STUDENTS' DIGITAL INFORMATION ACCESS CAPABILITY AT UIN K.H. ABDURRAHMAN WAHID PEKALONGAN

[1]Teddy Dyatmika, [2]Farah Farhatussho Imah, , [3]Ayu Febriyanti, [4]Feri Gunawan

[1,2,3,4]UIN K.H. Abdurrahman Wahid Pekalongan

Email : [1]teddy.dyatmika@uingusdur.ac.id, [2]15.farahfarhat@gmail.com, [3]fbrynt.ayu@gmail.com, [4]ferigunawan2702@gmail.com

Abstrak

Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan memiliki empat Fakultas. Secara infrastruktur teknologi digital dan akses informasi diperoleh secara sama dan merata. Seharusnya terkait dengan prestasi dan akreditasi juga seimbang diantara empat fakultas. Pada kenyataan terjadi kesenjangan prestasi mahasiswa dan akreditasi. Tujuan dari penelitian ini adalah mengetahui kesenjangan digital komunikasi informasi mahasiswa di UIN KH Abdurrahman Wahid Pekalongan. Penelitian ini menggunakan teori *digital devide* yang terdiri dari tiga variabel *access devide, usage devide*, dan *quality of use devide*. Populasi penelitian ini sebanyak 12.225 mahasiswa dengan sampel sebanyak 388 mahasiswa. Teknik pengambilan sampel menggunakan stratified sampling proporsional dengan standar error 5%. Teknik analisis menggunakan SPSS *compare means one way anova*. Hasil penelitian menunjukkan bahwa terjadi kesenjangan digital pada pada mahasiswa UIN KH Abdurrahman Wahid Pekalongan dengan nilai sig 0,007. Jika di turunkan dalam 3 variabel maka *access devide* juga mengalami kesenjangan. Adapun nilai sig *acceess devide* sebesar 0,000. Sedangkan untuk *usage devide dan quality of use devide* tidak mengalami kesenjangan dengan nilai sig masing-masing sebesar 0,194 untuk *usage devide* dan 0,082 untuk *quality of use devide*. Meskipun tidak terjadi kesenjangan pada variabel *usage devide* dan *quality of use devide* tetapi nilainya lebih rendah dibandingkan *access devide*. Hal tersebut dapat diartikan kemampuan mahasiswa belum optimal dalam menggunakan perangkat digital dan kualitas konten yang diakses mahasiswa belum optimal.

Kata Kunci : Kesenjangan, Digital, Komunikasi, Mahasiswa

Abstract

State Islamic University (UIN) K.H. Abdurrahman Wahid Pekalongan has four faculties. Regarding digital technology infrastructure and access to information, access is obtained equally and evenly. It should be related to achievement and accreditation, which should also be balanced between the four faculties. In reality, there is a gap in student achievement and accreditation. This research aims to determine the digital gap in student information communication at UIN KH Abdurrahman Wahid Pekalongan. This research uses the digital divide theory, which consists of three variables: access divide, usage divide, and quality of use divide. The population of this study was 12,225 students, with a sample of 388 students. The sampling technique uses proportional stratified sampling with a standard error of 5%. The analysis technique uses SPSS to compare means through one-way ANOVA. The research results show a digital divide among UIN KH Abdurrahman Wahid Pekalongan students, with a sig value of 0.007. If we reduce it to 3 variables, the access divide also experiences a gap. The sig access divide value is 0.000.

