

Digital Literacy of Tuntungan I Village Youth In Utilizing Social Media As Learning Media

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KEYWORDS

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ABSTRACT

This research is a qualitative study which aims to measure the level of awareness of teenagers in Tuntungan I village regarding the importance of digital literacy in utilizing social media as a learning medium, and to analyze teenagers' dependence on social media which can influence the effectiveness of learning. The research was carried out from 03 to 13 June 2024 in Tuntungan I Village, Pancur Batu District, Deli Serdang Regency, North Sumatra. Data collection techniques use interview techniques and questionnaires. The number of samples taken was 30 teenagers who were classified based on their age level. The research results obtained were that teenagers in Tuntungan I Village had demonstrated proficiency in using digital media, such as PowerPoint and Infocus, to present discussion results. This reflects their skills in supporting technology as an important learning tool in the school environment. The social media platforms that are often used by teenagers in Tuntungan I Village to search for information are YouTube and Instagram. The information seeking skills of teenagers in Tuntungan I village show significant dependence on social media as a source of information. From the results of calculations with respondents, 87.3% of teenagers actively use this platform for the purpose of seeking information. However, only 60.7% succeeded in finding information that was relevant to their learning.

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Introduction

In the digital era like now, Indonesian people are presented with various kinds of information without any limitations. Many mass media such as social media often disseminate news and broadcast various kinds of entertainment on a global scale (Abidin & Marpaung, 2021). The world of digital technology has various facilities for obtaining and disseminating information widely. This presence certainly brings positive and negative consequences. This shows that the use of digital technology can provide benefits

to individuals if used in a wise manner. On the other hand, if used unbalancedly or unwisely, it can have detrimental impacts (Fitriani, 2021).

Entering the digital era like now, gaining knowledge can be done anywhere and at any time. This is due to the fact that access to information in the world of education has become easy and fast with the internet. This is a very positive innovation for increasing the knowledge of teenagers because learning is not saturated with digital innovation like it is today (Amir et al., 2022).

Digital literacy is an indicator in education and culture to create critical and creative ways of thinking for students (Silalahi et al., 2022). Digital literacy is very important for today's educational needs. Digital literacy helps students learn calistung (read, write and count) as a basis for education. Digital literacy is very important in the world of education because it can help students or individuals develop and increase their potential (Silalahi et al., 2022). Payton and Hague (Novitasari & Fauziddin, 2022) state that digital literacy is the knowledge and skills to apply digital media, communication tools or networks in finding, evaluating, using, creating information and utilizing it in a healthy, wise, intelligent, careful manner, appropriate and law-abiding in order to foster communication and interaction in everyday life. There are 8 components of digital literacy, namely: (1) Functional skills and beyond. It is a digital literacy component related to skills in using information technology; (2) Creativity. It is a component of digital literacy that is related to using creative thinking in building knowledge; (3) Collaboration. It is a digital literacy component related to building knowledge through the process of discussion and providing mutual input in the digital space; (4) Communication. It is a component of digital literacy related to the ability to hear, understand and convey ideas; (5) The ability to find and select information (select information); (6) Critical thinking and evaluation (critical thinking and evaluating); (7) Cultural and social understanding (understanding of social culture); and (8) E-safety (security) Hague & Payton (Dinata, 2021).

There are three reasons researchers are interested in examining the digital literacy skills of teenagers in Tuntungan I Village in using social media as a learning medium. First, the importance of digital literacy. In today's digital era, digital literacy has become a very important skill. Teenagers need to have a deep understanding of how to use social media safely and productively. Second, the use of social media as a learning tool. Third, overcome challenges, risks and obstacles and increase learning effectiveness. Teenagers often face various challenges and risks in using social media, including the spread of false information and so on, as well as understanding how to use social media as a learning tool.

The novelty of this research lies in its focus on understanding the digital literacy levels of youth in a rural setting, particularly in Tuntungan I Village, and how these young individuals utilize social media as a learning tool. Unlike many studies that focus on urban populations with access to advanced technology and infrastructure, this research highlights the experiences of rural youth, offering a unique perspective on how digital literacy can bridge educational gaps and enhance learning even in less technologically saturated environments. Additionally, the study explores the dual role of social media as both a source of information and a potential distraction, providing insights into how rural teenagers balance these competing influences in their learning journeys. By identifying the specific platforms they rely on (such as YouTube and Instagram), the research provides a localized understanding of the digital habits of rural youth, which is often overlooked in broader discussions of digital literacy.

The main objective of this study is to assess the level of digital literacy among the youth in Tuntungan I Village and to examine their ability to utilize social media effectively as a learning medium. The research also aims to investigate the dependence of these teenagers on social media platforms for educational purposes, and how this reliance impacts their overall learning effectiveness. The study further seeks to explore the risks associated with social media use, such as misinformation, and how these teenagers navigate such challenges in their pursuit of knowledge.

