

Impacts of Media Literacy Levels on Human Trafficking (TPPO) Content

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ARTICLE INFO

Article history:

Received 26 February 2021

Revised 22 March 2021

Revised 8 May 2021

Revised 25 October 2021

Accepted 2 November 2021

Available online 29 December 2021

Keywords: [Key word heading]

Media Literacy

Human trafficking

Literacy levels

Correlation

ABSTRACT

New media is rapidly evolving and has an impact on our daily life. The rapid development of applications and increasing number of social media users can lead the users in a vulnerable condition. Human trafficking, also known as TPPO (Tindak Pidana Perdagangan Orang) in Indonesia, is one of the threats that users encounter, it commonly happens to young users who do not have enough information about it, but they can obtain TPPO information through employment advertisements in the media. The goal of this study is to look at media literacy levels and the correlations between them and TPPO message comprehension in new media. This research used a descriptive quantitative method with a correlation approach, in which associations between variables were measured. The media literacy levels of respondents were measured by using a Likert scale with a range of 1-5. The aspects measured were age, school origin and ownership of social media. These aspects and the TPPO message understanding in new media were measured by a Pearson scale. This study found that the highest level of media literacy was in the age group of 15 years old from SMAN 1(Public Senior High School) Pakem and that the number of social media account ownership did not show a significant relationship with the literacy levels. The measurement on the relationships between the media literacy levels and the TPPO message understanding by using a Pearson scale obtained 0.606; these results indicated that the correlation between both variables was high.



INTRODUCTION

Modernization has juxtaposed human life closer to technological developments. Gadgets with a lot of applications and information are one of the technologies that modern humans employ. Social networking apps like TikTok, Facebook, WhatsApp, and Instagram are among the most popular on mobile devices (Budiansyah, 2020). APJII survey in 2019 reported that the most widely used social media applications in Indonesia were Facebook with 65% users, Instagram with 42.3% users, Twitter with 10% users and LinkedIn with 2.1% users (APJII, 2019).

The advance of the technology develops in line with technology-based crimes. TPPO (human trafficking) is one of the most common crimes in Indonesia. According to CNN Indonesia, 1,154 persons were victims of TPPO in 2018, with the promise of employment in Saudi Arabia. In actuality, they were not paid, were abused, and were subjected to sexual harassment (Sohuturan, 2019)

In an annual report of the United States Embassy and Consulate in Indonesia, 5,801 people had been identified as victims of TPPO in Indonesia. It was then estimated that 80,000 children were exploited in sex trades in 2017 (US Embassy, 2019). Based on the cases above, the most vulnerable group of TPPO victims are women and children. This was based on data from BARESKRIM POLRI Directorate of General Crimes that 1,911 women and 335 children were victims of TPPO in 2014-2018 (Kemen PPPA, 2019). The introduction and recruitment of job postings on social media are some of the strategies employed by TPPO perpetrators.

Furthermore, there is another TPPO that openly transacts woman trafficking as commercial sex workers through

social media. According to APJII survey data in 2017, 48.57% of internet users in Indonesia were women, 16.68% of users were 13-18 years old, and 87.13% of internet users used it for social media (APJII, 2017). In this case, young women who use social media may have opportunity to communicate and being trapped in TPPO.

Media literacy in societies must be matched with new ways of the TPPO using the internet and social media. Several media studies have been conducted. There are several studies on media literacy used as backgrounds for this study for example, *Literasi Digital Pelajar SMA: Kemampuan Berkomunikasi dan Berpartisipasi Pelajar SMA Negeri di Daerah Istimewa Yogyakarta melalui Internet* (Digital Literacy for Senior High School Students: Ability to Communicate and Participate via Internet of Senior High School Students in the Special Region of Yogyakarta) (Amalia, 2015). This study aimed to observe communication and participation skills of senior high school students in Yogyakarta. The results of this study indicated that more than 50% of respondents used social media and 75.1% of the most widely used social media was Facebook. Then, based on its purpose of using social media, 92.2% of them utilized it to share useful information and 91.8% of them utilized it to share informative information.

Another study is *Perempuan dan Literasi Media* (Women and Media Literacy) (Wiratno, 2009). Its results found that media literacy level in women was still low. A number of existing media is not balanced with a fair understanding of how the media create and present its content to its audience.