Meanwhile, there is no gap between the usage divide and the quality of use divide, with sig values of 0.194 and 0.082 for the quality of use divide, respectively. Even though there is no gap in the usage divide and quality of use divide variables, the values are lower than the access divide. This can mean that students' abilities are not optimal when using digital devices, and the quality of content accessed by students is not optimal.
Keywords: Gaps, Digital, Communication, Students

INTRODUCTION

Technological developments in Indonesia are currently very rapid. Data from We Are Social shows that in 2024, internet users in Indonesia will be 185.3 million out of 278.7 million Indonesians. This means that 66.5% of Indonesian people use internet access. Meanwhile, Indonesian people connected to social media make up 139 million or 49.9% of the population (Hootsuite, 2024). This data shows that the existence of the Internet is evenly distributed and can be enjoyed by almost all Indonesian people. By equalizing internet access, there should be no digital divide, which results in unequal distribution of communication and internet technology, access capabilities, and the quality of a person's access. Apart from that, equalizing digital access should also allow a person to achieve the same because they get relatively the same access that can be obtained through the digital world.   Student achievement should be evenly distributed at the K.H. State Islamic University (UIN). Abdurrahman Wahid Pekalongan did not happen. This can be seen from the uneven student achievement among students, especially between faculties. Apart from that, the accreditation of study programs also experiences significant disparities. One of the factors in the success or failure of an accreditation is dominated by the outcomes that come from students. Data from the database shows that currently, superior accreditation is dominated by one faculty, namely the Faculty of Tarbiyah and Educational Sciences, which has achieved 5 study programs with superior certification. Meanwhile, the other three faculties do not yet have study programs with superior accreditation (PDDIKTI, 2023). The digital divide significantly influences the development of organizations, in this case, universities. (Demir, 2019). Researchers focus on whether the uneven accreditation of study programs is due to the digital divide

of students who need help to optimize the internet to improve their achievements. The digital divide occurs because the internet access orientation of students is different, and the quality of what is accessed by students is different, which means that students' academic abilities or achievements also experience differences.

Previous research on the digital divide also shows that using Information Communication Technology (ICT) correctly and adequately is very important. This is because using ICT properly and correctly can bridge the gap in access to knowledge and social equality. In addition, bridging the digital divide can encourage literacy, democracy, social development, equality of public services and sustainable economic growth (Malisuwan et al., 2016). Furthermore, the digital gap in Indonesia is still quite significant, especially in the education sector. This is very visible during the distance learning process (Insyiroh et al., 2020). It turns out that the digital divide still exists among teenagers. Even though their access capabilities are the same, the digital gap still exists (Purnia et al., 2020). The digital divide also still exists in Southeast Asian countries. The research results show that one of the factors causing the digital divide is related to different policies in each country. Apart from that, the next cause is the difference in people's income in each other's countries, which causes them not to be able to buy devices that can connect to the internet better. (Mubah et al., 2017). The digital gap can also influence the failure of a digital application system (Hadimulyo & Pratiwi, 2022). Apart from that, gender differences also influence the digital divide (Limilia & Prasanti, 2018). The digital divide also occurs among students in Islamic boarding schools. This research explains that overcoming the digital divide can be done by utilizing and training ICT, improving the curriculum, and increasing teacher competency. (Ulfah, 2022).

Through this research, researchers want to find out whether UIN K.H. Abdurrahman Wahid Pekalongan also experiences a digital divide, considering that student input is relatively the same, and internet access capabilities are also relatively the same. The facilities provided by the campus to all students are also relatively the same. This research uses the digital divide theory. The digital or digital divide is the difference in the ability to access and apply

communication technology in society. So it's not just how someone can access technological equipment but also how that person gets communication technology services (Arrochmah & Nasionalita, 2020). The current gap does not only focus on a person's ability to own or not own communication technology devices (Potter, 2006). Initially, this digital divide focused on differences between people using computer devices. Then, the paradigm developed where the digital divide was not just a difference in someone's ability to use a computer. However, a person can access the internet (Deursen & Dijk, 2010). In addition, the digital divide is also highlighted related to the purpose of using devices (Lev-On & Lissitsa, 2018).

