Adolescent Media Literacy in Social Media Utilization

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Abstract

World communication media is now increasingly diversified and widespread, especially communication media connected to the internet such as social media. This phenomenon also occurs in Indonesia. Indonesia, as a developing country, is reported to have the majority of teenagers using social media. Teenagers will quickly be affected by negative impacts if they are not equipped with media literacy skills, especially considering the rapid flow of information circulating on social media. This research looks at the condition of digital literacy in rural Indonesia, namely Banyumas Regency, Sumbang District, and Gandatapa Village in Central Java Province.

The Gandatapa Youth Village teenagers who took part in this research came from a variety of different backgrounds, both in their educational and economic levels. This research data was collected through focus group discussions (FGD) and in-depth interviews with key informants in Gandatapa Village, Sumbang District, Banyumas.

Based on the findings, the young generation in Gandatapa Village has a high level of digital literacy. This is demonstrated by their ability to search for information according to what they want, the ability to analyze reference sources, and being able to evaluate whether the information is true or a hoax, as well as distributing content that suits their needs on social media.

Keywords: media literacy, adolescents, social media, teenagers, media utilizanion.

1. Introduction

The usage of communication media, particularly social media, has become quite normal and perhaps a basic necessity in the modern world. As a result, social media is very popular in society. Social media users in July 2023 were recorded at 4.88 billion or 60.6 % of the global population (Kepios, 2023). Some of the most widely used social media include Facebook, Youtube, WhatsApp, Instagram, and WeChat.

Communication media in Indonesia is also expanding and diversifying, particularly communication media linked through the Internet. Social media is one of the most popular internet communication media among Indonesians. According to the Indonesian Internet Service Providers Association (APJII) report, social media users in Indonesia increased by 6.78 % in 2022 compared to the previous year. In Indonesia, the number of active social media users will be 210.03 million. APJII also discovered that teenagers account for 99.16 % of all social media users, followed by adults (Bayu, 2022).

The adolescent age group is in the identity crisis period, thus their curiosity is increased, they are interested in trying new things, and they are easily exposed to their surroundings (Sarwono, 2013). Furthermore, the internet service has a function similar to two blades, which might be positive or negative. As a result, experts highlighting this, the use of the internet in adolescents

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must be understood seriously, given the high use of the internet in adolescents and the characteristics of these adolescents (Hakim et al., 2016). Everyone's internet freedom makes it easy to propagate and fabricate information that cannot be accounted for. This creates issues, particularly among young and adolescent users (Novianti, Riyanto, 2018).

The following offers a remedy for adolescent internet use in order to avoid unwanted consequences. One of them is adolescent media literacy. The ability to access, analyze, evaluate, and create/distribute information on various media platforms for daily life purposes is defined as media literacy (Saputra et al., 2018). Users with media literacy skills can not only consume or receive information from social media in this manner but also filter it, allowing them to be more critical and intelligent in their use of social media.

Adolescents are one of the targets of state empowerment, as they are assets that will decide the continuity of leadership (Fitryarini, 2016). As a result, research on media literacy in teenagers is predicted to be able to make adolescents more critical in their use of media, particularly social media, in order to avoid its harmful impact. The subjects of this study are adolescents from Gandatapa Village, Sumbang Subdistrict, Banyumas Regency who joined the Gandatapa Youth group. The village teens were chosen based on a poll conducted in November 2022, which revealed that the Gandatapa Youth Organization is dominated by teenagers. Furthermore, Gandatapa Village's internet connectivity has increased greatly since 2020, resulting in considerable internet usage among Gandatapa adolescents.

This research is pioneering since there has never been a study that focuses on the degree of media literacy of adolescents in Gandatapa Village. Based on earlier research on the empowerment of catfish farming in the Gandatapa Youth Organization group (Suwarsito, Mustafidah, 2017). The distinction between this research and earlier research is not only in the object of study but also in the research topic. Because the subjects of this study are new teenage members of the Gandatapa Youth Organization who were appointed in 2021. These members differ from the Youth Organization members studied before by Suwarsito and H. Mustafidah.