The next study is entitled *Perilaku Menggunakan Smartphone dan Akses Pornografi di Kalangan Remaja*

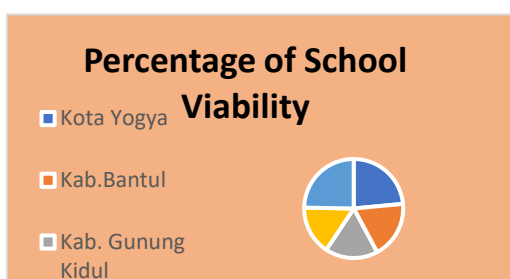
Perempuan (Smartphone Use Behaviour and Pornography Access Among Adolescent Girls) (Rachmaniar et al, 2018). This study aimed to determine the behavior in using smartphone and how it allows access to pornography in adolescent girls. Access to pornography in the adolescent girls occurred by accident.

These three studies imply that most of young women in Yogyakarta use social media. However, they tend to have low levels of media literacy because they are less critical of how the media is presented to the public. One example is that they accidentally can access to pornography in their interactions with the internet. In the context of this study, they also have same opportunity and potential to be exposed by content that leads to TPPO through social media.

Sleman Regency is chosen as an object of this study because it becomes a reference of the Ministry of Women and Children Protection in preventing the TPPO. It received awards as The Best Regional Technical Implementation Unit for Protection of Women and Children at regional level and The Best Independent Family Learning Centre at regional level (Setyawan, 2019). In addition, the issue of the TPPO is only studied in the field of Law, and this strengthens the authors to study it further in a context of communication science.

Furthermore, Sleman Regency is an area with a high number of school viability.

Figure 1: Percentage of School Viability



Source: Bappeda DIY 2020

School viability in the Sleman Regency is 25% compared to other regencies in Special Region of Yogyakarta. This is an important aspect in this study because respondents are known to access social media with high frequency.

Variables in this study were 30 variables grouped into two types, namely literacy level variables with 16 types and TPPO message understanding variables with 14 types. The two groups of variables were related to each other to be indicators of the literacy levels and the TPPO message understanding levels. The variables were social media activities, understanding about social media, uses of social media as a reference and UU ITE (Law about Information and Internet Transaction) as a regulation for using social media. These five aspects were demonstrated in variables as indicators of the media literacy levels. The aspects that become variables as indicators of TPPO message understanding were verification of TPPO message, identification of TPPO message and evaluation of TPPO message.

This study will serve as a benchmark for determining young women's social media literacy and their risk of becoming TPPO victims. It also suggests that relevant gatherings can help young women enhance their social media skills.

Literacy in the Indonesian Dictionary, Kamus Besar Bahasa Indonesia, is defined as an individual's ability to manage information and knowledge for life skills. Meanwhile media is defined as means of communication such as newspapers, radio, television, films, posters and banners. In this case, media literacy is defined as life skills in managing

information presented by television, radio, newspapers, etc.

This definition indicates that media literacy is a perspective used to interpret a meaning of a message. Media users should have ability to understand texts and contexts in exchanges of messages. Then, media users must be active and aware to filter information they need (Potter, 2005).

There are some user characters who have media literacy skills (Baran, 1999):

1. Users understand how news is created.
2. Users realize that the media can affect lifestyle, behavior and values in society.
3. Users are able to interpret messages to broaden their horizons.
4. Users are sensitive to media content and understand the power that lies within it.
5. Users understand performance of media industry in terms of ownership, regulation and finance.
6. Users are aware that the media can influence decision making.

After generally understanding the concept of media literacy, there is the latest term related to technological developments, especially digital literacy. In this context, media considered as mainstream media is newspapers, television and radio, while digital media is more related to applications on the internet.

Related to the development of internet/online-based technology, another term appears related to media literacy. Media literacy is usually related to conventional media, but digital literacy is more related to new media. New media is a form of convergence/merging of conventional media with internet-based digital media. In this context, new media is a combination of

three elements; those are communication, computers and content (Flew, 2008).

In this case, there are salient features that differentiate conventional media and digital media (McQuail, 2010) as in the following.