According to (Hadiyat, 2014), several types are related to the digital divide. The first type is related to place. Where a person is in an area, whether they can access the Internet well. The second gap is a person's ability to use communication technology equipment. In this case, even though there is internet availability, whether someone can or can use that facility properly or not. Third is the quality of internet use. Whether the internet access is of good quality or not, this is because many people can connect to the Internet and use it, but the quality of the sites they visit could be of better quality. Conceptually, the access divide is the digital gap between students with access to communication technology devices and those without access to the Internet. The usage divide focuses on students accessing communication technology devices and the Internet while using them. Quality of Use Dividend focuses on students' quality of use of communication technology devices and the Internet in their daily lives.

Meanwhile, operationally, the access divide is the ownership of equipment and facilities owned by students for digital access. This research emphasises whether the campus provides students with reasonable access to communication technology devices and the Internet. These facilities include equipment in the form of personal computers and internet access facilities for students to use easily. The existence of these facilities will later be calculated using a score in the questionnaire.

The operation of digital usage is the sum of the scores obtained by students regarding their ability to use ICT equipment, manage data on computers, connect to internet access and use the internet in their daily lives. The operational quality of use divide is the number of student scores or grades related to the quality of access to communication technology equipment and internet access. These qualities include the use of communication technology devices for the preparation of scientific work. Meanwhile, the quality of internet use, in this case, is using the internet to search for national and international journals.

Researchers use a positivistic/objective paradigm. Research is explanatory. This research underwent validity and reliability tests. The approach in this research is quantitative. This research describes or explains a problem where the results can be generalized. This type of research is explanatory and quantitative descriptive. The first type is quantitative descriptive, which describes data from respondents. This type of quantitative descriptive research aims to analyze data by systematically, factually and accurately describing the facts and characteristics of a particular population or object. This research used quantitative descriptive research to analyze data from faculty, school origin before entering college, gender and equipment used by students when surfing the internet (Kriyantono, 2010).

The second type of research is quantitative explanatory. This type of research is often called a correlational research strategy (connecting one variable with another variable to see whether there is a relationship or an influence) and comparative (comparing to see the differences between variables). This research is more about comparative aspects. In this study, the researchers compared the digital divide among UIN K.H. Abdurrahman Wahid Pekalongan students. The method used by researchers in this research was a survey method. The survey was carried out by distributing questionnaires to UIN K.H. Abdurrahman Wahid Pekalongan students.
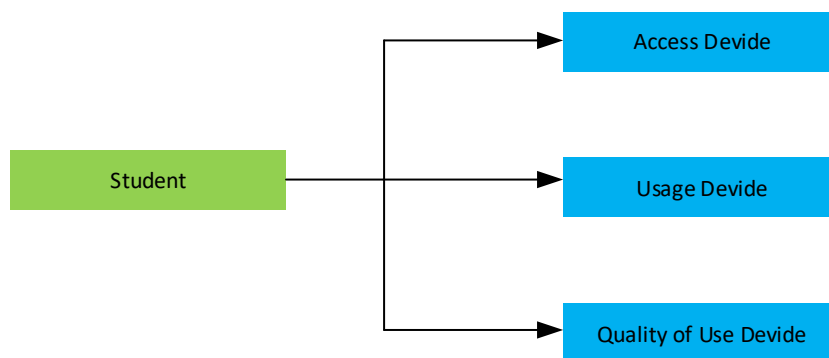
Figure 1 Digital Divide Research Variables

In Figure 1 above, it can be seen that there are three dependent variables, namely the access divide, usage divide, and quality of use divide variables. Meanwhile, the independent variable is the student's faculty origin variable. There are four faculties, namely the Faculty of Economics and Islamic Business (FEBI), the Faculty of Tarbiyah and Educational Sciences (FTIK), the Faculty of Sharia (FASYA), the Faculty of Ushuluddin, Adab and Da'wah (FUAD). Apart from that, researchers will also examine the aspects of gender and school origin before entering higher education. This study used a comparison or comparative test using the one-way ANOVA test. The one-way ANOVA test is used to compare the origin of the student's faculty on the access divide variable, usage divides variable, and quality of use divide variable. The research was conducted on all students of UIN K.H. Abdurrahman Wahid Pekalongan. Data was collected using a survey method and an online questionnaire tool called Google Forms. This study's population came from all UIN K.H. Abdurrahman Wahid Pekalongan students. As many as 12,2225 students (PDDIKTI, 2023) were taken using probability sampling with a simple random sampling technique. The number of samples used in this research was 388 respondents with a standard error of 5% using the Slovin formula (Bungin, 2019).