2. Materials and methods

Media literacy, according to the National Leadership Conference on Media Education, is the ability to access, understand, evaluate, and disseminate messages in their different formats (Juditha, 2013). Similarly, there are four basic media literacy skills: 1) access, 2) comprehension, 3) analysis, and 4) production (Livingstone, 2004). The ability to access media technically, the ability to understand the code or symbols of media content, the ability to analyze is the ability to relate the code or symbols of media content to a broader context, and the ability to produce is the ability to create writing/images/video/sound/ combined in the media (Sari, Prasetya, 2022). This ability can also demonstrate how a person can select or filter the content of messages transmitted in the media amid the increase of fake information. A person can tell which message content is beneficial and which is detrimental for consumption (Lestari, Dwijayanti, 2020).

Meanwhile, media literacy skills can be measured by looking at 1) the ability and willingness to make efforts to understand media content, pay attention, and filter out distractions, 2) understanding and appreciation of the power of media messages, 3) the ability to distinguish emotional and rational reactions in responding to media content or acting according to media content, 4) development of higher expectations of media content, 5) knowledge of media content.

Media literacy skills aim to help users develop a good understanding on all sides, especially related to social media. Users can control the influence of the media so that they are not easily exposed to the impact of the media, and media literacy also makes users able to distinguish between media messages that can improve the quality of one's life and media messages that "damage" one's life (Rahmi, 2013).

Social media is an element of the evolution of new media. Social media is internet-based media that allows people to engage with one another. Social media is a technology that boosts a person's ability to share, collaborate with others, and take collective action (Fuch, 2014). Social media can also impact public opinion by delivering media messages (Ardianto et al., 2014). Social media is a group of internet-based applications that build on the ideology and technology of web 2.0 which allows the creation and exchange of user-generated content, then connect with friends to share information and communicate (Kaplan, Haenlein, 2010).

Nowadays, there are more and more types of social media. According to a survey conducted by the Ministry of Communication and Information with Katadata Insight Center, the highest

social media used in Indonesia is Whatsapp, followed by Facebook, Youtube, Instagram, Tiktok, Telegram, Twitter and Line (Bayu, 2022). Social media users are increasing because in addition to its ease of access, it also functions to provide entertainment and information. Especially with the various increasingly sophisticated social media features that can be utilized for various aspects of literacy within the framework of the educational process (Kazakov, 2021)

Social media is also a necessity for village communities in marketing their superior products to the wider community. Social media is a medium for promoting village potential such as promoting village superior products, marketing MSME products, and promoting tourist attractions. Therefore, the knowledge and skills of village communities are needed so that they can access the internet optimally (Nuryanti et al., 2021).

Adolescence is a psychological transition from childhood to early adulthood (Sari, Prasetya, 2022). Adolescents range in age from 10 to 24 years old and are not married, according to BKKBN. This age group is distinguished by a high level of curiosity, an eagerness to try new things, and an openness to their surroundings, particularly by their peers (Sarwono, 2013). Similarly, adolescents have a tendency to make decisions without thinking them through (Isni et al., 2018). This is what underpins the numerous empowerment efforts undertaken for the adolescent age group to avoid harmful conduct.

Meanwhile, village is a community of less than 2,500 people who live in close proximity to one another (Aziz et al., 2020). Adolescents who reside in rural settings are referred to as village adolescents or rural adolescents. Because many rural adolescents now have decent internet connections, it is vital to investigate the amount of their media literacy in order to make effective use of the internet in the present and future.

This study employs a qualitative approach with data collection techniques such as in-depth interviews and focus group discussions (FGDs) to thoroughly and comprehensively examine the level of media literacy of teenagers in Gandatapa Village. This study's data sources are separated into two categories: primary and secondary. Primary data sources provide data to researchers directly. Primary data sources for this study were in-depth interviews and focus groups. Meanwhile, secondary data sources in this case that give data indirectly to researchers originate from documents and other materials connected to the research aims (Sugiyono, 2013).

