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The Correlation between Parents' Digital Literacy Knowledge and Parents' Perception of Digital Literacy Knowledge of Elementary School Students

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ABSTRACT

This research aimed to examine the relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge. The data collection method in this study was by distributing questionnaires through instruments tested for validity. Digital literacy in this study was based on four indicators: information, communication, content creation, and safety. Meanwhile, to measure perception based on three indicators: attention, experience, and knowledge. The sampling technique used was saturated sampling, namely, 80 respondents namely consisting of parents of fourth-grade elementary school students. This study used quantitative correlational methods with data analysis used in hypothesis testing, namely the product-moment correlation test. The results of this study with a significance value of 1,319 < 1,66 indicated no significant relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge. The correlation coefficient value was 0,148, which results were included in the fragile category (not correlated) in the correlation test; Ha was rejected, Ho was accepted, and it could be concluded that there was a positive but not significant relationship. So the results obtained after conducting this research were that there was no significant correlation between parents' digital literacy knowledge and parents' perceptions of the digital literacy knowledge of elementary school students knowledge.

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1. INTRODUCTION

Trend development in the field of technology and information in today's era is in the form of digital technology. Mastery development of technology and information by generation millennial. Becomes the main thing capable of competing in the global world, and that could achieve with mastery development of digital literacy through education (Khasanah & Herina, 2019). Digital literacy was first introduced by Paul Glister and written by him in a book entitled digital literacy by Nasrullah et al. (2017). Digital literacy is the ability to understand and use information from various forms and possible sources accessed through a computer.

Digital literacy is someone's skill and expertise that uses techniques to search, find and analyze information from digital media (Anggrasari, 2020). Digital literacy becomes a person's need because it supports the level of knowledge, skills, one's expertise in using digital technology media, and as a source of initial knowledge information, as learning, scientific development, or as a tool for comparing knowledge in everyday life (Sutisna, 2020). So digital literacy is currently an important role that every individual must master due to the current developments that cannot be avoided.

There has been a generalization of digital literacy needs from a professional, institutional, economic, social, cultural, and educational perspective. In the field of education for the generation born in 2010 and above, there has been a change in the method of using learning media which previously only relied on printed books. Children were more familiar with internet facilities and digital (Salehudin, 2020). The role of digital literacy in the field of education is very much felt during the Covid-19 pandemic, where there are restrictions on community activities that must be social distancing and physical distancing or reducing activities outside the home. Learning systems through website forums and digital technology trends with online systems during the Covid-19 pandemic (Anggrasari, 2020). With the convenience of digital literacy, teachers, parents, and educational institutions are required to have knowledge and skills in the use of digital literacy, whose role is to prepare students to have competence, abilities, or skills in using digital technology to advance education (Rahayu, Mayasari, & Huriawati, 2019). Everyone has to be proficient in digital literacy as more and more people gain access to the digital world. So that you, and those around you, can eat. Therefore, the gained ease of use is an excellent benefit for everyone.

Research that is relevant to this study was research conducted by Nurjanah et al 2017 in Sumedang, West Java. This study entitled "The Relationship between Digital Literacy and the Quality of Using E-Resources" results show that digital literacy has a significant relationship with the quality of using e-resources, with a very high correlation category, which means that digital literacy is a determining factor for the high quality of use e-resources. By showing the correlation test results, the value of count is = 0.916 with a 95% confidence level (α = 0.05). The difference in this study is the aspect studied. Ervina's research examines "the relationship between digital literacy and the quality of resource use".

Other research was conducted by Ain et al. (2021) with research entitled "Analysis of Digital Literacy Capabilities of Parents of Early Children in the Tampan District of Pekanbaru, Riau". The method used by researchers is descriptive quantitative. The population used in this study were 40 parents who had early childhood in the Tampan District, Pekanbaru City. The research uses a questionnaire with the Instant Digital Competence Assessment (IDCA) theory as an instrument that can be measured using a Likert scale. The results of this study resulted that the digital literacy abilities of early-age parents were in the "low" category, with a percentage of 31%. This study recommends that parents pay more attention to the importance of digital literacy skills for themselves and others, especially for early childhood in this modern era. The difference between Ain et al.'s research and this research lies in the aspects that are measured. This study analyzes the digital literacy abilities of parents, while this study looks for the relationship between parents' digital literacy knowledge and parents' perceptions of the digital literacy knowledge of elementary school students.