RESULT AND DISCUSSION

1. Instrument Validity Test

Before the research instruments are given to respondents, this research instrument is tested to determine whether it is valid. This research

instrument was tested through a questionnaire distributed to 30 respondents. Researchers gave questionnaires to respondents via Google Form to 30 respondents randomly. This research instrument is valid if it has a calculated r value > r table. For the r table itself, with 30 respondents, it is 0.361. This means the questionnaire is considered valid if the computed r value is more significant than 0.361. The 24 questions tested on 30 respondents showed that all 24 questions were valid. This can be seen from the calculated r for the 24 respondents, all above 0.361. The lowest calculated r value is in question number 10, 0.379, while the highest calculated r value is in question number 6.

2. **Instrument Reliability Test**

Apart from carrying out validity tests, researchers also conducted reliability tests on research instruments. The tests carried out were the same; 24 questionnaire questions were tested on 30 respondents. The reliability test results show that the research instrument is very reliable, with a Cronbach's Alpha value of 0.917 or close to 1.

3. **Normality Test**

The normality test is one of the requirements for one-way ANOVA testing. Research data must be normally distributed so that it can be tested. The research data shows that it is normal when viewed from the plot graph for the three variables. The access divide, usage divide, and quality of use divide variables are expected.
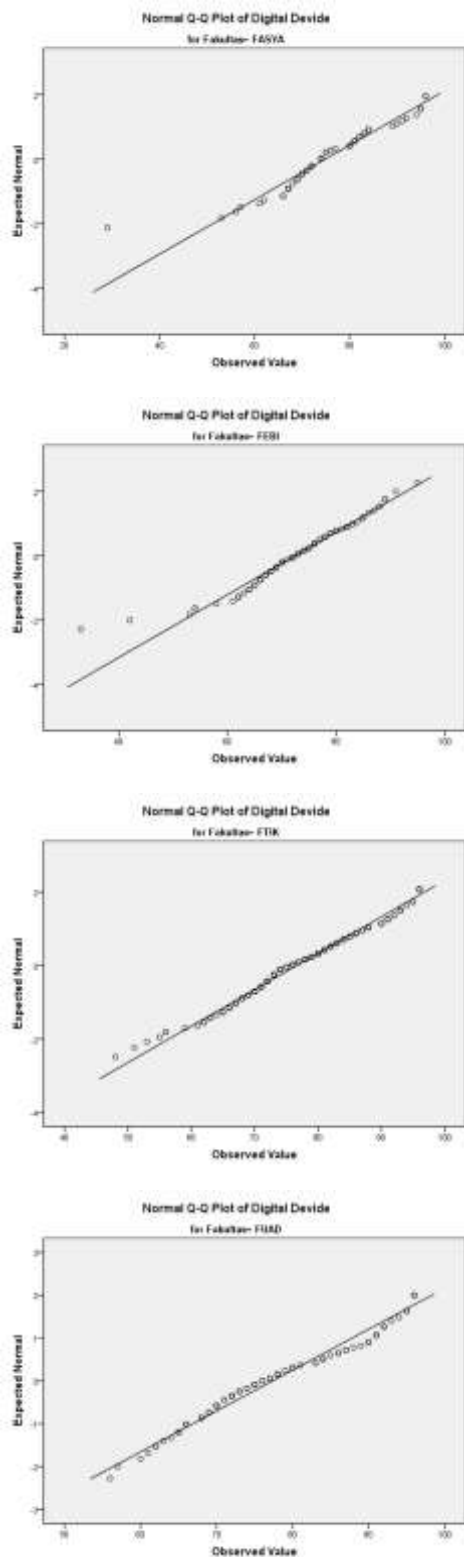
Figure 2 Normality Test

This can be seen from the points attached diagonally from bottom left to top right.

