

Examining Digital Literacy of Indonesian High School Students: Digital Safety and Cultural Awareness in EFL Learning

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Abstract—This study investigates the digital safety and cultural awareness of English as a Foreign Language (EFL) students in Indonesia, assessing their current awareness levels and pinpointing critical areas necessitating additional focus. The study utilizes a descriptive quantitative design, employing a questionnaire to evaluate students' comprehension of diverse digital safety practices and cultural dimensions. The findings indicate that although students demonstrate considerable awareness of Email and Password Security, notable deficiencies exist in Geolocation Privacy and Data Backup. Furthermore, Ethnic Sensitivity and Political Sensitivity exhibited diminished levels of awareness. It signifies a necessity for more concentrated education in these domains. This study enhances the existing research on digital literacy by incorporating digital safety and culture within the framework of EFL education. The findings highlight essential aspects of digital literacy that necessitate additional intervention and emphasize the significance of integrating thorough digital education into the EFL curriculum. Subsequent research should concentrate on formulating targeted interventions to rectify these deficiencies and evaluate the influence of digital safety and cultural education on students' academic and social involvement.

Index Terms—examining, digital literacy, Indonesian students, digital safety, cultural awareness, EFL learning

I. INTRODUCTION

The fast development of digital technology has dramatically altered educational environments across the globe, especially EFL classrooms (Du, 2023; Pratiwi & Waluyo, 2023). A key component of modern education is digital literacy, which equips students to effectively use digital resources for their own academic and personal development (Hidayat et al., 2022; Irwandi et al., 2023; Sur, 2022; Eshet, 2012; Ng, 2012). For students to participate in the online world responsibly and securely, they must develop digital literacy skills, including cultural awareness and digital safety (Gayyur, 2021; Jones & Hafner, 2021). Teaching students digital literacy, particularly safety and cultural awareness, is crucial because digital platforms are becoming more integrated into EFL classrooms (Hawamdeh et al., 2022; Buckingham, 2015). Nevertheless, many students in non-native English-speaking countries, such as Indonesia, struggle to understand digital communication's cultural nuances and adopt secure digital practices (Rouf, 2022; Riyanto & Widyastuti, 2020).

One of the biggest EFL-learning nations, Indonesia, has seen an exponential rise in the usage of digital tools in language education (Fitria, 2021; Hidayat et al., 2022). To improve students' capacity to engage in online environments, the Indonesian government has aggressively supported digital literacy initiatives (Pratolo & Solikhati, 2020; Kemendikbud, 2021). However, rather than stressing critical elements like digital safety and cultural awareness, digital literacy in EFL education has concentrated chiefly on technical skills, including information retrieval and digital tool usage (Nguyen & Habók, 2021; Puspitasari et al., 2022). Cultural awareness is essential in EFL learning since it affects students' view of global aspects and promotes intercultural competency, given the varied sociocultural scene of Indonesia (Prihatiningsih et al., 2021; Kirkpatrick, 2017). Moreover, digital safety is still a topic of worry, as among Indonesian students, cyberbullying, false information, and privacy violations are rising (Hidayad & Marlene, 2021; Alvermann, 2018).

Despite abundant studies examining digital literacy in EFL settings, research on the relationship between cultural awareness and digital safety among Indonesian high school students is limited. Previous research has focused on digital literacy in broad strokes, ignoring how students understand and use digital safety measures in language learning contexts (Lemieux, 2021; Manik, 2022; Warschauer & Matuchniak, 2010). Comparatively, there has been some research on cultural awareness in digital communication in general education, but not much on how Indonesian EFL students deal with cultural differences when interacting online (Hidayat et al., 2022; Pratolo & Solikhati, 2020; Prawati, 2020; Lee, 2020). Furthermore, most current literature fails to thoroughly examine the instructional approaches that could unite cultural sensitivity with digital safety in EFL instruction (Godwin-Jones, 2019; Nabhan, 2021; Nugroho et al., 2022). Due to a dearth of studies, we must inquire into the perspectives and practices of Indonesian EFL high school students regarding digital safety and cultural awareness in the classroom.

