitas Harapan still lacking in terms of archiving modules, materials, and mapping knowledge needed by children.

Since it is located near the market, locals around Komunitas Harapan especially spent more of their time in economic activity as most of them are sellers in Johar Market. Frequent routine in Johar Market, affects children's behavior as they are prone to juvenile problems. The lack of awareness of community-based education posed a threat for children and women who were often labeled as “vulnerable”. As a result, children did not get the chance of proper education, and women had limited roles in improving their society's wellbeing. Children as potential drivers of the future need quality education in accordance with SDGs agenda number 4. Likewise with opportunities for women to develop in the household and community also stated in SDGs agenda number 5. Society should inclusively reach out to women and children to actively participate in the development agenda. Thus, even though Komunitas Harapan and MI junjung faced different structural obstacles, the role of women in their community especially in educational serviced are worth to examine more.

Gender Empowerment Through Education (Formal Education)

Madrasah Ibtidaiyah Muhammadiyah is one of the Islamic private educational institutions equivalent to elementary school in Junjung Village, Sumbergempol District, Tulungagung Regency. Most of the people in Junjung Village work in the agricultural field, so that they are less able to provide control and supervision to their children. The programs for students at MIM Junjung intersect a lot with Islam, because this institution is under the auspices of Muhammadiyah. In terms of educational curriculum, MI Junjung still needs a lot of educational innovations, one of which is the implementation of a digital literacy-based curriculum. The low implementation of digital literacy-based curriculum at MI Junjung is lacking due to knowledge of teachers, children and parents about the importance of limiting the use of devices (smartphones) and the negative impact of excessive smartphone use. Therefore, this limited knowledge makes MI Junjung less able to implement an interactive curriculum and a good quality of education to educate on the importance of digital literacy. To make a quality education, there are five dimensions that influence it, namely quality learners, learning environment, content (curricula), processes, and output (BAPPENAS, 2007). The curricula should follow social changes, so that students can develop intellectual abilities, adapt to the complexity of the social environment, and help realize student maturity (UNICEF, 2000).

Based on focus group discussions conducted with MI Junjung, teachers have actually begun to realize the dangers of excessive use of cell phones. These differences have become increasingly visible since the Covid-19 shifted all the activities towards an online base. Based on the four main components of media literacy, the media literacy problem faced by MI Junjung is limited access. Limited access to literacy media affects the ability of educators at MI Junjung to be able to carry out the process of analyzing, evaluating and understanding the benefits of digital literacy which then also results in a lack of teaching through the digital literacy curriculum to

children. Therefore, digital literacy understanding and curriculum needs to be introduced to children through games and interactive activities.

The Focus Group Discussion also discussed the roleplay phenomenon where children are seen changing gender, such as girls becoming boys, some also becoming adults, where this is not just using profile photos with visualizations like adults but can also influence children's psychology. Other problems experienced by children related to the internet and technology are online games which instill negative values and digital addiction which makes children unable to leave their cellphones. Therefore, teachers and parents are trying to anticipate and reduce children's attachment to the internet through parental supervision in the use of cell phones, exploiting children's interests and talents, for example, children who like playing badminton will directed to be able to take badminton courses, give targets in school assignments so that when children succeed in achieving these targets, they can play on their cellphones and take part in Quran classes. Schools which are now returning to face-to-face meetings can also be a means for children to learn digital literacy.

The lack of adequate facilities in MI Junjung then be altered with a community building activity. The activity focused on educating teachers, most of whom are women, in improving the digital literacy curriculum especially for its impacts, and the right way to use digital facilities as a literacy source that educates children. Then, there is provision of material regarding interactive activities and games for children, to better understand digital literacy and get inspiration for traditional Javanese games for children such as *jamuran* and *engklek* games to improve the quality of education, logic and increase cognitive stimulus, so that children can think creatively. That way, in the midst of a situation that has a lot to do with digital, teachers and children can use it as a positive thing. Apart from that, the teachers at MI Junjung consist of one man and ten women, further demonstrating the involvement and importance of the role of women in the world of education for the nation's next generation. Thus, table 1, 2, and 3 below presents a concept analysis of the Theory of Change in Gender Equality and Social Inclusion (GESI) in the conditions of the Harapan Community and MI Junjung.