4. **Homogeneity Test**

Apart from the normality test, one of the prerequisite tests is the homogeneity test. The goal is to determine whether the data we will compare is homogeneous. This test is carried out simultaneously when making comparisons. The data tested is said to be homogeneous if the calculated significance value is > 0.05. Meanwhile, if the significance value is <0.05, then the data is considered not homogeneous for comparison.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Access Devide	,296	3	384	,828
Usage Devide	1,088	3	384	,354
Quality of Use Devide	,531	3	384	,661
Digital Devide	,526	3	384	,664

Table 1 Homogeneity Test

Table 1 above shows that the significance value of the digital divide (as a whole) is 0.664 or > 0.05. This means that the data is homogeneous. Likewise, if the data is broken down into three variables, namely access divide, usage divide, and quality of use divide, these variables are also homogeneous for comparison. This is shown by the significance values of the three variables, all above 0.05. The access divide variable has a significance value of 0.828. The usage divide variable has a significance value of 0.354. The Quality of Use Dividend variable has a significance value of 0.661.

5. **Descriptive Data**

This study's respondents were 388 students spread across four faculties, namely FASYA, FEBI, FTIK, and FUAD. Samples were taken randomly using proportional stratified sampling techniques. The number of students from FASYA was 58 students (14.9%), from FEBI 88 students (22.7%),

from FTIK there were 156 students (40.2%) and from FUAD there were 86 students (22.2%). Meanwhile, the number of male respondents was 106 (27.3%), and female respondents were 282 (72.7%). Using tools to access the internet, most students used smartphones, namely 372 students (95.9%), and the remaining 16 students used laptops (4.1%). Meanwhile, there are no students who use tablets to access the internet. This means that most UIN KH Abdurrahman Wahid Pekalongan students are more comfortable using smartphones to access the internet.

6. *Compare Means One Way Anova*

In this compare means one-way ANOVA test, researchers analyzed whether there was a digital divide between students in the four faculties. Apart from that, researchers also examined the digital gap for each variable, namely the access divide, usage divide, and quality of usage divide variables.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Access Devide	Between Groups	253,221	3	84,407	7,339	,000
	Within Groups	4416,501	384	11,501		
	Total	4669,722	387			
Usage Devide	Between Groups	58,421	3	19,474	1,579	,194
	Within Groups	4734,452	384	12,329		
	Total	4792,874	387			
Quality of Use Devide	Between Groups	215,950	3	71,983	2,249	,082
	Within Groups	12289,687	384	32,004		
	Total	12505,637	387			
Digital Devide	Between Groups	1348,194	3	449,398	4,084	,007
	Within Groups	42254,486	384	110,038		
	Total	43602,680	387			

Table 2 One Way Anova Test

H0 : There is no digital divide, access divide, usage divide and quality of use divide among students at UIN KH Abdurrahman Wahid Pekalongan

H1 : There are digital divide, access divide, usage divide and quality of use divide among students at UIN KH Abdurrahman Wahid Pekalongan.

Decision-making:

If probability ≥ 0.05 then Ho is accepted

If probability <0.05 then Ho is rejected

Table 2 above shows that the significance value of the entire variable (digital divide) is 0.007, meaning <0.005, so H0 is rejected. This shows an overall digital divide between students in the four faculties at UIN KH Abdurrahman Wahid Pekalongan. Students in these four faculties have a digital divide in accessing the internet and computer communication devices. This causes an achievement gap and a gap in the accreditation of study programs at UIN KH Abdurrahman Wahid Pekalongan.