This study presents a fresh perspective by investigating the two aspects of digital literacy—digital safety and cultural awareness—in the unique setting of Indonesian EFL high school students. While most studies have examined digital safety and cultural awareness independently, the current study thoroughly examines the interplay between the two in language acquisition. Looking at an understudied aspect of digital literacy in Indonesia, this study adds to our understanding of how cultural awareness and digital safety might improve EFL education—studying how cultural awareness and digital safety impact digital literacy among Indonesian EFL high school students is a significant research gap that this study seeks to address. This research contributes to our theoretical knowledge of digital literacy in language learning by studying all these aspects simultaneously. It also offers practical insights for researchers, educators, and policymakers who want to improve digital education in EFL settings.

II. LITERATURE REVIEW

Digital literacy is essential in contemporary education, particularly in the current digital environment where students must comprehend not only the usage of technology but also its ethical and cultural dimensions (Antoniuk & Zasiadivko, 2023; Gilster, 1997; Khan, 2018; Tran et al., 2020). As technology becomes essential to everyday life, understanding its responsible use is crucial (Ben-Jacob & Glazerman, 2021; Yehya, 2021). This section examines essential ideas of digital literacy, digital safety, and digital cultural awareness within the framework of EFL instruction in Indonesia.

A. *Digital Literacy in Education*

Digital literacy denotes the capacity to proficiently and analytically utilize digital tools and technology to locate, assess, generate, and disseminate information (Gilster, 1997; Hague & Payton, 2011; Joseph & Khan, 2020). Bawden (2008) emphasizes that digital literacy includes many competencies, such as technical expertise, information management, and ethical utilization of digital platforms. In EFL instruction, digital literacy encompasses more than only utilizing digital resources for English language acquisition (Hidayat et al., 2021; Perdana et al., 2019). It entails instructing students on responsible engagement with online content, effective communication in digital environments, and awareness of the consequences of their digital activities (Joseph & Khan, 2020; Li et al., 2020).

Ng (2012) highlights the significance of digital literacy in language instruction, mainly as it enhances students' capacity to engage with native speakers, access genuine materials, and practice their language abilities via digital platforms. In Indonesia, where English is a foreign language, digital resources such as language study applications, online communication platforms, and digital dictionaries can substantially improve the learning experiences of EFL students (Nartiningrum & Nugroho, 2020; Puspa et al., 2022). Students must be instructed in using these tools and in their ethical and responsible engagement with them (Sur, 2022; Yu & Nazir, 2021).

B. *Digital Safety Awareness*

Digital safety awareness is crucial to digital literacy, especially when students face several online threats, including data breaches, cyberbullying, and identity theft (Lemieux, 2021; Moon, 2018; Tran et al., 2020). Livingstone (2018) asserts that digital safety encompasses various behaviors, including safeguarding personal information, managing privacy settings, and recognizing the dangers associated with cyber threats. In Indonesia, where internet usage is expanding swiftly, knowledge of digital safety is crucial, as numerous students, particularly in rural regions, may not receive adequate instruction on safeguarding their personal data and online engagements (Abror et al., 2021; Amin et al., 2021; Siwi & Fitri, 2021).

Sutanto et al. (2021) found that Indonesian students demonstrate disparate levels of digital safety awareness, possessing more knowledge of password security and social media privacy but exhibiting diminished comprehension of more sophisticated practices like Geolocation Privacy and Data Backup. This underscores a critical deficiency in the education system that must be rectified to enable students to safeguard themselves in the increasingly intricate digital landscape. In EFL instruction, digital safety awareness is essential for students' protection and ability to participate safely in online language learning platforms (Du, 2023; Nguyen & Habók, 2021). Educators should integrate conversations on digital safety into their curriculum, ensuring that students are skilled in English and possess the skills to safeguard themselves in the digital environment (Rouf, 2022).