This study used purposive sampling to determine informants since they were chosen based on specific criteria (Sugiyono, 2013). These variables are 1) members of the Gandatapa youth organization, 2) the age of adolescence as defined by the population and family planning agency, and 3) youth. This study will be carried out in Gandatapa Village, Sumbang Subdistrict, Banyumas Regency, which has had substantially improved internet connection for the past three years. Meanwhile, the focus of this study is on nine village youth members of Gandatapa youth organization who are predominantly of adolescent age. The teens of youth organization are members who were officially appointed in early 2021.

3. Discussion

There are four digital literacy skills that can be discussed in this section. This capability is the result of analysis of findings in the field. There are ability to access, ability to analyze, ability to evaluation, ability to create and distribution information. Each part will explain one by one.

First, ability to access. Based on the findings of the focus groups and interviews with ten informants, researchers can conclude that all of them are active users of social media. The informants said that they utilize social media to meet certain requirements such as communication, information access, or enjoyment. The informants also stated that they can make accounts on the social media platforms they utilize. This demonstrates that the informants possess one of the digital literacy abilities, notably the ability to operate and successfully access a computer (Sabrina, 2018).

Informants use the following social media platforms: WhatsApp, Instagram, Tik Tok, Facebook, Twitter, and Line. Instagram and WhatsApp are the most popular social media platforms among informants. According to the report, Instagram has a variety of useful and simple features. WhatsApp, on the other hand, is the most popular media platform among the general public at the moment. Adequate internet access is required for using young social media. The use of various social media can be caused by a relationship between content and outcomes (Slutskyi, 2023). Furthermore, informants are from the millennial and Z generations who possess profound mobile device abilities. Generation Z is the first generation to born and live in the digital world,

they cannot imagine their life without gadgets and the internet, this is accompanied by higher literacy rate too (Pechinkina, 2023).

The use of social media research revealed that the factors of social media use vary by individual (Zainuddin, 2006). These variables include the type of medium used, the location of access, and and the length and frequency of access. According to another research, the Graphic, Visualization, and Usability Center at Georgia Institute of Technology, there are three types of social media users based on access intensity: heavy users, medium users, and light users (Hamka, 2015). Heavy users are those who use social media for more than 40 hours each month. Medium users are social media users who spend 10 - 40 hours each month on the internet. Light users are social media users who spend fewer than 10 hours a month on the internet. According to the research findings, all informants are medium internet users who spend between 10 and 40 hours each month on the internet. The average time spent per day on the informant's personal social media is 8.5 hours. However, there are research result in one region of the US which actually say that the experience of using social media does not always have a positive effect on media literacy skills (Powers et al., 2018).

Second, ability to analysis. Analysis is a skill that can assist a person in describing the shape of messages, structures, segments, message impact, and other factors. An analysis is also related to the ability to edit, seek, and select information that has been tailored to individual needs (Priambodo, 2019).

In terms of information access, informants stated that they choose the information and content they consume on social media. The content and information they consume are tailored to their specific needs in order to support their enthusiasm. According to the informants, everyone's information demands must be different, thus they must be cautious when looking for the information they require. Informants carefully verify the accuracy of the information they receive and the source of the information. The informants also reported multiple instances of bogus news or improper items appearing on their social network sites. There are certain informants who simply ignore anything that does not meet their requirements. This demonstrates that the informants have a critical mindset when responding to and evaluating content. This critical approach is one way to apply the basic elements of digital literacy, such as comprehending different user settings, network performance, and digital communication (Belshaw, 2011). Person has strong digital literacy abilities when they can detect the accuracy of information, pick information, and have more authority and control to choose the most accurate information (Potter, 2001).