Phase 1: IF

The initial conditions in the Harapan Community, it could be said that they still lack awareness about community-based education and how this can empower them by teaching digital literacy. The founder of the Harapan Community, Mrs. Narsih, reported that parents or especially mothers ignore the importance of digital literacy, tending to only focus on children's skills, for example cooking, making handicrafts and selling. However, when Covid hit, it made changes to their behavior and thinking patterns. At Harapan Community, children then use their cellphones to do homework and are prohibited from interacting with friends and the community. Mothers who tend to only teach their children about everyday skills, then realize how digitalization can also change their children's behavior.

Tabel 1 Analysis of Theory of Change, First Phase in MI Junjung & Komunitas Harapan

Points of Information	Respondent	The Initial Condition in MI Junjung	Respondent	The Initial Condition in Komunitas Harapan
Lack of Awareness in Digital Literacy	Principal of MI Junjung	<ul style="list-style-type: none"> - Parents didn't realize the importance of understanding digital literacy in children. During Community Activity Restrictions (PPKM) / COVID-19 pandemic only focuses on how children do their assignments → only using WhatsApp Group as a coordination medium - Teachers find it difficult to find the right distance learning methods that is not monotonous 	<ol style="list-style-type: none"> 1. Founder of Komhar (Mrs. Narsih) 2. Women / local residents Kampung Sumeneban 	<ul style="list-style-type: none"> - Children and parents didn't realize the importance of digital literacy, didn't feel the need and use it in their daily lives. During the Pandemic, using gadgets as an intermediary to learn at school online. - Komunitas Harapan provides a platform for parents to share and resolve concerns about the impact of gadgets.
Lack of Infrastructure	Principal of MI Junjung	<ul style="list-style-type: none"> - Limited internet infrastructure and facilities - Children can access through parents' cell phones 	Founder Komhar (Mrs. Narsih) Project Officer (Miss Kymal)	Possible infrastructure (children have mobile phones).
Demographic		The majority of the community are farmers, land cultivators, and fish farmers		The majority of the community work in the informal sector (majority work as traders in Johar Traditional Market).
Geographic		Rural conditions (about 15 km from the city center of Tulungagung Regency)		Located in the middle of a densely populated settlement, near to a market, and on the banks of a river (close to the city center, 1-2 km from the city center).
Problem Identification		Rural conditions make it difficult to access information and information updates from the city center are limited, especially during Covid 19.		<p>Parents rarely use gadgets for learning</p> <p>Parents are busy / didn't have time to teach the impact of gadgets for children since their early age</p> <p>Demographic conditions which are mostly traders in Johar Traditional Market, resulting in high crime rates and rebellious behavior in local children.</p> <p>Lack of opportunities that allow the use of gadgets.</p>

Focus Programme		<p>Development of learning methods that combine digital mediums with early learning content and in accordance with MI curriculum.</p> <ul style="list-style-type: none"> - Pre-test questionnaire for teachers at MI Junjung to determine the extent of educators' understanding and insight into digital literacy. - Holding a Focus Group Discussions with training participants to discuss problems and ways to control digital addiction in children. 		<p>Development of learning methods that combine digital media with community-based non-formal learning content.</p> <ul style="list-style-type: none"> - ToT together with PCI: focus on establishing a good volunteer system (good recruitment system, development of learning design, development support for volunteers) to build the capacity of Komhar.
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Source: Results of Focus Group Discussion, 2023

Phase 2: Then

The current condition of the Harapan Community is that it is taking advantage of the digital era to introduce digital literacy to children and introduce the impact of internet addiction. Harapan Community collaborates with other parties, including academics (lecturers and students), social entrepreneurs, and other NGOs such as Project Child Indonesia. They collaborate with external partners and obtain more information and plan to strengthen their volunteer capacity and improve their modules in the community. These activities then help them to expand their space, digital access and knowledge, and improve their quality of life. The long-term impact of digitalization can be felt by society in terms of increasing economic value and empowering households.