Another relevant research was conducted by Lestari et al. 2018 entitled "Measurement of Parents' Digital Literacy Ability Using Instant Digital Competence Assessment (Instant DCA)". The

method used in this research is descriptive quantitative. The population in this study were parents at SDN 05 Cempaka Putih, Central Jakarta. This study aims to analyze parents' digital literacy abilities in utilizing electronic information sources on the internet as learning resources using the Instant DCA method. The difference with this study lies in the aspects that are measured, in research to determine the relationship between parents' digital literacy knowledge and people's perceptions of parents' digital literacy knowledge.

With various benefits, convenience, and the convenience provided by Digital literacy too, there are negative things that must watch out for and anticipate. On-field education needs existence adjustment to level age in making use of digital media. In this case, the role of parents needed will be very dominant and more emphasized on the level of education. School Basic still must be in parental supervision. Based on the description above, the researcher was encouraged to conduct a study entitled "The Correlation between Parents' Digital Literacy Knowledge and Parents' Perception of Digital Literacy Knowledge of Elementary School Students" Study this research based on appropriate indicators with each variable that is on variable x (Parents' Digital Literacy Knowledge) consists of 4 variables are information, communication, content creation, and safety, while on variable y (Parents' Perception of Digital Literacy Knowledge of Elementary School Student) 3 indicators among them attention, experience, and knowledge.

2. METHODS

This research used quantitative correlational method. According to Sugiyono (2019), quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, and quantitative or statistical data analysis to test predetermined hypotheses.

This study aimed to determine the correlation between parents' digital literacy knowledge and parents' perception of digital literacy knowledge of elementary school students" so the research method used in this study was correlation research method. Correlation research is to determine whether there is a relationship between two or more variables (Arikunto, 2010). With the correlation technique, researchers can find out the relationship between variations in one variable and other variations. The magnitude or height of the relationship is expressed in the form of a correlation coefficient. The independent variables and the dependent variable in this study are:

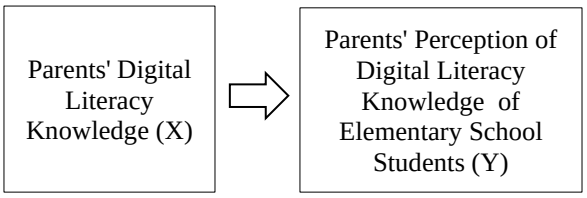

Figure 1. Type of Research

Information :
X : Independent Variable / Variable that influences
Y : Bound Variable / Variable influenced

In this study, there were two variables, namely, the independent variable and the dependent variable.

1. Independent Variables / Variables that affect

The independent variable is the variable that affects or the variable that causes changes in the emergence of the dependent or dependent variable (Sugiyono, 2017). The independent variable in this study was parents' digital literacy knowledge. According to Jumila et al. (2018), the indicators of the digital literacy knowledge variable are as follows information, communication, content creation, and safety.

2. Dependent Variable / Influenced Variable

The dependent variable is the one that is affected by the independent factors; it is the outcome of the experiment. In this research, parent perceptions of their elementary school children's digital literacy skills served as the dependent variable. Data were obtained via a questionnaire to ascertain parents' impressions on elementary school pupils' digital literacy skills. The indicators of parental perception are, according to Surya (2015), focus, experience, and expertise.

The population in this study was parents of fourth-grade students at State Elementary School 136 Pekanbaru. This research was conducted in June 2022. In this study, the researcher used a saturated sample, a sampling technique in which all members of the population are used as samples Sugiyono (2015), which consisted of all parents of fourth-grade students at SD Negeri 136 Pekanbaru. The type of data used in this research was quantitative data. Quantitative data is based on calculating percentages, averages, and other statistical calculations (Sugiyono, 2019). This study's data collection method was distributing questionnaires given to 121 parents of fourth-grade students. The number of statements in the distributed questionnaire is 27 valid statements.