The benefits of this research are multifaceted. For educators and policymakers, the findings offer valuable insights into how digital literacy programs can be tailored to rural communities, ensuring that the youth are equipped with the skills necessary to leverage digital tools for learning. By understanding the specific needs and challenges faced by rural youth, interventions can be designed to promote more effective and balanced use of social media in education. For the youth themselves, the research highlights the importance of digital literacy in a rapidly evolving digital world and encourages the responsible and informed use of social media. This study also contributes to academic discourse on digital literacy by offering a nuanced understanding of how rural youth engage with digital media, thus expanding the conversation beyond urban contexts.

Research Methods

This research uses a qualitative approach with descriptive research type. Qualitative research is a research approach that aims to understand and explain social phenomena in depth through interpreting the context, experiences and perspectives of individuals involved in the phenomenon. Creswell (Susanto & Jailani, 2023).

This research uses several methods/techniques in collecting data, namely interview techniques and distributing questionnaires. Interviews were conducted to obtain information directly from respondents, with the aim of exploring more deeply their views, experiences and opinions regarding the topic under study. Apart from that, questionnaires or questionnaires are distributed to respondents to collect quantitative data (Kaharuddin, 2021). Data collection instruments are tools used to measure the data to be collected. This data collection instrument is basically inseparable from the data collection method. Sukardi (Makbul, 2021) states that the function of research instruments is to obtain the data needed when researchers are collecting information in the field.

Results and Discussions

Results of Analysis of Digital Literacy Awareness in the Use of Social Media.

Tuntungan I Village teenagers have a high awareness of the importance of digital literacy in utilizing social media as a means of learning media. This research was conducted in Tuntungan I Village, Kec. Pancur Batu, Kab. Deli Serdang. Interview data was collected from 5 to 13 June 2024. This research was conducted through interviews with 10 teenagers from Tuntungan I village aged between 16 and 24 years. The reason the researcher chose these 10 sources was because they considered the effectiveness of their answers which would later be used for this research data.

Tabel 1 Collection of Interview Findings

| No. | Indicator | Findings | Instrument |
|-----|-----------------------------|--|---|
| 1. | Information Discovery | - Tuntungan I Village teenagers can use digital media to present discussion results such as PowerPoint and Infocus as a basic requirement at school. - The social media often used by teenagers in Tuntungan I village are the YouTube and Instagram platforms. | Interview with Zahra Dwi Azhari and Said Hidayatullah. |
| 2. | Information Evaluation | - Teenagers from Tuntungan I village confirmed the information obtained through several sources such as Google and other applications. - Teenagers in Tuntungan I Village have a confidence level of 75% in the accuracy and authenticity of information in the learning context, while for general information, their confidence level is 50%. | Interview with Zahra Dwi Azhari , Said Hidayatullaha nd Shintia Wana Ardilla |
| 3. | Use of Information | - Teenagers often use social media for academic and personal interests. - Tuntungan I village teenagers know how to manage digital resources by utilizing social media features such as archives or downloads. | Interview with Diesta Mellani and Shintia Wana Ardilla |
| 4. | Creating Information | - Tuntungan I village teenagers can create learning content by collecting material on Google and Google Scholar and conducting research and observing first. | Interview with Shintia Wana Ardilla and Liara Hayuu |
| 5. | Use it Healthily and Wisely | - Teenagers in Tuntungan I Village are aware of the negative impacts of social media, such as disturbed thinking patterns and decreased mental health. To maintain balance, they limit their time using social media, hanging out with friends, and exercising and resting their eyes by looking at green objects. | Interview with Desi Anjani, Artika Dwi Septia, Shintia Wana Ardilla, and Bayu Dwi Chayo |

Overall, Tuntungan I Village teenagers' awareness of digital literacy is very high. They were able to effectively utilize social media for learning while managing its negative impacts, showing that they have a deep understanding of the importance of digital literacy in their daily lives and education (Junaidi, 2019).

Results of Analysis of Social Media Dependence Can Influence Learning Effectiveness

After the questionnaire distribution and collection stage was completed, the researcher carried out an analysis using a Likert scale and explained the results by

providing arguments related to the research subject. Next, the author created a table that includes all the questionnaire results that have been collected (Mekarisce, 2020).

Information Discovery

Based on the questionnaire results data on the information discovery indicator, the 1st statement shows a value of 87.3% which is included in the very good criteria. The 2nd statement has a score of 84% which is also categorized as very good. For the 3rd statement, the value obtained is 64%, which is within the good criteria. Meanwhile, the 4th and 5th statements each received a score of 60.7%, which is included in the fairly good criteria. This information can be seen in the image below.