C. *Digital Culture Awareness*

Digital culture awareness encompasses comprehending cultural norms, behaviors, and ethical issues within digital environments (Cavalcanti et al., 2022; Ming, 2022). It encompasses proficient communication within a globalized digital context. Hague and Payton (2010) contend that awareness of digital culture is crucial for students to manage many contradictory cultural norms. This encompasses Communication Style Adaptation, Ethnic Sensitivity, and Political Sensitivity in digital interactions. In Indonesia, characterized by extensive cultural diversity, awareness of digital culture is essential (Diagnostic Report: Digital Skills Landscape in Indonesia, 2024; Yusuf et al., 2021). EFL students must learn to utilize digital tools and engage with cultural perspectives respectfully (Laoebela et al., 2023). The current study's deficient results in domains such as Ethnic and Political Sensitivity indicate a need for targeted education addressing these intricate online topics. Miller et al. (2016) assert that cultural sensitivity is essential for averting misinterpretation and conflict in global digital environments.

D. Implications for EFL Teaching in Indonesia

Incorporating internet safety and cultural awareness into the EFL curriculum is vital. Yusoff and Ahmad (2023) emphasize that digital literacy, encompassing safety and cultural awareness, should be integrated into language teaching. This assists students in navigating the digital realm and participating ethically in global communication (Perdana et al., 2019). In Indonesia, where English is a foreign language, integrating digital cultural awareness assists students in comprehending the global aspect of language acquisition and communication (Salim & Hanif, 2021). It also equips them to navigate cultural disparities and ethical dilemmas in global interactions (Khoirunisa, 2020; Wang, 2018).

Based on the findings, EFL educators in Indonesia must incorporate internet safety and cultural education into their instruction. This can be accomplished by modifying the curriculum to include instruction on safe internet usage, privacy, and respectful online communication (Selpia & Purnawarman, 2021). Moreover, promoting discourse on cultural disparities, political awareness, and the ethics of digital communication will equip students for a globalized environment (Ananto & Ningsih, 2023; Suwito et al., 2024). Rectifying these deficiencies will empower the Indonesian educational system to cultivate adept English speakers and conscientious digital citizens (Lauder, 2020; Wijayanti et al., 2023).

III. RESEARCH METHOD

A. Research Design

This research utilizes a descriptive quantitative methodology, which is ideal for assessing the present condition of digital safety and digital culture awareness among EFL students in Indonesia. A descriptive research design facilitates the collection of comprehensive numerical data to evaluate students' awareness levels and to pinpoint current deficiencies. The study seeks to elucidate students' awareness levels concerning digital safety and culture, emphasizing privacy, security procedures, and cultural sensitivity in digital environments. The study used a quantitative technique to produce statistically significant findings that can be extrapolated to a broader group of EFL students.

B. Setting and Participants

This research was conducted at SMA Negeri 1 Halmahera Utara in eastern Indonesia. The study sample comprises 75 EFL students in the third grade for the school year 2024-2025. The students were chosen by purposive sampling, ensuring the sample reflects diverse origins. Purposive sampling facilitates a comprehensive understanding of digital safety and cultural awareness among varied student groups, considering socio-economic status, rural location, and educational attainment. The students were chosen according to their participation in the English language class, guaranteeing that the study concentrates on the EFL setting. The sample size was established according to the required statistical power for analysis, with an acceptable margin of error for this research type.