Researchers used pre- and post-tests in their studies. Thirty parents were given the pre-test, and then the results were validated and utilised to inform the post-test. The instrument's viability was tested through a series of experiments. Sugiyono (2019) states that a valid instrument is one that can reliably collect accurate data through measurement. Valid in the sense that the measuring device accurately captured the target variable. There were a total of 17 correct answers on the questionnaire about parents' digital literacy and a total of 12 incorrect answers. Parental evaluations of their children's digital literacy skills were split evenly between 10 and 12 correct answers on questionnaires. Second, a reliable instrument is one that performs consistently well in tests. If the results from the same set of people evaluated at multiple periods on the same instrument are consistent, then we may say that the instrument is dependable. The odd-even method was used to conduct reliability testing for the purpose of ensuring internal consistency. To put it to the test using a significance level of 0.05 in SPSS 17.00 for Windows. The instrument was considered trustworthy if there was a 0.6 correlation or higher. If the correlation coefficient is high, the instrument will likely be accurate.

In this study, researchers used data collection techniques in the form of a questionnaire. A questionnaire is a way of collecting data in the form of statements that have been prepared in advance. The questionnaire in this study was used to measure the variable data (X) with as many as 17 statements, while the variable (Y) with as many as ten statements. The data analysis technique in this research by using statistical methods. The data was presented after obtaining data on the digital literacy knowledge of parents with the parent's perception of the digital literacy knowledge of elementary school students. After obtaining the data on the questionnaire, the researchers then scored each answer to the questionnaire. The answers to each question in the questionnaire were scored using the Likert scale scoring criteria. Sugiyono (2014) states that the Likert scale measures perceptions, attitudes, and opinions about a social phenomenon. This study with the Likert scale technique 1-4 in the form of a checklist, namely in each choice consisting of :

Table 1. Likert Scale Technique Score

Alternative Answer	The score for the Positive statement	The score for the Negative Statement
Always (SL)	4	1
Often (SR)	3	2
Sometimes (KK)	2	3
Never(TP)	1	4

Before conducting data analysis, a prerequisite analysis test was carried out first. The data obtained were analyzed using the methodstatistics, namely normality and linearity tests using the help of the program computer, namely *SPSS* version 17. Then the distribution of the assessment categories

is as follows.

Table 2. Rating Category

No.	interval	Category
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Low
4	40%	Very Low

1) Normality Test

Normality test was done to know whether data was normally distributed or not. Normality test using *the Kolmogorov Smirnov technique* with the help of the computer, namely *SPSS* version 17. Data declared to be normally distributed if the value of probability mentioned was above the significant level 0.05

2) Test Linearity

The linearity test aims to determine whether two variables have a linear or not significant connection. Test linearity is the condition for all test hypothesis connections. Test linearity is useful for states that the linear model used can be justified in the analysis test and research data. The test criteria are if the value of the F_{count} is bigger from the F_{table}, the linearity test is suitable for regression linear Sugiyono (2019).

Hypothesis testing

Hypothesis testing aims to determine whether there is a relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge and to find out which hypotheses can be accepted or rejected in the hypothesis proposed in this study. To test the hypothesis*Product Moment* correlation was used in this research.

1) Test correlation product moment *was* used to determine the relationship between the independent variable (X) and dependent variable (Y), the researcher used *SPSS* version *17* computer assistance to find hypothesis testing on the study and also use manual calculations by using the formula below:

$$r_{xy} = \frac{n(\sum xy)-(\sum x).(\sum y)}{\sqrt{\{n\sum x^2-(\sum x)^2\}}.\sqrt{\{n.\sum y^2-(\sum y)^2\}}}$$

According to Rusydi & Fadhli (2018) as for guidelines in determining the scale of correlation based on the conditions listed in the table below this :

Table 3. Guidelines Decision Number Correlation

The scale of correlation	**Interpretation**
0.00 – 0.20	Correlation very weak (there is no a correlation)
0.20 – 0.40	There is a weak correlation - or low
0.40 – 0.70	Be found Moderate correlation _
0.70 – 0.90	Found a strong correlation and height
0.90 – 1.00	Be found highly correlated with strong or very height

2) Test Significant

The magnitude of the relationship between the independent variable and the dependent variable was stated with the correlation coefficient, and the magnitude of the resulting correlation coefficient is significant or not.