Next, the researchers broke down the three variables in the digital divide. These three variables are the access divide, usage divide, and quality of use divide. The significance value in the access divide variable is 0.000, meaning <0.005, so H0 is rejected. This shows a gap or difference in the access divide variable at UIN KH Abdurrahman Wahid Pekalongan. Next, the significance value of usage is divided. Where the significance value of the usage divide is 0.194, meaning > 0.05, then H0 is accepted. This shows that there is no gap in the usage divide variable. Meanwhile, the significance value of the quality of use divide variable is 0.082, meaning > 0.05, so H0 is accepted. So, there is also no gap or difference in the quality of use of the divide variable. Even though there are three variables, only one variable has a gap, namely the access divide variable. However, if these three variables are tested, the result is a digital divide between UIN KH Abdurrahman Wahid Pekalongan students.

In table 3 below, namely multiple comparisons, you can see the differences between faculties regarding the digital divide.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Fakultas	(J) Fakultas	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Digital Devide	FASYA	FEBI	2,43025	1,77416	,519	-2,1476	7,0081
		FTIK	-1,77255	1,61325	,691	-5,9352	2,3901
		FUAD	-2,49840	1,78233	,499	-7,0974	2,1006
	FEBI	FASYA	-2,43025	1,77416	,519	-7,0081	2,1476
		FTIK	-4,20280*	1,39850	,015	-7,8114	-,5942
		FUAD	-4,92865*	1,59058	,011	-9,0328	-,8245
	FTIK	FASYA	1,77255	1,61325	,691	-2,3901	5,9352
		FEBI	4,20280*	1,39850	,015	,5942	7,8114
		FUAD	-,72585	1,40886	,955	-4,3611	2,9094
	FUAD	FASYA	2,49840	1,78233	,499	-2,1006	7,0974
		FEBI	4,92865*	1,59058	,011	,8245	9,0328
		FTIK	,72585	1,40886	,955	-2,9094	4,3611

*. The mean difference is significant at the 0.05 level.

Table 3 multiple comparisons

If the significance value is > 0.005, then there is a digital divide between the faculties. From Table 3, it can be seen that the digital gap occurs between FEBI and FTIK, as well as between FEBI and FUAD, where the significance value of FEBI with FTIK is 0.015 or <0.005. Meanwhile, the significance value of FEBI with FUAD is 0.011 or <0.005. Apart from that, there is no digital divide between other faculties where the significance value between faculties is > 0.005.

The digital divide still exists in the world of education. Even though internet access has been made to ensure equality, digital inequality still occurs in the world of education. The same thing happened at UIN KH Abdurrahman Wahid

Pekalongan. Research data shows that there is still a digital divide between students in four faculties. Overall, there is a very significant digital divide. If we reduce the digital gap, there are three variables: access divide, usage divide, and quality of use divide.

The access divide is related to the availability of internet and computer access for students, which makes it easier for students to find sources of information, such as the availability of Wi-Fi internet, computer equipment, and internet access speed. This availability makes it easier for students to find references to support their coursework and makes students more productive. In this variable, there is a gap in students. If analyzed more deeply, students think Wi-Fi and computers are very well available at UIN KH Abdurrahman Wahid Pekalongan. However, students feel that internet access speed could be more optimal. Of course, this is an input for the campus to further optimize internet access speed at UIN KH Abdurrahman Wahid Pekalongan. Please note that most students access the internet using smartphones. This means that smartphones are still students' favourite digital equipment.