Third ability in media literacy is ability to evaluate. The informants recognized that social media has both positive and harmful consequences. Media literacy categorizes in seven qualities of media literacy, one of which is knowledge of the impact of media on individuals and society (Silverblatt, 2007). As a result, they believe that digital literacy is critical for Generation Z. Furthermore, access to all forms of information is now quite simple; digital literacy is required. It would be even better if digital literacy were socialized in schools. The use of social media is a type of internet freedom of expression. On the other hand, social media is frequently used in criminal situations such as hoaxes, hate speech, fraud, and so on (Sabrina, 2018). As a result, education in digital literacy is required for Generation Z in order for them to correctly use social media and minimize the crime rate on social media. Therefore, media literacy education is needed for teenagers both at school and at home (Notley et al., 2018). According to research in Ukraine, the development of media literacy and media culture is very important factor in shaping the moral and ethical qualities and civic position of students (Romaniuk, 2022).

Fourth, ability to create and distribute information. Some informants have utilized social media to promote their enterprises. In addition to receiving information, informants actively generate material based on their interests and passions. The content created includes information about agriculture, games, travel, and other topics. According to this assertion, informants are not merely bystanders, but actively research and create works based on their specific knowledge. Media literacy education aims at students' applying their critical thinking skills to media messages and creating media texts (Federov, Mikhaleva, 2020). In our postdigital age, critical media literacy has a crucial role in conceptualization development, and understanding of new forms of intelligence we would like to live with in the future (Jandric, 2019). Social media has been used as much as possible to obtain vital information and to provide beneficial information for others.

The education level of the informants is indirectly related to the level of digital literacy. Informants with undergraduate education tend to have the ability to create and disseminate

messages from digital media more carefully and responsibly. This not only applies to the case of digital literacy, but also affects the level of financial literacy (Aziz, 2021). Education can be said to have an important role in all aspects of human life. Media literacy is an emergent field in developed countries and became an integral part of the school system and has been integrated in the educational curriculum (Munawar, 2021). Generally, all students and education practitioners should pay special attention to factors affecting in improving media literacy as a basic capability in using media (Wang, 2019).

4. Results

Gandatapa is one of the villages located on the slopes of Mount Slamet, precisely in Sumbang District, Banyumas, Central Java, Indonesia. Sumbang Sub-district has 544 hectares and is made up of eight villages: Banjarsari Kulon, Banjarsari Wetan, Ciberem, Kotayasa, Limpakuwus, Gandatapa, Sikapat, and Susukan. Gandatapa Village has an average temperature of 290 degrees Celsius due to its location on the mountain slopes. Sirapan, Dakom, Karang Petir, Blembeng, Cilwek, Gandatapa, Brubahan, and Legok are the six neighborhoods that make up Gandatapa Village. Gandatapa Village contains natural attractions such as Curug Ceheng as well as historical treasures such as Ronggeng Temple. Gandatapa Village also has a health center, the Sumbang 2 Community Health Center.

According to the Population Administration Information System (SIAK) (Sidesa, 2023), Gandatapa Village had a total population of 8,491 people in 2020, with 4,356 men and 4,135 women. The number of residents by age group is known, with the 60-69 age group occupying the lowest position with 224 individuals, and the 40-59 age group occupying the greatest position with 782 people. The total population of people aged 10 to 24 is 631 people.

Gandatapa Village's internet connectivity has improved since 2020. Switching to social media has also caused changes in communication media. The existence of social media that provides comprehensive functionality makes it easier for users to use as a medium of communication. This has rendered the population, particularly youngsters, reliant on social media.

The informant profiles in this study are youths from Gandatapa Village who use social media on a daily basis. The majority of these informants are known to be digitally literate, as evidenced by their ability to explain and apply their understanding of digital literacy in their daily lives during the interview.