3) Coefficient Determination

For state small big donation variable X (parent's digital literacy knowledge) to variable Y (parents' perception of elementary school students' literacy knowledge).

Table 4. Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.148[a]	.022	.009	4.660

a. Predictors: (Constant), X

The hypothesis in this study are:
H_0 = There is no significant relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge
Ha = There is a significant relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge.

3. FINDINGS AND DISCUSSION

In the digital literacy knowledge questionnaire for elementary school students, 29 statements were prepared, while the parents' perception questionnaire on digital literacy knowledge for elementary school students was provided with 22 statements. Before the research questionnaires were distributed to the respondents, validation was carried out utilizing expert judgment conducted to parents of grade IV students and a test questionnaire to 30 samples. After obtaining the validation results from expert judgment and correcting several statements, then a questionnaire test was tried out to 30 respondents.

High-reliability results were obtained, namely 0.815 for the parent digital literacy knowledge questionnaire with 17 valid statements and 12 invalid statements. Then 0.629 for the questionnaire of parents' perceptions of the digital literacy knowledge of elementary school students, with 10 valid statements and 12 invalid statements.

After carrying out the validation test on the questionnaire, the researchers then took data on parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge through the questionnaire. Digital literacy in this study was based on four indicators, namely, information, communication, content creation, and safety. Meanwhile, to measure perception based on three indicators, namely, attention, experience, and knowledge. The data on parents' digital literacy knowledge and parents' perceptions of digital literacy knowledge for elementary school students were taken by distributing to the entire population, totalling 121 consisting of 28 parents of class IVA students, 31 parents of class IVB students, 28 parents of class IVC students, 34 parents of class IVD students. From the acquisition of the distribution of the questionnaire, data were obtained with the number of people filling in the questionnaire, namely 80 respondents.

The parental digital literacy knowledge (X) variable consists of 4 aspects, and then a statement item is made from each aspect. Parent's digital literacy knowledge scale with 4 choice answers, namely with a score of 1-4 which was distributed to 121 respondents and obtained data from 80 respondents. From the data obtained by the respondents, the minimum score that might be obtained was 17 and the maximum score obtained was 68. After data collection was carried out, they were presented in tables and diagrams. From the total score calculation, the lowest score was 28, and the highest score was 67. In variable (X) parental digital literacy knowledge, the mean (M) was 46,425, which means that it is in the high category with a standard deviation of 8.804.

The categories for determining parents' digital literacy knowledge data are as follows:

Table 4. Knowledge data category parents digital literacy

interval	Frequency	Percentage (%)	Category
55.75 - 68	12	15,00%	Very high
43 - 55.25	41	51.25%	High
30.25 - 42.5	26	32.50%	Low
17 - 29.75	1	1.25%	Very low

Based on Table 4 regarding the categories of parents' digital literacy knowledge data, it can be seen that there are 41 parents or respondents who are in the high category with a percentage of 51.25% and 1.25% for the very low category. It can be seen from the table above that the digital literacy knowledge of parents of fourth-grade students at SD Negeri 136 Pekanbaru is in the high category with the highest frequency. In the parent's digital literacy knowledge variable (X) it is also known that the average (mean) of 46,425 is in the high category, and the standard deviation of 8.804.

In table 5 below, the score of elementary school students' digital literacy knowledge was presented per indicator, namely information, communication, content evaluation, and safety indicators. Based on the data presented, content-creation with the highest average is 73% in the high category. This means that respondents have better knowledge of evaluating social media content compared to other indicators. Meanwhile, the lowest average is in the *safety indicator* with an average score percentage of 64%. This means that the knowledge of parents regarding data security and digital devices they have is still lower than the knowledge of other indicators.

Table 5. Digital Literacy Knowledge Score

Items	Percentage				Average	Category
	SL	SR	KK	TP		
Information	27.50%	33.13%	30%	9.38%	70%	High
Communication	27.50%	20.63%	38.75%	13.13%	66%	High
Content-creation	19.50%	20.25%	32.50%	27.75%	73%	High
Safety	23.96%	15.21%	21.46%	39.38%	64%	High

Following the histogram in figure 2, the average score indicator of knowledge digital literacy was created using the Excel program in Figure 2.