Tabel 2 Analysis of Theory of Change, Second Phase in MI Junjung & Komunitas Harapan

Points of Information	Respondent	Middle condition in MI Junjung	Respondent	Middle condition in Komunitas Harapan
Survey by pre-test / interview about digital literacy	Teachers at MI Junjung	<ul style="list-style-type: none"> - Teachers at MI Junjung understand the basic knowledge of digital literacy, but still lack the understanding and how to implement the digital literacy curriculum for children. - Teachers at MI Junjung are still confused about the methods to implement the duration of using age-appropriate devices and child friendly media. 	Volunteers of Komunitas Harapan	Volunteers at Komhar are still confused about how to incorporate digital literacy materials into methods or activities in informal learning communities

	Children in MI Junjung	Still didn't have any understanding of digital literacy	Children in Komhar	Still didn't have any understanding of the importance of digital literacy, and what digital literacy means.
Form of Community Building Activities	Teachers in MI Junjung	- Digital literacy training for teachers at MI Junjung - Counseling and practice of child-friendly media in the learning process at MI Junjung	Founder Komhar (Mrs. Narsih)	Inserting digital literacy material in non-formal teaching activities at Komunitas Harapan.
Materials		- Application of digital literacy in learning process - Challenges and Opportunities for Early Childhood Education in the Digital Age - Benefits and Implementation of Interactive Games		The importance of knowledge about the impact of digitalization The benefits of digitalization if there is knowledge and insight into digital literacy
Final Goals of Community Building		- To renew innovation in education based on digital literacy to children through teachers - Digital literacy can be a medium for strengthening character in children to be able to reduce digital addiction		- Improving the standard of living of the surrounding community through digital literacy education delivered by the non-formal teaching community - Improved living standards can occur through participation and increased access to information from children and mothers around utilizing digitalization for economic improvement, expanding network access, and other skills or creativity information.
Participants		Children and teachers in MI Junjung, consists of 10 women and 1 man.		Children and women in in productive age around Komhar area.

Source: Results of Focus Group Discussion, 2023

Phase 3: Thus

Therefore, to empower society requires the participation of all citizens. Mothers who initially only lived in the kitchen at home can also have the opportunity to participate in improving society. Women are not only followers of the movement, but can also be the motor of empowerment. From what we see at the Komunitas Harapan, the founder, who is also a woman, knows how great it is to have empowered women in her household. Therefore, Mrs. Narsih invited women in the Komunitas Harapan around Johar Market to increase their economic value by doing eco printing with natural resources and share about how to become valuable entrepreneurs. With this situation, women are now more empowered and know that they are part of the agents of change who have access to participation, not just part of society. The output of this activity is a module on how digital literacy can impact the lives of the people around Johar Market.

Tabel 3 Analysis of Theory of Change, Third Phase in MI Junjung & Komunitas Harapan

Points of Information	Respondent	Final Condition in MI Junjung	Respondent	Final Condition in Komhar
Pre-test Results after running the activity	School Principal dan Teachers in MI Junjung	The need for schools to develop methods and curriculum in educational and interactive games	Founder of Komhar	- The need to develop modules related to digital literacy - Potential for strengthening entrepreneurship (instagram :Nekat_craft_
Understanding of Digital Literacy	Project Officer	- Raising awareness of digital literacy among MI teachers regarding the four digital pillars of being safe, ethical, proficient and cultural in digital media. - Understanding and implementation of child-friendly media practices in the learning process at MI Junjung.	Project Officer	Increased awareness of the importance of understanding digital literacy which can also be done through the community. Children's and mothers' understanding of the information and impact of the use of digitalization
Output of Community Building Activities		- Youtube Video of Community Building Activities - Digital Literacy Module - Mass Media Articles - Child Friendly Media Based Learning Concept		Digital Literacy Module

Source: Result of Focus Group Discussion, 2023

Furthermore, community service design in Komunitas Harapan and MI Junjung enlarges not only by giving materials or educational toolkits. As intersectional feminism was addressed, since both subjects faced different social oppression caused by the secondary impact of COVID-19. While MI Junjung is located in a more rural area than Komunitas Harapan, it faced a technological gap and limited social capital in order to offer up to date information related to technology and information. By actively participating in partnership activity in community service programmes by higher education institutions, transfer of knowledge has enriched the methods, outcome and output of learning.

Gambar 1 Women Empowerment in Kampung Sumeneban Through Ecoprint Activities in 2023



By incorporating local wisdom and tradition in the digital medium, the academic gap from Higher Education Institute (HEI) and Elementary Education hopefully decreased. Meanwhile, in Komunitas Harapan when social capital was abundant, the community faced different obstacles related to urbanization and juvenile problems. Besides, women's choice was perceived as limited, since their choice only helped their husbands as traders in the traditional market. But when training on ecoprint has been held, several interviews after monitoring and evaluation programmes proved differently. These women are actually *empowered*, additional training is necessary to broaden their choice for additional business options that are affordable, fast turnover and safe to do while looking after the household. As merchant wives, they had the knowledge and practice to circulate their ecoprint product on the traditional market and diversify their income. Although further programmes are needed to increase their entrepreneurial skill such as digital marketing, cash flow management and quality control.