C. Instrument

The principal instrument for data gathering in this study is a survey questionnaire. The instrument, derived from the Ministry of Communication and Informatics of the Republic of Indonesia (Kominfo), was explicitly constructed to assess the digital literacy index and knowledge of digital safety and culture in Indonesian society. The poll comprises two primary sections: one addressing digital safety, and the second addressing digital culture. The digital safety component of the questionnaire has eight indicators: Social Media Privacy Control, Reporting Abuse, Geolocation Privacy, Personal Data Privacy, Virus Protection, Email Security Awareness, Password Security, and Data Backup. These indications regarding digital safety practices and internet security protocols were derived from Kominfo. The digital culture component of the questionnaire comprises seven indicators: Communication Style Adaptation, Religious Sensitivity, Attribution of Authors, Ethnic Sensitivity, Cultural Promotion, Political Sensitivity, and Cultural Diversity Acknowledgment, among others. As delineated in prior studies, these elements are grounded in digital culture and online ethics frameworks.

The questionnaire has undergone validation via expert review and a pilot study, incorporating feedback from digital literacy instructors and linguists to guarantee the relevance and clarity of the questions. The test employs a Likert scale for response alternatives, spanning from "Strongly Agree" to "Strongly Disagree," facilitating a spectrum of responses that indicate differing levels of awareness.

D. Procedure

The data collection technique was conducted using survey questionnaires. It was disseminated to students through a Google Form. Before distribution, students were informed about the study's objective, and their responses were guaranteed to be kept anonymous. The researchers confirmed that the students comprehended the items in the questionnaire, particularly those about technical aspects of digital safety and cultural matters. The questionnaires were completed in roughly 20 to 30 minutes, allowing students the time to contemplate their comprehension and habits concerning digital safety and culture. The researchers underscored the significance of candid and reflective responses to guarantee a high response rate and mitigate bias. Upon gathering the completed surveys, the researchers assessed them for completeness, excluding any incomplete or inconsistent ones, ensuring the data's dependability.

E. Data Analysis

Data analysis utilized descriptive statistical methods, concentrating on central tendency and variability measures. The subsequent actions were executed:

(a). Descriptive Statistics

The mean, median, and mode were computed for each indication to ascertain the average level of awareness regarding various facets of digital safety and culture. These measurements elucidated the general trend in students' awareness, with the mean functioning as the principal signal of central tendency.

(b). Standard Deviation

Each indicator's standard deviation was determined to evaluate the variability in student responses. A high standard deviation signifies increased variability in students' awareness, whereas a low standard deviation shows higher uniformity in the data.

(c). Frequency Analysis

The percentage distribution of responses for each item was computed to ascertain the proportion of students exhibiting high, medium, or low levels of awareness in each domain. This facilitated the identification of distinct locations where students exhibited notably high or low levels of awareness.

IV. RESULTS

A. Results of Digital Safety

The findings of the descriptive analysis concerning the digital safety of 75 EFL students at SMA Negeri 1 Halmahera Utara, Eastern Indonesia, are displayed in the subsequent table.

TABLE 1
THE RESULTS OF DESCRIPTIVE ANALYSIS OF EFL STUDENTS' DIGITAL SAFETY

Component Analysis	Results
Mean	24,89
Standard Error	0,73
Median	25,00
Mode	25,00
Standard Deviation	6,29
Total sample	75

The analytical examination of digital safety among EFL students reveals an average score of 24.89, signifying moderate digital safety knowledge. This score indicates a basic grasp of essential digital safety principles, while their comprehension of topics such as virus prevention, personal data privacy, and email security may be superficial. The standard error of 0.73 indicates a negligible margin of error and uniformity in responses. Although this indicates a degree of homogeneity, it does not imply uniformity in digital safety knowledge across students; individual students may surpass or lag behind the average. The median and mode values of 25.00 confirm the central tendency of the scores. The equality of the median and mode signifies that most students' digital safety knowledge is centered on 25, marginally exceeding the mean. This indicates that numerous students achieved scores in the upper middle range of the scale, but a minority scored lower, influencing the modest mean. This pattern exhibits a normal distribution, with students predominantly scoring close to the median and demonstrating variability at the extremes.