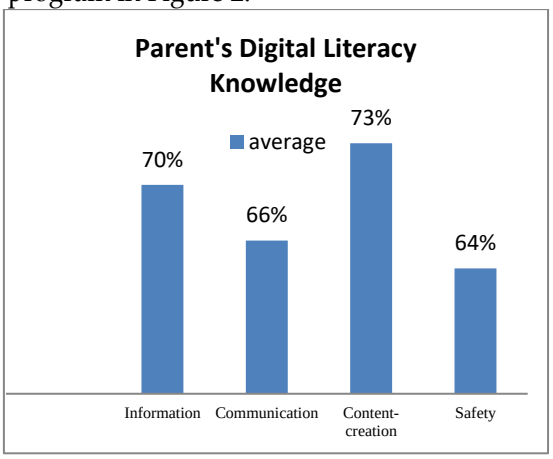

Figure 2. Digital Literacy Knowledge Score Percentage Diagram

The variable of parents' perception of the digital literacy knowledge of elementary school students (X) consists of 3 aspects, and then a statement item was made from each aspect. The scale of parents' perceptions of the digital literacy knowledge of elementary school students with 4 choice answers, namely with a score of 1-4 distributed to 121 respondents and got data from 80 respondents. From the data obtained by the respondents, the minimum score that may be obtained is 10 and the maximum score obtained is 40. After data collection was carried out, the researcher calculated data tabulation and data scoring. From the total score calculation, the respondents' lowest score was 12 and highest scores were 37. In variable (Y) parents' perception of the digital literacy knowledge of elementary school students, the mean (M) was 30.2625 standard deviation of 4.6816.

The table of categories of parental perception data on digital literacy knowledge for elementary school students is as follows:

Table 6. Category of People's Perception Data Old To Digital Literacy Knowledge Elementary School Students

interval	Frequency	Percentage (%)	Category
33 - 40	26	32.50%	Very high
25.5 - 32.5	44	55.00%	High
18 - 25	8	10.00%	Low
10 - 17.5	2	2.50%	Very low

Based on Table 6 regarding the categories of parental perception data on digital literacy knowledge for elementary school students, it can be seen that 44 respondents are in the high category with a percentage of 55% and there are 2 respondents in very low category with a percentage of 2.50%. Shown from the number of frequencies in the table, it found that the parents' perceptions of the digital literacy knowledge of 136 Pekanbaru State Elementary School students are in the high category with the highest frequency. In the variable of parents' perception of the digital literacy knowledge of elementary school students (Y), it is also known that the mean (M) is 30.2625 and the standard deviation is 4.6816.

Table 7 presents the score regarding parents' perceptions of elementary school students' digital literacy knowledge per indicator, namely indicators of attention, experience, and knowledge. It was shown on the data, the highest average score is found in the attention indicator, with an average percentage score of 78%, which means that the perception of parents' attention to their children is higher than other indicators and the attention indicator is in the high category. Furthermore, the lowest average score on the knowledge indicator is with a percentage of 71%, which means that the perception of knowledge is low compared to other indicators, but the knowledge indicator is still in the high category, which means that parents' perceptions of knowledge are already high.

Table 7. Parents' Perception Scores of Elementary School Students' Digital Literacy Knowledge

Items	**Percentage (%)**				**Average**	**Category**
	SL	**SR**	**KK**	**TP**		
Attention	38.33	14.58	29.17	17.92	78%	High
Experience	16.67	8.33	21.25	53.75	79%	High
Knowledge	26.56	27.19	32.19	14.06	71%	High

Following the presented histogram in Figure 3, the average score indicator of parents ' perception of knowledge of student digital literacy school.