1. New media is a combination of some aspects.
2. There is interactivity between communicants and their communicators and increased network connectivity.
3. There is mobility and delay in sending and receiving messages.
4. There are publication adaptation and roles of the audience.
5. There is a lot of forms of media that appear.

The rise of digital media and new media has resulted in the coining of a new word for media literacy : digital literacy. Gilster explains that digital literacy is ability to use and understand information from digital media (Gilster, 1997). This ability is related not only to reading but also to critical and evaluative thinking in using the digital media.

According to Bawden digital literacy is a development of computer literacy and information literacy. There are four main specifications in the digital literacy, and those are basic digital literacy skills, background information, main competencies of digital literacy and perspectives on information (Bawden, 2008).

One of the emerging media related to the development of new media is social media. According to Kaplan and Michael (2010), social media is a group of online-based applications (internet) using Web 2.0 technology that allows exchanges of messages between users. In this study, the authors only focus on digital literacy related to social media. Thus, social media literacy means an individual's

ability to manage information as results of message exchanges on social media applications.

Meanwhile, TPPO is an act of recruiting, transporting, or accepting someone by some ways such as violent threats, violent acts, kidnapping, confinement, fraud, abuse of power (a position of vulnerability), debt bondage or giving payments to obtain consent of a person having control over another person either inside a state or between states, to exploit or make others to be exploited (Law No. 21 of 2007 concerning Criminals in Human Trafficking).

One of vulnerable groups of TPPO are women, even reaching 70% (Ristiano, 2019). Adolescent women have potential and opportunity to be trapped in TPPO; in this case there are differences of opinion regarding the age of adolescent.

Table 1 : Age of Adolescents

Decision	Age
World Health Organization (WHO)	10 – 19 years old
Regulation of Ministry of Health No.25 2014	10 – 18 years old
National Population and Family Planning Board (BKKBN)	10 – 24 years old and not married

Source: Data from the Authors

From the three opinions above, it can be seen that the ages of adolescent population generally range from 10 years old to 24 years old and are not married. This means that the ages of adolescents are equivalent to junior high school and senior high school students.

Communication content in understanding the communication model by Laswell (in Mulyana, 2015) consisting of Source → Message → Channel → Receiver → Effect is part of message. In this context, the message

will be interpreted by the communicant if there are similarities in the field of experience and frame of reference. Regarding the content of TPPO communication and TPPO message understanding by the audience, this study focuses on TPPO on behalf of job vacancy advertisement.

METHODS

This study used a descriptive quantitative method with a correlation approach, in which associations between variables were measured. Its dependent variables were the communication content of TPPO on social media, while its independent variables were social media literacy levels. The two variables were then demonstrated by indicators of social media literacy levels as part of the independent variables and of TPPO message understanding as dependent variables. In the operationalization of the variables, a Likert scale was applied to measure the levels of the understanding. The Likert scale was a measurement scale used in measuring the depth of respondents' attitudes (MCLeod, 2014)

This study observed 412 young women from Pubic Senior High School in Sleman Regency, Special Region of Yogyakarta. The respondents were selected based on a purposive sample by some criteria. They were categorized into three categories of backgrounds. Those were age, school origin and social media ownership. These three categories could provide detailed information about the impacts of media literacy levels and the introduction of TPPO messages on social media. The three categories were also indicators in this study. A study with purposive samples could also provide an overview of some characteristics to provide information needed (Silalahi, 2012).

RESULTS AND DISCUSSION

Before processing the data, a reliability test was conducted on measuring instruments used in this study. The measuring instruments and the questionnaires to collect the data were tested for their feasibility. This test was conducted on samples outside Sleman Regency with very high similarities (sample indicators except for the region) with target samples. After obtaining feasibility of the measuring instruments, the data began to be collected by distributing questionnaires to senior high school students in the Sleman Regency. The data collection was conducted for approximately one and a half months. The obtained data were then sorted so that the processed data was in accordance with the study indicators.

The obtained data were processed by a Likert scale with scores 1 (Never at All/Very Low/Very Poor), 2 (Never/Low/Not Able), 3 (Fair), 4 (Ever/High/Able), 5 (Very Ever/High/Very Able). The selection of the ordinal measurement scales in forms of understanding levels was performed because it could provide different characteristics of the understanding levels of respondents (Wahab, 2014).