The score distribution conveys a need for tailored solutions. Students at the lower end of the spectrum may require further teaching and hands-on experience with digital safety standards. In contrast, those at the upper end could benefit from more advanced discussions and strategies about online threats and privacy concerns. A heightened emphasis on personal accountability, digital ethics, and proactive protection may improve EFL students' overall understanding of digital safety. Subsequently, the frequency analysis data specified the percentage of each indication as follows:

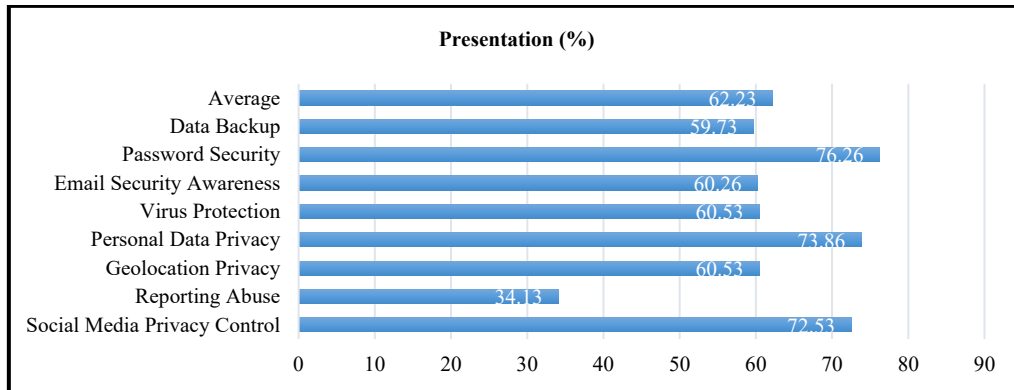


Figure 1. The Presentation of EFL Students' Digital Safety per Indicator

The analysis of digital safety in Figure 1 reveals that EFL students demonstrate varying levels of knowledge and application across multiple digital safety criteria, with some areas showing significant competency and others indicating possible gaps in understanding. Email Security Awareness and Password Security demonstrate commendable scores of 78.66% and 78.13%, respectively, at the highest tier. The numbers demonstrate that EFL students can safeguard their email accounts and online credentials. Given the increase in cyber-attacks, data breaches, and phishing attempts, it is reassuring that students comprehend the significance of formulating robust passwords and identifying risks in email communications. These procedures are essential for guaranteeing internet security, and the students' understanding reflects a proactive strategy for protecting their data. Virus Protection (73.86%) and Social Media Privacy Control (76.53%) closely follow, indicating a thorough comprehension of security measures against prevalent online threats, such as viruses and malware. The increased awareness of social media privacy indicates that students acknowledge the dangers of disclosing personal information on these sites and are proactively adjusting their privacy settings. The marginally diminished score for Virus Protection indicates that although students recognize the significance of antivirus software, there exists an opportunity for enhanced education on sophisticated online threats, including malware and phishing strategies.

The following category comprises Geolocation Privacy and Data Backup, with the lowest scores of 60.53% and 59.73%, respectively. These regions underscore the necessity for enhancements in students' digital safety practices. Geolocation privacy is frequently neglected, notwithstanding the dangers associated with location-tracking functionalities in mobile applications. The restricted awareness indicates that students may not comprehensively grasp the dangers of disclosing their whereabouts, potentially rendering them susceptible to tracking or exploitation. Likewise, the data backup score indicates a deficiency in recognizing the significance of protecting digital material. Insufficient backup measures might result in losing essential files due to system malfunctions, cyber-attacks, or unexpected occurrences. This gap necessitates enhanced data security and backup education, enabling pupils to retrieve information during emergencies.