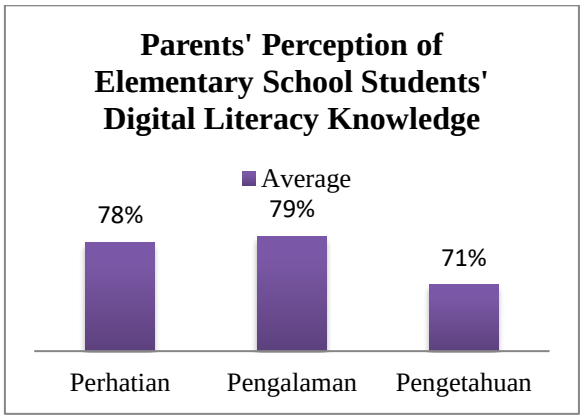

Figure 3. Percentage Diagram of Parents' Perception Scores of Elementary School Students' Digital Literacy Knowledge

3.1 Analysis Prerequisite Test

1. Normality test

The normality test was carried out to determine whether the data were normally distributed or not. The normality test used the Kolmogorov-Smirnov technique by using *SPSS* version 17. The data was declared normally distributed if the probability value was above the significant level $\alpha = 0{,}05$.

The results of the normality test of parents' digital literacy knowledge (X) and parents' perceptions of elementary school students' digital literacy knowledge (Y) are shown in Table 8:

Table 8. Normality Test Results of Parents' Digital Literacy Knowledge and Parents' Perception Variables on Elementary School Students' Digital Literacy Knowledge

Variable	Asymp.Sig (2-tailed)	state	Decision
Parent's Digital Literacy Knowledge	0, 936	P>0.05	Normal
Parents' Perception of Elementary School Students' Digital Literacy Knowledge	0.368 _	P>0.05	Normal

The results of the normality test obtained significant data in the Asymp. Sig (2-tailed) column, in which the variable (X) of parents' digital literacy knowledge was 0.936> 0.05 and the variable (Y) of parent's perceptions of the digital literacy knowledge of school students basis of 0.368> 0.05, is concluded that the variable data (X) of parents' digital literacy knowledge and variable (Y) of parent's perceptions of the digital literacy knowledge of elementary school students are normally distributed.

2. Linearity Test

The linearity test aims to determine whether two variables have a linear relationship or not significantly. The linearity test is a requirement for all relationship hypothesis tests. Linearity testing is useful for stating that the linear model used can be justified in the analysis of test and research data. The test criteria are if the $_{\text{calculated F}}$ value is greater than the F_{table}, the linearity test is suitable for use in linear regression Sugiyono (2019).

In this study, researchers used SPSS version 17 to calculate the linearity of data between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge with a significance level of 0.05. Two variables are said to be linear if the significance level

is more than 0.05 Rusydi & Fadhli (2018). From the results of calculations using SPSS version 17, the results obtained linearity with a significance of 0.303, which the results obtained were greater than the significance level. More details can be seen in the table below:

Table 9. Linearity Test Results

Variable	Significance of Linearity	state	Decision
Parent's Digital Literacy Knowledge Parents' Perception of Elementary School Students' Digital Literacy Knowledge	0, 303	p>0.05	linear

Based on Table 9 above, it can be seen that the significance value obtained through processing SPSS version 17 is 0.303 which shows the results 0.303 > 0.05 so that there is no linear relationship between the variable (X) of parents' digital literacy knowledge and the variable (Y) perception of parents on digital literacy knowledge of elementary school students.

3.2 Hypothesis test

The purpose of hypothesis testing is to determine which of several possible hypotheses about the relationship between parents' digital literacy knowledge (X) and their perceptions of their children's digital literacy knowledge (Y) in the Pekanbaru 136 Public Elementary School population can be accepted or rejected. This study makes the suggestion. In this investigation, we employed the Product Moment correlation test to examine our hypotheses. The following table displays the outcomes of a Product Moment correlation analysis performed in SPSS version 17.