The results of the first step of data processing portray descriptive data. The descriptive data demonstrated general information in forms of average values of social media literacy levels and TPPO message understanding of the students in the Sleman Regency. The results of data processing on the media literacy levels and TPPO message understanding on social media of the students were at a high level with an average value of 4.17 from a maximum score scale of 5. The details of the value of each variable are presented in the following data:

Table 2 : Measurement Results of Literacy Levels and TPPO Message Understanding

No	Variable	Average
1	Literacy level	4.05
2	TPPO message understanding	4.30
Average		4.17

Source: Data Processing Results of SPSS 26

Table 2 shows that the average literacy level of young women in Sleman Regency is 4.05 from a scale of 5. This helps to explain why young women have a high literacy rate. This indicates that individuals can select stuff that is relevant to them. Then, the measurement of TPPO message understanding is high with a value of 4.30. Thus, generally they can identify content that leads to TPPO, especially on job offers and advertisements.

Measurements on the literacy levels and TPPO message understanding of respondents indicates an average value of 4.17 from a scale of 5. This illustrates that the literacy level of the respondents is at a high level. This means that the young women in Sleman Regency are capable of using social media and are able to filter content related to TPPO.

Further measurements were performed in more detail to determine relationships between indicators of the variables to obtain a detailed and comprehensive overview of the data. Further measurements using cross tabulation were performed on indicators of age, school origin and social media ownership. This measurement was to determine the relationships between the variables to obtain conclusion of the data processing.

Data processing by cross tabulation was performed on the first indicator, the



age, to determine detail levels of social media literacy and TPPO message understanding in various age groups of the senior high school students. The respondents were in age range of 15-18 years old, and in this age range they were still senior high school students. The age groups were at class X, XI and XII. Age is one of factors that can influence the understanding of social media messages. Horst, et al. (2014: 410) states that digital media has a constellation of users as there are several factors such as age, interaction relationships, social structures and other influential factors. Further data processing by extracting the literacy levels and the TPPO message understanding was conducted to obtain an overview of understanding in each age group.

The results of data processing of relationships between age, media literacy level and TPPO message understanding on social media are in the following:

Table 3 : Relationships between Age and Literacy Level

Age Group	Variable	Average
15	Literacy level	4.05
	TPPO message understanding	4.50
16	Literacy level	4.21
	TPPO message understanding	4.04
17	Literacy level	4.04
	TPPO message understanding	4.30
18	Literacy level	4.10
	TPPO message understanding	4.30

Source: Data Processing Results of SPSS 26

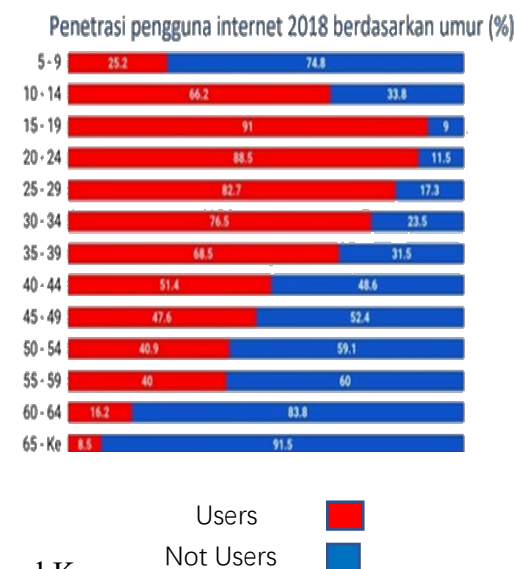
The results of the above show that the average media literacy level in the 15-year age group is 4.04 with TPPO message understanding of 4.50. Next, the

average media literacy level in the 16-year-old group is 4.21 with TPPO message understanding of 4.04. Also, the average media literacy level in the 17-year age group is 4.04 with TPPO message understanding of 4.30. Then at the most mature age, the average media literacy level in 18 years age group is 4.10 with TPPO understanding of 4.30.