The second variable in this digital divide is the usage divide variable. This variable operationally discusses how students can optimize internet devices on campus, computers on campus and IT equipment owned by students. Students' ability to search for assignments using IT equipment and the internet, get trusted sources of information, how to search for scientific journals and store digital documents. In this variable, there is no gap. This means that in this variable, UIN KH Abdurrahman Wahid Pekalongan students have similarities in using IT equipment and internet access. When looking for lecture material or doing lecture assignments, students should make good use of the equipment they have with existing internet access. The exciting thing about this variable is that UIN KH Abdurrahman Wahid Pekalongan students still need to improve searching for journals or scientific articles when attending lectures or student assignments. There needs to be special training for UIN KH Abdurrahman Wahid Pekalongan students in searching for scientific articles or journals using easy and fast keywords. Apart from that, students still need to improve in managing their documents. It is difficult for students to process documents in

their equipment if they are needed again later. Document management must be optimized by something other than students.

Meanwhile, some students still ignore the valid sources of information they obtain when obtaining information. Students need to understand that when searching for sources of information, it should be from valid and reliable sources. Direct students to access information sources from mainstream media, not from media without credibility, especially social media.

The third variable is the quality of use divide variable. In this variable, there is no gap between students. However, the value of this variable is the lowest compared to the other two variables. This means that the quality accessed by UIN KH Abdurrahman Wahid Pekalongan students still needs to improve. This variable includes student visits to campus-owned websites, student access to journals and downloading articles accredited by SINTA, international journals, Scopus and WOS, using Mendeley, attending international and national conferences, and creating works such as journals, videos or blogs. The quality of this variable still needs to be improved and optimal. In previous research, researchers also found the same thing: the quality of access for students from universities under the Ministry of Religion still needed to be more competitive than that under the Ministry of Education.   Students still rarely visit campus websites to obtain information that supports student studies. There needs to be encouragement from the campus so that students are more active in visiting the campus website to look for information, be it lecture information, research, or information about community service. Information that comes from campus websites is more valid and trustworthy. Apart from that, if students visit the campus website more often, the assessment of campus website visits will also be better and can support the campus ranking in webometrics. This is also homework for institutions to further optimize campus websites in providing information to students.

Students must be more optimal in visiting Sinta-accredited journals, from Sinta 6 to Sinta 1. They still rarely use articles from Sinta-accredited journals as student reference sources. The ability to download articles from Sinta-accredited journals still needs to be well-owned by students. There needs to be

massive outreach to students, both from the campus through the library and from lecturers when providing lecture material. There needs to be a session teaching students how to find reference sources from accredited journal articles and how to download them.

Students' ability to access international journals and reputable international journals still needs to improve. Students still need to learn to use articles from reputable international or international journals as a reference source for students in writing assignments or articles. Students also need help to download articles from reputable international journals. The university and lecturers need to make the maximum effort to make students more active in visiting and downloading articles from reputable international and international journals as student reference sources.

UIN KH Abdurrahman Wahid Pekalongan students are also not used to using Mendeley software. Even though this software is essential in helping students compile bibliography lists and assisting students in writing scientific articles. This is also an important note for the university in providing intensive training so that students know and are accustomed to using this software to create better scientific articles.

The active contribution of students in participating in national and international seminars could be more optimal. This contribution can be as a seminar participant or as a presenter. Students have no optimal interest in participating in national and international seminars. Apart from that, students' interest in creating articles, videos or writing on blogs could be more optimal. Of course, this is a joint task of the UIN KH Abdurrahman Wahid Pekalongan academic community.

CONCLUSION

This research concluded that there is still a digital divide among UIN KH Abdurrahman Wahid Pekalongan students. Apart from that, of the three existing variables, namely access divide, usage divide and quality of use divide, the one with the lowest value is the quality of use divide. This means that the

quality of what students access could be more optimal. There needs to be an effort from the entire academic community of the UIN KH Abdurrahman Wahid Pekalongan campus to increase students' understanding and knowledge so that they can access the internet and computer-based equipment better. Access to national and international journals, both reputable and non-reputable, must continue to be improved. The ability to download journals, create articles, create video content, create blogs, and use Mendeley must continue to be improved.