Table 10. The results of the correlation test of parents' digital literacy knowledge with parents' perceptions of elementary school students' digital literacy knowledge

Parent's Digital Literacy Knowledge	Pearson correlation	1	0.148 _
Parents' Perception of Elementary School Students' Digital Literacy Knowledge	Pearson correlation	0.1 48	1

It can be seen in Table 10 regarding the correlation test between the variable (X) of parents' digital literacy knowledge and the variable (Y) of parents' perception of digital literacy knowledge for elementary school students. The results of the r $_{count}$ are 0.148, where there is a positive relationship between people's digital literacy knowledge. Parents with parents' perceptions of the digital literacy knowledge of elementary school students. Furthermore, to determine the significance of the correlation coefficient of parents' digital literacy knowledge with parents' perceptions of the digital literacy knowledge of elementary school students, a significance test was carried out, with the results presented in the table below:

Table 11. The results of the significance test of parents' digital literacy knowledge with parents' perceptions of elementary school students' digital literacy knowledge

Parent's Digital Literacy Knowledge With Parents' Perception of Elementary School Students' Digital Literacy Knowledge	t_{count}	r_{table}	Coefficient of determination	Information
	1.319	1.66	2.19 %	There is no significant relationship.

Based on table 11, the results of the significance test of parents' digital literacy knowledge with parents' perceptions of the digital literacy knowledge of elementary school students obtained a t_{count} of 1.319 while t_{table} of 1.66, so it can be seen if $t_{count} < t_{table}$, it can be concluded that Ho is accepted. and Ha is rejected, as it is known that there is no significant relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge. Table 11 also shows the coefficient of determination of 2.19%, which shows that parents' digital literacy knowledge contributes to parents' perceptions of elementary school students' digital literacy knowledge of 2.19%. The rest, 97.81%, were caused by other factors apart from the digital literacy knowledge of parents.

The level of the relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge, can be seen in the following table:

Table 12. Interpretation of parents' digital literacy knowledge with parents' perceptions of elementary school students' digital literacy knowledge

Correlation	Correlation coefficient (r_{xy})	Coefficient of Determination Interpretation
Parent's Digital Literacy Knowledge With Parents' Perception of Elementary School Students' Digital Literacy Knowledge	0.148	Very weak

Based on table 12, it is known that the correlation coefficient (r_{xy}) is 0.148, which results are included in the very weak category (no correlation). In the correlation test, the result is Ha rejected, Ho is accepted, which can be concluded that there is a positive but not significant relationship between parents' digital literacy knowledge and parents' perceptions of the digital literacy knowledge of 136 Pekanbaru State Elementary School students. This conclusion shows that the lower the X variable (parents' digital literacy knowledge), the lower the Y variable (parents' perceptions of elementary school students' digital literacy knowledge).

3.3 Discussion

Digital literacy is the knowledge and skill in using digital technology media, and communication tools, in evaluating, using, creating information, and utilizing it wisely, intelligently, carefully, precisely, and obeying the law in terms of fostering communication and interaction in everyday life Sutisna (2020). Meanwhile, parents' digital literacy knowledge is the skill or knowledge in using digital technology, using digital communication tools, then how to evaluate digital-based information, making information, and having a wise, intelligent, careful, effective, and obeying a law that regulates access to digital-based media. In today's world, the widespread use of digital-based media makes this knowledge of digital literacy very important because, along with times and technology makes this very profitable, but it is undeniable that with the rapid development of

technology, both positive and negative things can occur. Therefore, this knowledge is very important so that each individual has a foundation for himself.

Based on this research, parents' digital literacy knowledge were in the high category. This means that parents already have a fairly good knowledge of digital literacy. The results of this study are contrary to research conducted by Ain et al. (2021), which discusses the analysis of the digital literacy skills of parents of early childhood in the Tampan sub-district, Pekanbaru City, Riau. The results of the study said that the digital literacy ability of parents was in a low category. In this case, why the digital literacy level of elementary school parents is higher than that of parents of early childhood, the researcher argues that this is because, based on news and articles that in 2019, a virus known as Covid-19 appeared which first occurred in Wuhan, China and began to spread to Indonesia in March 2020. This made educational institutions, offices, government, and other agencies have to find a way out so that activities can continue to run and goals can still be achieved, then, all agencies use digital technology, namely working and studying remotely using online facilities. In world education, digital media uses the internet and other digital-based learning facilities. Next, according to researchers, this is what makes the digital literacy level of elementary school parents higher due to Covid-19 and requires parents to be technology literate and forced to learn to accompany their children with the help of digital technology. Meanwhile, parents do not rely on the internet so often to find learning answers. At the early childhood level, parents can still guide their children by using the knowledge they have because early childhood learning has not yet entered into difficult questions.