The Table 3 shows that the highest level of media literacy is at 16 years age group with a value 4.21 and that the highest TPPO message understanding is at 15 years age group with a value of 4.50. Meanwhile, the lowest level of media literacy is at 17 years age group with a value of 4.04 and the lowest TPPO message understanding is at 16 years age group with a value of 4.04.

Referring to the results above, the 16-year group has the highest average score of 4.21 in the literacy level and TPPO message understanding. The 16-year age group tends to have better analysis on TPPO messages circulating on social media. This may be because this age group is the largest group of internet users, referring to the APJII data in 2018.

Figure 2 Penetration Infographics of Internet Users by APJII 2018



Source: APJII Survey in 2018

As the most users of the internet, this age group is also active in using several social media applications, so they have the highest literacy levels among other age groups. The differences of the literacy levels of each age group did not indicate a light difference. The literacy levels of the all ages tend to be at average value, at a high level. The media literacy of the students is quite high because they are able to use social media according to their needs. Social media can be positioned as a reference for them because they are able enough to filter social media messages that can be used as references in everyday life.

The next cross tabulation was performed on school origin indicator. Sleman Regency is one of region with a high level of school viability (see Figure 1). However, the percentage of school viability in Sleman could not be fully recognized as a proper school. This was triggered by imbalance of its main infrastructure development. The cross tabulation on the school of origin was to obtain detailed information on the social media literacy levels and TPPO message understanding referring to the respondents' school origin.

Respondents in this study were senior high school students in Sleman Regency, who were selected from 11 public senior high schools. The selection of the 11 senior high schools was based on purposive sampling so that there was an even distribution of the samples. The school origin is one of factors that can affect the media literacy level, especially related to media exposure in an area.

The measurement results of the relationships between school origins,

social media literacy and TPPO message understanding can be seen in the table below:

Table 4 : Relationship between School Origin and Literacy Level

Schools	Variable	Average
Ngemplak	Literacy level	4
	TPPO message understanding	4.34
Turi	Literacy level	3.98
	TPPO message understanding	4.22
Cangkringan	Literacy level	4.05
	TPPO message understanding	4.30
Pakem	Literacy level	4.14
	TPPO message understanding	4.37
Godean	Literacy level	4.10
	TPPO message understanding	4.40
Prambanan	Literacy level	4.10
	TPPO message understanding	4.30
Kalasan	Literacy level	4.03
	TPPO message understanding	4.25
Gamping	Literacy level	4.21
	TPPO message understanding	4.41
Minggir	Literacy level	4.03
	TPPO message understanding	4.24
Ngaglik	Literacy level	4
	TPPO message understanding	4.25
Depok	Literacy level	4.01
	TPPO message understanding	4,21

Source: Data Processing Results of SPSS 26

The literacy levels and the TPPO message understanding of the young women vary when measured based on school origin although not significant. Those who are from SMAN 1 Ngemplak have a literacy level of 4 with TPPO message understanding of 4.34. Those who are from SMAN 1 Turi have a



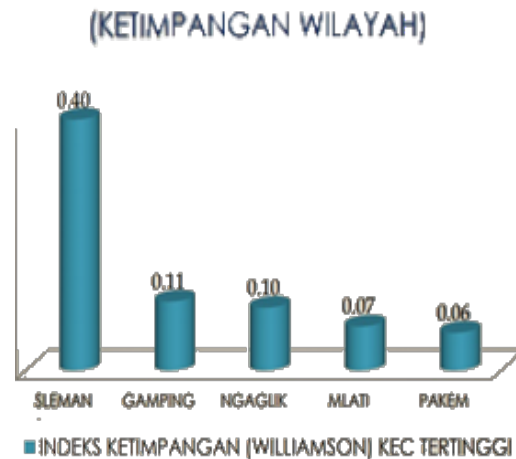
literacy level of 3.98 with TPPO message understanding of 4.22. Meanwhile, those who are from SMAN 1 Cangkringan have a literacy level of 4.05 with TPPO message understanding of 4.30. Those who are from SMAN 1 Pakem have a literacy level of 4.14 with TPPO message understanding of 4.37. Those who are from SMAN 1 Godean have a literacy level of 4.10 with TPPO message understanding of 4.40. Then, those who are from SMAN 1 Prambanan have a literacy level of 4.10 with TPPO message understanding of 4.30.