REFERENCES

Arrochmah, N. P., & Nasionalita, K. (2020). the Digital Divide Between X and Y Generation in a Government Province of Dki Jakarta. *Diakom : Jurnal Media Dan Komunikasi*, *3*(1), 26–39. https://doi.org/10.17933/diakom.v3i1.97

Bungin, B. (2019). *Metodologi Penelitian Kuantitatif* (10th ed.). Prenada Media.

Demir, A. O. (2019). Digital Skills, Organizational Behavior And Transformation Of Human Resources: A Review. *Ecoforum*.

Deursen, A. Van, & Dijk, J. Van. (2010). *Internet Skills and The Digital Divide*. SAGE Publications. https://doi.org/https://doi.org/10.1177/1461444810386774

Hadimulyo, C., & Pratiwi, P. H. (2022). Pengaruh Kesenjangan Digital Terhadap Kegagalan E-Goverment Melalui Layanan Jakwir Cetem. *DIMENSIA: Jurnal Kajian Sosiologi*. https://doi.org/10.21831/dimensia.v10i2.47321

Hadiyat, Y. D. (2014). ketidakmerataan pengetahuan digital di Indonesia. *Pekommas*, *17*(2), 81–90.

Hootsuite. (2024). *Tendencias de redes sociales 2024, We are Social*. Hotsuite.Com.

Insyiroh, I. M., Hariani, E. P., & Mubaroq, S. (2020). Pendidikan Berbasis Kearifan Lokal Sebagai Solusi Menghadapi Kesenjangan Digital Dalam Kebijakan Pembelajaran Jarak Jauh Pada Masa Pandemi di Indonesia. *Indonesian Journal of Social Development*.

Kriyantono, R. (2010). *Teknik Praktis Riset Komunikasi: Disertasi Contoh Praktis Riset Media, Public Relation, Advertising, Komunikasi Organisasi, Komunikasi Pemasaran*. Kencana.

Lev-On, A., & Lissitsa, S. (2018). Facilitating cross-cleavage communication online: Findings from interviews with ultra-Orthodox, religious, and secular participants. *Communication Review*. https://doi.org/10.1080/10714421.2018.1495434

Limilia, P., & Prasanti, D. (2018). Perempuan dan Kesenjangan Digital di dalam Keluarga. *HUMANISMA : Journal of Gender Studies*.

Malisuwan, S., Kaewphanuekrungsi, W., & Milindavanij, D. (2016). Digital Divide In Thailand: Analysis And Recommendations. *International*

Journal of Advanced Research in Engineering and Technology (IJARET).

Mubah, A. S., Wardahni, A., Ponsela, D. F., & Tsauro, M. A. (2017). Problem Dasar Kesenjangan Digital di Asia Tenggara. *Jurnal Global & Strategis*. https://doi.org/10.20473/jgs.10.2.2016.204-220

PDDIKTI. (2023). *Akreditasi Program Studi*. https://pddikti.kemdikbud.go.id/data_pt/OTkxRUQ2OEMtQUI3OS00Nj RFLUJBQUYtNEI0RThEQTdBNUYw

Potter, A. B. (2006). Zones of silence: A framework beyond the digital devide. *First Monday*. https://doi.org/10.5210/fm.v11i5.1327

Purnia, D. S., Adiwisastra, M. F., Muhajir, H., & Supriadi, D. (2020). Pengukuran Kesenjangan Digital Menggunakan Metode Deskriptif Berbasis Website. *EVOLUSI : Jurnal Sains Dan Manajemen*. https://doi.org/10.31294/evolusi.v8i2.8942

Ulfah, A. (2022). Model Literasi Digital Dalam Upaya Mengurangi Kesenjangan Digital Untuk Santri Menuju Indonesia Emas 2045. *HUMANIS: Jurnal Ilmu-Ilmu Sosial Dan Humaniora*. https://doi.org/10.52166/humanis.v14i1.2772