B. The Results of Digital Culture

The findings of the descriptive analysis of the digital culture of 75 EFL students at SMA Negeri 1 Halmahera Utara, Eastern Indonesia, are as follows:

TABLE 2
THE RESULTS OF DESCRIPTIVE ANALYSIS OF EFL STUDENTS' DIGITAL CULTURE

Component Analysis	Results
Mean	30,32
Standard Error	0,18
Median	31,00
Mode	31,00
Standard Deviation	1,59
Total sample	75

The descriptive statistics for digital culture among EFL students reveal a mean of 30.32, signifying a considerable understanding of digital culture. This score indicates that EFL students know digital culture's norms, values, and practices. However, they may lack comprehension of certain cultural subtleties, including political and religious sensitivities and cultural diversity. The standard error of 0.18 is minimal, indicating reliable data. Most students exhibited similar scores, demonstrating a consistent distribution of digital culture understanding within the sample. This indicates a comprehensive grasp of digital culture, with minimal individual divergence. The decreased error margin indicates that the mean score accurately represents the student population's perspective on digital culture. The median and mode values of 31.00 indicate that numerous students achieved scores close to the highest limit of the scale, exceeding the mean. This indicates that numerous students possess a robust awareness of digital culture, especially concerning communication modalities and cultural advocacy. The results are encouraging, indicating substantial involvement with digital cultural norms, suggesting that students recognize the significance of respectful online interactions and the value of cultural variety. A

standard deviation of 1.59 is minimal, signifying that the scores are tightly clustered around the mean, exhibiting minimal fluctuation. This indicates a uniformity in students' awareness of digital culture. Nonetheless, certain facets of digital culture—such as ethnic or political sensitivity—may remain underdeveloped among a subset of students, potentially resulting in misunderstandings in online contexts where political and ethnic matters are increasingly significant.

The high mean, median, and mode scores in digital culture indicate that most students are aware of digital culture and interact with it competently. However, there is a need for further education to address certain aspects, such as the acknowledgement of cultural diversity and political awareness, which may be overlooked or inadequately emphasized in the current curriculum. Digital platforms are ever-evolving, necessitating that students remain cognizant of cultivating culturally sensitive and socially acceptable online interactions. The subsequent data pertains to frequency analysis as follows:

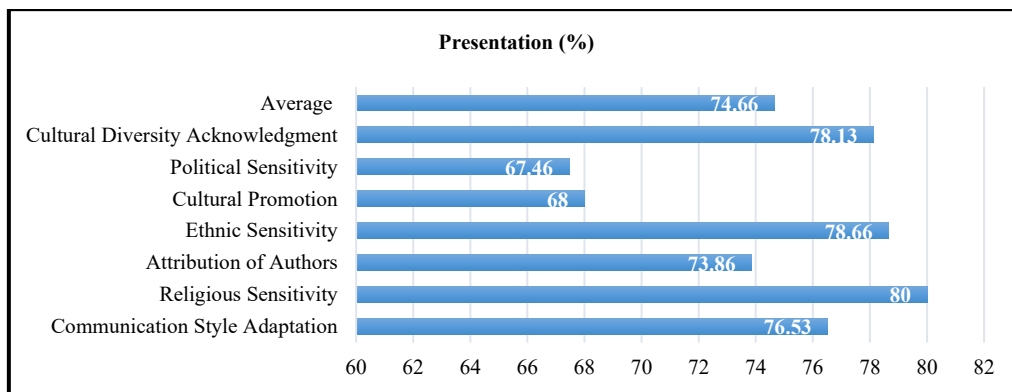


Figure 2. The Presentation of EFL Students' Digital Culture per Indicator

Figure 2 demonstrates the outcomes of digital culture, highlighting differing levels of awareness, with some elements demonstrating superior ability. Communication Style Adaptation (80%) and Cultural Promotion (78.66%) are notable strengths. Students demonstrate proficiency in adjusting their communication style in digital environments, which is essential for global online interaction. The elevated score for cultural promotion indicates students' comprehension of enhancing cultural awareness and diversity online, which is essential for inclusive digital spaces. This underscores the significance of cultural awareness in the contemporary interconnected globe. Religious Sensitivity (76.53%) and Attribution of Authors (74.66%) indicate students' comprehension of digital ethics and cultural dimensions. Religious sensitivity underscores the importance of respecting varied views in internet interactions. The attribution of authorship demonstrates students' awareness of intellectual property rights in digital environments, reflecting a fundamental comprehension of essential cultural and ethical practices in the digital era.