Both Central Java and East Java have some related policies to the gender mainstreaming policies (Pengarus Utamaan Gender /PUG) respectively. These policies is in accordance with the implementation of National Long-Term Development Plan (RPJPN 2005-2025) and being specified into mid-term target in The 2020-2024 National Medium-Term Development Plan, hereinafter referred to as the National RPJM (BAPPENAS, 2007a). Based on these legal frameworks, in provincial levels the implementation of this regulation is closely related to Sustainable Development Goals (SDG's) especially in SDGs Number 5: Gender Equality. In Central Java, the local government showed adequate commitment by further elaborate the regulations into several policies which focused on gender mainstreaming as one of policy-making orientations to eradicate social discrimination.

Regulations No.22 Year 2022 about Gender Mainstreaming has been issued to ensure that everyone has the same opportunity to access, participate, control and get benefit from development (Pemprov Jawa Tengah, 2022). Gender issues are part of the budget planning, implementation, monitoring and evaluation process of development policies and programs. Central Java Province has a comprehensive framework that outlines the concept of providing inclusive education and gender mainstreaming for regional development. Gender Analysis Pathway has been used as indicators in monitoring and evaluation of Central Java Government Policy. A research conducted by Central Java Legislative Board in 2021 stated that Gender Development Index in Central Java showed stable positive trends compared to average IPG at national level for the past five years (Komisi E DPRD Jateng, 2021). In East Java, the Provincial Government officially stated that Gender Mainstreaming was included in Strategic Plan of East Java Province 2019-2024. The latest regulation related to this topic is covered in East Java Government Regulation No. 9 / 2019 related to Gender Mainstreaming as legal framework (Pemprov Jawa Timur, 2019). Later on, the regulation followed by several Regional Strategic Plan (Rencana Aksi Daerah) in regencies / cities level in the past five years

By the regulations mentioned above, it can be assumed that gender mainstreaming agendas have been officially included in the official nomenclature and policy-making orientation in Central Java and East Java Provincial Governments. Nevertheless further policy evaluation and specific measurement is necessary to evaluate public participation of gender mainstreaming policy implementation in grassroot level. Based on these trends, the policy recommendations are: 1) enhance the inclusive digital literacy module that could be used within

all communities, either formal or informal institutions; 2) gender-based training to equipped women with digital skills; 3) strengthening partnership cooperation between the government and civil society organisations; 4) monitoring and evaluating the program continuously and transparently. Hopefully, by increasing the role of public participation and formulated sufficient policy monitoring evaluation instrument, the local government are able to figure and establish sufficient measurement and tactical response in this topic.

Conclusion

The concept of Gender Equality and Social Inclusion is a framework based on the idea that every individual has the right to participate and obtain equal benefits from their participation in life. Development that does not consider GESI can exacerbate disparities and endanger vulnerable groups. In this case, children and women are vulnerable because of the limitations to access information. In Komunitas Harapan, women and children have already felt how they are limited to information and space. Women don't have the chance to be empowered and benefited fully and the children don't have the chance to engage in digitalization. Then, when they have been empowered they know they can improve their life and get the benefit fully from the development, namely the digitalization. Women in Komunitas Harapan who also are a motor of the change, are then empowered by the creativity skills, digitalization, and entrepreneurial skills. The children then have the chance to gain more information by digital space and get out of their bubble. They also have the urge to increase their value and build a sustainable economy in their household.

However, the condition in MI Junjung is not better than expected. Based on the four components of digital literacy implementation, MI Junjung has access to the internet and media digital. But, they are hardly able to make decisions and participate in accessing further content and dig deeper to make innovation based on that information from the digital content or internet. Within that condition, teachers in MI Junjung are dominated by women, which makes them the main agents in this education field. While they are doing their job as educators, they don't have enough capacity in digital literacy. This condition will get them into the trap that would be vulnerable for women and children in MI Junjung. By these observations, we can say that gender equality and social inclusion has not been achieved by MI Junjung.

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