After that, those who are from SMAN 1 Kalasan have an average literacy level of 4.03 with TPPO message understanding of 4.25. Those who are from SMAN 1 Gamping have a literacy level of 4.21 with TPPO message understanding of 4.41. Those who are from SMAN 1 Minggir have a media literacy level of 4.03 with TPPO message understanding of 4.24. Those who are from SMAN 1 Ngaglik have a media literacy level of 4 with TPPO message understanding of 4.25. Finally, those are from SMAN 1 Depok have a literacy level of 4.01 with TPPO message understanding of 4.21.

From the data above, it can be seen that respondents from SMAN 1 Pakem have the highest social media literacy level of 4.14 and that respondents from SMAN 1 Turi have the lowest level of media literacy of 3.98. Interestingly, there are differences in the media literacy levels and the TPPO message understanding although they are in the same area. The differences in media literacy levels can occur because the Sleman Regency has development discrepancy in both economic development and technological infrastructure regarding the development priorities of Sleman regency (Bappeda DIY, 2018). Pakem district is included as

five major areas that are prioritized in accelerating economic and infrastructure development. This refers to the data of Musrebang DIY in 2018 which can be seen in the following figure:

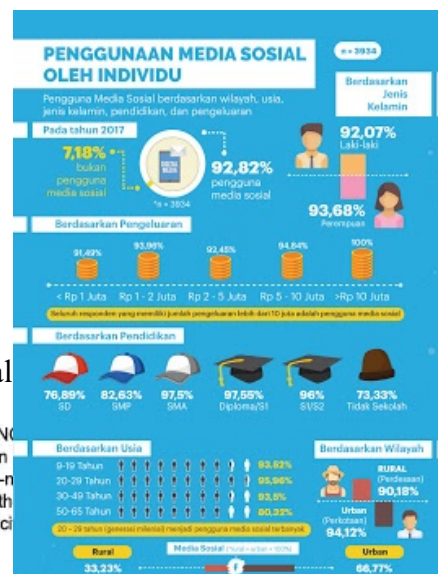
Figure 3: Index of Regional Inequality Sleman Regency



Source: Musrebang DIY 2018

The last cross tabulation was on social media ownership. This metric was also useful in measuring social media literacy levels and TPPO message comprehension. In Indonesia, senior high school students are the second most active users of social media. Indonesia Baik in 2019 reported an overview of social media users based on various indicators, one of them was education indicator.

Figure 4 : Infographics of Social Media User by Individual



	TPPO message understanding	4.30
5	Literacy level	4.12
	TPPO message understanding	4.40
6	Literacy level	4.16
	TPPO message understanding	4.41
7	Literacy level	4.20
	TPPO message understanding	4.41
8	Literacy level	4.00
	TPPO message understanding	4.6
9	Literacy level	4.00
	TPPO message understanding	4.10

Source: Indonesia Baik 2019

Ownership of social media accounts is also important to investigate further in order to determine each respondent's media exposure. Social media used by each respondent varies from 1 to 9 social media, including: Instagram, Facebook, WhatsApp, Line, TikTok, and so on. Interestingly, the number of social media owned by the respondents is closely related to the media literacy levels and TPPO message understanding.

The measurement results of social media ownership, media literacy level and TPPO message understanding are in the following:

Table 5: Number of Social Media and Literacy Level

Number of Media	Variable	Average
1	Literacy level	3.96
	TPPO message understanding	4.24
2	Literacy level	4.01
	TPPO message understanding	4.24
3	Literacy level	4.04
	TPPO message understanding	4.28
4	Literacy level	4.10

Source: Data Processing Results of SPSS 26

According to the aforesaid measurement, young women with one social media account have a literacy level of 3.96 and a TPPO message understanding level of 4.24. Then, those who have 2 social media accounts have an average literacy level of 4.01 with TPPO message understanding of 4.24. Those who have 3 social media accounts have an average literacy level of 4.04 with TPPO message understanding of 4.28. Meanwhile, those who have 4 social media accounts have a literacy level of 4.10 with TPPO message understanding of 4.30.