The research indicates shortcomings in Ethnic Sensitivity (67.46%) and Political Sensitivity (68%), highlighting areas where students require further development in comprehending the interaction of ethnicity and politics in digital contexts. Ethnic sensitivity is essential to avert detrimental stereotypes and foster respectful internet connections. Political understanding is essential for participating in courteous online political discourse, acknowledging varied perspectives while circumventing confrontation and misinformation. The diminished scores indicate that students may not wholly comprehend the implications of engaging in sensitive online debates. The average score of 72.53% in digital culture indicates a commendable comprehension, yet with potential for enhancement in digital communication and cultural awareness. The deficiencies in ethnic and political awareness underscore the necessity for enhanced education to promote more polite and informed internet interactions.

In the final analysis, the data regarding digital safety and culture reveal that EFL students possess a strong foundation in essential digital skills; however, notable deficiencies are present in aspects such as geolocation privacy, data backup, ethnic sensitivity, and political sensitivity, warranting additional educational and awareness efforts. Addressing these inadequacies will improve students' capacity to navigate the digital security landscape and the complex cultural dynamics of the online domain.

V. DISCUSSION

The results from the descriptive statistics and frequency analysis of digital safety and digital culture among EFL students in this study provide significant insights into the present condition of digital literacy in Indonesia, especially among high school students. As digital technology progressively influences education, comprehending student engagement with digital safety and culture is essential. This research emphasizes significant aspects of digital awareness and identifies crucial deficiencies that necessitate focus, especially considering prior studies.

A. Digital Safety Awareness

The descriptive statistics indicate that EFL students possess moderate digital safety awareness, demonstrating notable strengths in Email Security Awareness, Password Security, and Virus Protection. The elevated scores in these domains

indicate a robust comprehension of fundamental principles for protecting personal information online, consistent with other research. Sutanto et al. (2021) indicated that Indonesian students were somewhat aware of online security, especially password management and virus prevention. Chandra et al. (2022) similarly discovered that high school students in Southeast Asia were growing aware of the necessity for secure online practices, including using robust passwords and antivirus software.

Nonetheless, the results of this investigation also disclose significant deficiencies, especially in Geolocation Privacy and Data Backup. These indicators demonstrated minimal understanding, which is alarming considering the growing significance of these practices in safeguarding personal data in the digital era. Geolocation privacy is frequently neglected even though location tracking on mobile devices might subject individuals to considerable dangers, such as stalking and privacy breaches (Tung et al., 2021). This disparity indicates that although students may comprehend fundamental privacy issues, they may not entirely comprehend digital privacy's extensive dimensions. Similarly, data backup is a crucial domain that students seem to overlook, potentially resulting in the loss of significant academic and personal information due to system failures or cyber-attacks (Das et al., 2021).

This is in comparison to the findings of Sutanto et al. (2021), who recognized analogous concerns with the limited awareness of geolocation privacy among Indonesian students. This study enhances the comprehension of the prioritization of specific internet safety behaviors among EFL students. The results demonstrate that although there is a broad knowledge of digital safety, there is a considerable necessity to underscore more extensive privacy and data protection strategies in educational curricula.

B. Digital Culture Awareness

The findings about digital culture indicate a predominantly favorable outlook, with students demonstrating significant awareness in domains such as Communication Style Adaptation and Cultural Promotion. These indicators demonstrate students' capacity to interact with digital environments in a culturally sensitive and appropriate manner. This is especially significant in the context of English as a Foreign Language (EFL), as learners must contend with both linguistic disparities and cultural subtleties when engaging with native speakers or diverse global audiences (Irwandi et al., 2023; Véliz & Véliz-Campos, 2023). The students' heightened knowledge of Cultural Promotion indicates their comprehension of the significance of showcasing their culture in digital environments. It is a crucial competency as digital platforms increasingly function as instruments for cross-cultural engagement (Yusoff & Ahmad, 2023).