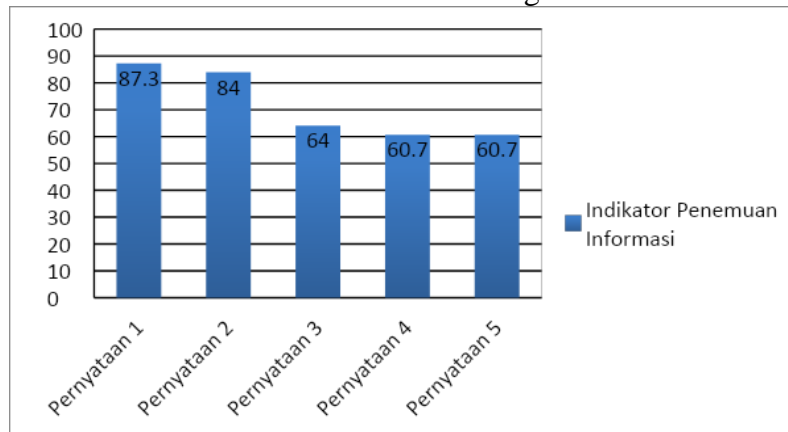


Figure 1 Information Discovery Indicator Data Results

Information Evaluation

Based on the questionnaire results data on the information discovery indicator, the 6th statement shows a value of 84.7% which is included in the very good criteria. The 7th statement has a value of 80.7% which is also categorized as good. For the 8th statement, the value obtained was 64%, which is within the good criteria. Meanwhile, the 9th statement received a score of 52.7%, which is included in the good criteria. This information can be seen in the image below (Al Yasin et al., 2022).

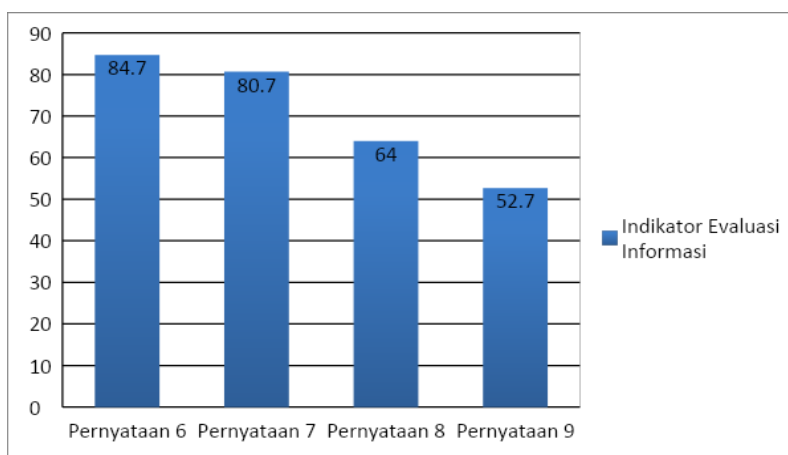


Figure 2 Information Evaluation Indicator Data Results

Use of Information

Based on the questionnaire results data on the information discovery indicator, the 10th statement shows a value of 84.% which is included in the very good criteria. The 11th statement has a score of 89.3% which is also categorized as very good. For the 12th statement, the score obtained was 62.7%, which is within the good criteria, and for the

13th statement the score was 80.7%, which is included in the good criteria. This information can be seen in the image below (Nawaf et al., 2023).

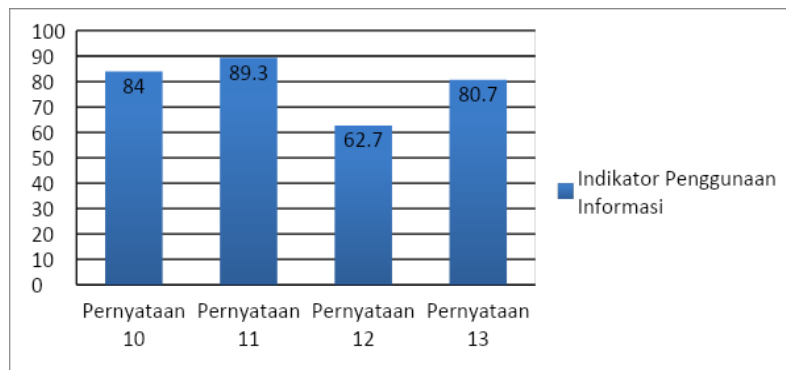


Figure 3 Data Results of Information Usage Indicators

Creating Information

Based on the questionnaire results data on the information discovery indicator, the 14th statement shows a value of 66.7% which is included in the good criteria. The 15th statement has a score of 84% which is categorized as very good. This information can be seen in the image below.