Next, those who have 6 social media accounts have a literacy level of 4.16 with TPPO message understanding of 4.41. Then, those who have 7 social media accounts have an average literacy level of 4.20 with TPPO message understanding of 4.41. Those who have 8 social media accounts have a media literacy level of 4.00 with TPPO message understanding of 4.60. Finally, those who have 9 social media accounts have a media literacy level of 4.00 with TPPO message understanding of 4.10.



Table 5 shows that the number of social media accounts has a minor but significant impact on literacy levels and TPPO message comprehension. According to the findings, respondents with a modest or large number of social media accounts still have a high degree of media literacy and TPPO message understanding.

The last step of the data processing measured relationships between the independent variables (social media literacy level) and the dependent variables (TPPO message understanding on social media). Measurement of both variables was to determine the strength of the relationship between both variables. The measurement of the relationship also was to determine influence levels of the media literacy levels and the TPPO message understanding. The measurement applied Pearson correlation. The obtained data were data with a variety of variables that have varied indicators so that a measurement scale that was able to accommodate was the Pearson scale.

The measurement results of the relationship between the media literacy variables (x) and TPPO message understanding variables (y) by using the Pearson correlation are in the following:

Table 6: Correlation

		Literacy level	TPPO message
Literacy level	Pearson	1	.606**
	Sig. (2-tailed)		.000
	N	412	412
TPPO message	Pearson	.606**	1
	Sig. (2-tailed)	.000	
	N	412	412

** Correlation is significant at the 0,01 level (2-tailed)

Source: Data Processing Results of SPSS 26

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Referring to the relationship testing results between the literacy level variables (x) and the TPPO message understanding variables (y), it obtains 0.606. These results are in positive quadrant with a value close to 1, so this implies that the relationship between the two variables is significant.

The relationship test with an alpha of 0.1% indicates that the processed data has very good quality. Therefore, the results of the relationship measurement can provide valid information.

The relationship test between the two variables also shows a strong association between the two variables, both the independent and dependent variables. The two variables can interact, so respondents' understanding of TPPO messages may be influenced by their literacy level. There is one way to prevent the TPPO is to improve media literacy among social media users. One of the efforts to prevent the TPPO is by increasing media literacy for social media users. Then, the increasing number of social media in various forms also may allow TPPO to happen in the young women. Therefore, media literacy related to the use of social media is necessary. In this study, the media literacy was delivered to female high school students in the Sleman Regency. A high level of literacy can also be one of efforts to recognize TPPO messages that are increasingly diverse every year.

CONCLUSION

This study indicates that the social media literacy levels of young women in Sleman Regency is at a high level with a value of 4.05 from a scale of 5, while the TPPO message understanding is at a value of 4.30 from a scale of 5. Some factors that determine the social media literacy levels include age, school origin



and ownership of social media accounts. The results of this study also explain the relationship between high levels of media literacy and the TPPO message understanding. The high level of media literacy with a strong relationship measurement needs to be improved in the future because the TPPO messages are increasingly diverse from year to year.

Based on the findings, this study can be applied to a larger audience, particularly students. One of the strategies is to raise awareness of the dangers of TPPO among students who are about to graduate from high school by filtering occupations based on their abilities and competence. Recommendations are also proposed to the policy makers in preventing the TPPO effectively. They are suggested to conduct literacy socialization to make students wiser and smarter in using social media such as by conducting a skill training in using social media. These recommendations aim not only to reduce the number of TPPO in Sleman (in particular) and Indonesia (in general) but also to provide a skill provision to utilize social media now becoming part of everyday life.

This research also gives a quantitative assessment of social media literacy levels and TPPO message comprehension. This study's findings can be used as a model for other studies that measure literacy levels. The results of this study can also be used as an illustration of how social media is used by senior high school students in Sleman regency, so it can be one of data for similar further studies.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT

Popi Andiyansari : Writing Conceptual Draft, Methodology, Data Curation,

Reviewing and Editing, Ade Irma Sukmawati : Counting Data, Writing Method, Elaborating Data in Discussion

DECLARATION OF COMPETING INTEREST

The authors declare that they have no financial interest or personal relationship that could affect the quality of this study.

ACKNOWLEDGEMENT

The author would like thanks to all respondent who involved the research. Many tahnak you also addressed to the reviewers and editor of the Profetik Jurnal Komunikasi.

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