However, results underscore domains where students require additional assistance, including Ethnic and Political Sensitivity. These indicators exhibited comparatively lower ratings, indicating a deficiency in students' capacity to negotiate digital environments where ethnic and political concerns frequently arise. This discovery aligns with the research conducted by Simatupang et al. (2021), which indicated that Indonesian students, especially in rural regions, face difficulties comprehending the intricacies of ethnic and political sensitivities in digital environments. The comparatively diminished scores for Ethnic Sensitivity and Political Sensitivity in this study highlight the necessity for more focused instruction on these topics to equip students for respectful engagement with other perspectives (Lauricella et al., 2020; Ma et al., 2023).

This study increases existing literature by offering a more profound insight into the intersection of students' cultural awareness and their digital practices, in contrast to earlier research by Tung et al. (2021) and Simatupang et al. (2021), which identified comparable gaps in sensitivity to political and ethnic matters. The results indicate that digital culture education must be more inclusive, promoting understanding of sensitive issues such as race, politics, and religion, especially within Indonesia's rich social fabric.

C. Originality and Contribution to English Language Learning

This study significantly contributes by examining the interaction of digital safety, digital culture, and English language acquisition. This study addresses the necessity for a comprehensive understanding of how students navigate digital environments, considering both safety and cultural awareness, in contrast to prior research that predominantly concentrated on the technical facets of online safety and the general application of digital tools in education. The study's emphasis on EFL students is particularly pertinent, as digital literacy is essential for language acquisition in the contemporary interconnected world.

Amin (2022) argues that digital literacy encompasses the proficiency in utilizing technology and the comprehension of digital interactions' ethical and cultural ramifications. The outcomes of this study indicate that incorporating digital safety and digital culture into the English language curriculum is crucial for equipping students to utilize technology responsibly and efficiently. By cultivating technical expertise in digital safety and cultural awareness in digital interactions, educators can guarantee that students are proficient in utilizing digital tools while also becoming responsible global citizens cognizant of the cultural and ethical aspects of their online engagements (Ananto & Ningsih, 2023; Muthoifin & Rhezaldi, 2024).

This study's findings underscore the necessity for targeted initiatives in digital safety education, especially concerning Geolocation Privacy and Data Backup. By including these essential elements in the English language learning curriculum, educators can facilitate students' development of a more thorough comprehension of digital literacy (Jackman et al., 2021; Joseph & Khan, 2020). Moreover, by integrating talks on Ethnic Sensitivity and Political Sensitivity, educators can foster

a more inclusive and courteous digital culture, essential for EFL students who must interact with varied audiences in academic and social settings.

VI. CONCLUSION

This study thoroughly examines digital safety and digital cultural awareness among EFL students in Indonesia, highlighting strengths and deficiencies in their comprehension. The results indicate that students demonstrate considerable awareness in domains such as Email Security, Password Security, and Communication Style Adaptation. However, essential areas like Geolocation Privacy and Data Backup necessitate additional focus. The study identifies a deficiency in Ethnic Sensitivity and Political Sensitivity, emphasizing the necessity for more sophisticated education in these domains to promote courteous and inclusive digital interactions. This study's originality stems from its dual emphasis on digital safety and digital culture in English language acquisition. The study prioritizes incorporating cultural and ethical dimensions into digital education, contrasting with earlier studies that mainly concentrated on the technical facets of digital literacy. This methodology provides a comprehensive insight into students' navigation of the digital realm and emphasizes the necessity of instructing both digital literacy's technical and cultural aspects. Future research should investigate interventions designed to enhance knowledge of Geolocation Privacy and Data Backup among EFL students. Moreover, subsequent research should investigate the effects of specialized education on Ethnic Sensitivity and Political Sensitivity, evaluating its impact on students' participation in digital platforms in a culturally respectful and responsible way.

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