Meanwhile, the majority of elementary school parents surveyed placed their children's digital literacy skills in the "high" range. Consistent with the work of Sarwani (2021), who examines how parents in Banjarmasin's suburbs view efforts to improve their children's digital literacy, this study employs descriptive quantitative methods to analyse data gathered from questionnaires. The perception study conducted among Banjarmasin's suburb residents yielded results that fell somewhere in the middle. Perceptions produce varied outcomes based on the influence of the individual or an observer, as Sugihartono et al. (2007) stated, which accounts for the observed discrepancy. In addition, Sarwono (2010) argued that six factors—including attention, mental preparation, needs, value systems, personality types, and psychiatric disorders—trigger disparities in perceptions between individuals and groups. According to Walgito (2010), perception is a stimulus or impulse that enters the brain via the sensory process. The process of perceiving this input is called perception. The perceiver is considered to be affected by the observed entity as a result of the perception process. On the other hand, parental perception refers to the process of evaluating or reacting to how parents interpret and make sense of digitally-based information based on their prior knowledge and values.

Based on the research that has been carried out, to determine the relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge, the researchers conducted a prerequisite analysis test by carrying out normality tests and linearity tests. The normality test results of parents' digital literacy knowledge are known to be P-Value, namely Asymp. Sig. (2-tailed) has a value of 0.936 > 0.05, so it can be concluded that the residuals have met the assumption of a normal distribution, while the normality test for the variable of parents' perceptions of the digital literacy knowledge of elementary school students is known to be P-Value, namely Asymp. Sig. (2-tailed) has a value of 0.368 > 0.05 so it can be concluded that the residuals have met the assumption of a normal distribution. Furthermore, to test the linearity test, it was obtained a significant value of 0.303, where the significant value produced was greater than 0.05, where there was no linear relationship between parents' digital literacy knowledge (X) and parents' perceptions of school students' digital literacy knowledge base (Y). The non-linear relationship between variables has a non-unidirectional relationship.

Furthermore, a hypothesis test was conducted to determine whether there was a significant relationship between parents' digital literacy knowledge (X) and parents' perceptions of elementary school students' digital literacy knowledge (Y), obtaining an r_{count} of 0.148 with the level of interpretation of the relationship included in the very weak category. This means that parents' digital

literacy knowledge has no relationship with increasing parents' perceptions of elementary school students' digital literacy knowledge; in other words, high parental digital literacy knowledge is not necessarily parents' perception of high elementary school students' digital literacy knowledge. Based on the results obtained, there is no correlation or relationship between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy knowledge. Because the correlation is in a number with a fragile category, so it is not correlated. This result indicates that parents' digital literacy knowledge does not contribute to parents' perceptions of elementary school students' digital literacy knowledge. This finding aligns with relevant research conducted by Ain et al. (2021), which states how important digital literacy skills are for oneself and others, especially for children in this modern era. Another statement was also expressed by research conducted by Lestari et al. (2018) the importance of the role of parents for elementary school students assisting children in the use of digital technology used to find sources of information as learning aids must be balanced with the digital literacy abilities of good parents to control children in the use of digital media.

4. CONCLUSION

Based on the data analysis and the discussion carried out in this study, there was no significant correlation between parents' digital literacy knowledge and parents' perceptions of elementary school students' digital literacy. It has been proven by the result of t_{count} (1.319) > t_{table} (1.66). So, it can be concluded that the hypothesis (Ha) is rejected and (Ho) is accepted with a sound positive but not significant correlation between the two variables. The results of this study also indicate that parents' have a high level of digital literacy knowledge as well as their perceptions of the digital literacy knowledge of fourth-grade elementary school students. The correlation between parents' digital literacy knowledge and parents' perceptions of the digital literacy knowledge of fourth-grade students at Public Elementary School 136 Pekanbaru has an r value of 0.148 with a deficient level of relationship (not correlated). Based on the research results, the researcher provides a suggestion. For further study, it is hoped that they can examine other factors that influence digital literacy knowledge.

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