Social media is a communication channel that is inextricably linked to people's lives. To function, social media requires an internet connection. The internet network has now reached all regions of Indonesia, even isolated villages. Gandatapa Village, for example, is located in Sumbang District, Banyumas Regency. Internet connectivity has improved in this town, making it easier for individuals to utilize social media.

According to the findings of in-depth interviews and focus groups, informants have been using social media since they were in junior high school. The utilization of social media is based on digital communication requirements. Informants' communication demands are related to the need to find information, communicate information, and add informants' perspectives to something. According to the sources, social media provides the most up-to-date information faster. Twitter and Instagram are two social media platforms that can deliver up-to-the-minute information. These changes have reduced the usage of traditional mass media as a source of information, such as television and newspapers. Teens can and should be involved in effort to change traditional literacy teaching because they bring perspectives grounded in their own experiences as readers, writers, and learners (Frankel et al., 2018).

Media literacy allows people to judge if something they read or engage with is credible, dealing with both the messages and pressures from advertisers and marketing companies (Gibson, Connolly, 2023). Media literacy include abilities to read and write, to distinguish fake from the truth and check facts: to distinguish opinions from facts: to recognize the emotional background of the message, to think critically, to evaluate the message in terms of the opposition good-bad in contemporary studies. Various measurement instruments, such as New Media Literacy, Critical Thinking, Individual Competence Framework, and the main skills of digital media literacy, can be used to assess the literacy level of rural adolescents. The indications that can be measured in the idea of New Media Literacy are functional consuming, functional presuming, critical consuming, and critical presuming. The Critical Thinking concept can assess the ability to comprehend the content and function of media while also ensuring the accuracy of the information collected.

Meanwhile, the idea of Individual Competence Framework can assess social competence, namely communicative abilities, as well as personal competence, which includes usage skills and critical comprehension. According to research about assessment technology, in order to conduct digital literacy, a technology assessment is also required in order to determine the new technology utilized by the community based on their abilities and conditions (Nuryanti et al., 2020). Current educational practices are becoming increasingly anachronistic within a world in which knowledge, learning, and relationships are being re-defined in digital environments (Burnett, 2010). Gaining insight into young perceptions and experiences is paramount for policymakers and researchers to move beyond top-down development of media literacy initiatives and improve future study designs (Leyn et al., 2021; Zou'bi, 2021).

The informant profiles of nine people who were interviewed about the problems under investigation can be seen in the Table 1.

Table 1. General Conditions Related to Social Media

Initials	Gender	Age	Education Level	Jobs
AB	Male	20 years	Vocational High School	Private Employee
H	Male	22 years old	Undergraduate	Student
V	Male	22 years old	Vocational High School	Sailors
DA	Male	20 years	Undergraduate	Student
BP	Male	22 years old	Undergraduate	Student
FA	Male	18 years old	Vocational High School	Private Employee
AN	Male	21 years old	Vocational High School	Private Employee
RJ	Male	18 years old	Vocational High School	Private Employee
PR	Female	18 years old	Undergraduate	Student

Source: Primer Data, 2023

The findings of measuring the level of new media literacy can be split into three categories: low, medium, and high. The results of focus groups with adolescents in Gandatapa Village to assess their degree of social media literacy are displayed in the (Table 2).

Table 2. Degree of Social Media Literacy

Indicator	Literacy Level
Ability to Access	High
Analyzing Ability	High
Ability to Evaluate	High
Ability to Create/Distribute Information	High

Source : Primer Data (2023)

5. Conclusion
Digital literacy is a key provision for social media users. Gandatapa Village teenagers, as a generation raised in the digital era, use social media extensively every day. Of course, this is balanced by their adequate grasp of digital literacy. According to the findings of interviews and focus groups, Gandatapa Village teenagers show a high degree of digital literacy. This is demonstrated by their ability to use gadgets, computers, and the internet. Furthermore, they have a strong ability to locate and respond to information. Teenagers in Gandatapa Village are also aware of the positive and negative effects of the Internet, and they agree on the importance of adolescent capacity building.

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