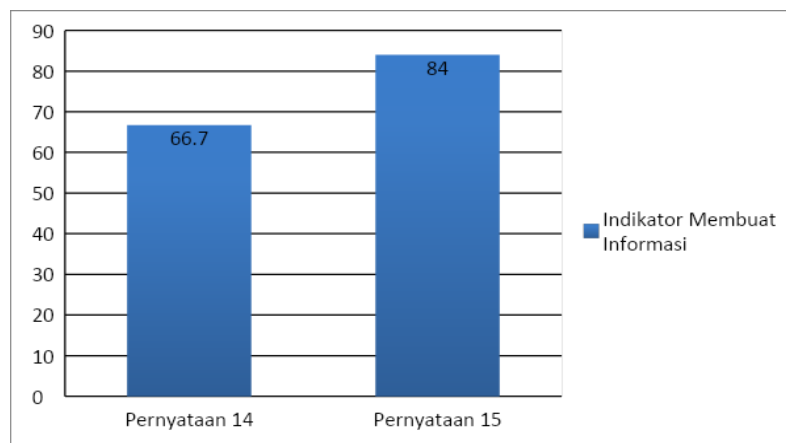


Figure 4 Indicator data results for creating information

Use it Healthily and Wisely

Based on the questionnaire results data on indicators of healthy and wise use, the 16th statement shows a value of 84% which is included in the very good criteria. The 17th statement has a score of 82.7% which is also categorized as very good, and the 18th statement has a score of 69.3% which is included in the good criteria. Meanwhile, the 19th statement shows a value of 36% which falls into the poor criteria and also the 20th statement shows a value of 53.3% which has quite good criteria, and finally the 21st statement has a value of 91.3% which is has very good criteria. This information can be seen in the image below (Priambodo & Setyawan, 2022).

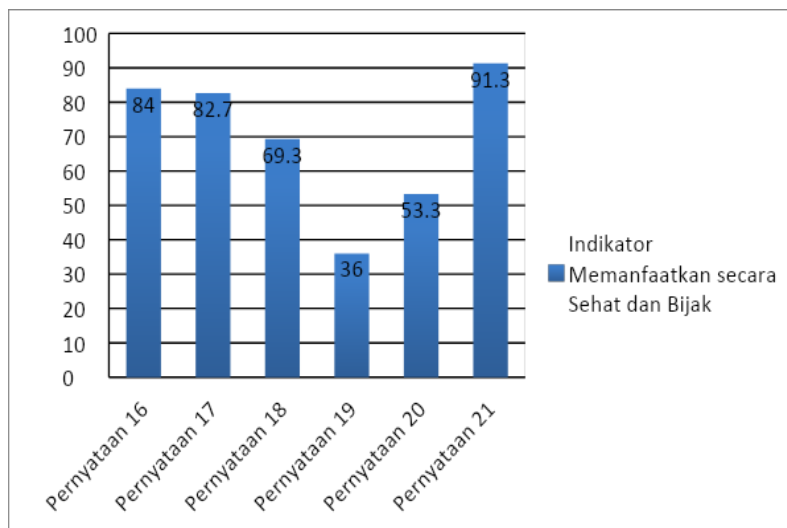


Figure 5 Indicator data results for Healthy and Wise Use

Dependence on social media influences the learning effectiveness of teenagers in Tuntungan I village both positively and negatively. Tuntungan I Village teenagers show good abilities in utilizing social media for learning and understand the importance of privacy, but need to pay more attention to time management and balance between entertainment and academic tasks to maximize the benefits of using social media (Pranatawijaya et al., 2019).

Conclusion

This research shows that teenagers in Tuntungan I Village have good awareness of digital literacy and use social media actively, both for academic and personal purposes. Teenagers have a good understanding of digital literacy and are able to use social media features including archives and downloads to manage digital resources. In terms of creating learning content, Tuntungan I village teenagers conduct research first to ensure the accuracy and relevance of the content they create. Teenagers in Tuntungan I Village are also aware of the negative impacts of social media, including disturbed thinking patterns and decreased mental health, and try to maintain a balance between online and offline activities.

Dependence on social media can have a negative impact if teenagers do not have adequate skills to recognize false or misleading information. However, most of the teenagers in Tuntungan I Village were able to verify the veracity of information and differentiate between accurate and inaccurate information, indicating good evaluative skills. This village teenager also showed awareness of the importance of not spreading false information on social media and was able to maintain a balance between the use of social media and offline activities. Although some often lose track of time when accessing social media, teenagers in Tuntungan I Village generally understand the importance of privacy and security when using the internet.

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