



SOCIAL MEDIA IN IMPROVING ON LITERACY COMPETENCY OF ADOLESCENTS DURING COVID 19

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ABSTRACT

This study aims to see and to improve of social media on adolescent literacy competency during the COVID 19. This study involved respondents from school units at including the Islamic Education Madrasah Foundation (YMPI) Silo Bonto Kec.Silaut Laut Kab. Asahan, SMK Technology and Industry Muhammadiyah 5 Kisaran, SMAN I Air Batu, Pulau Rakyat Private High School with a total of 100 respondents according to the theory used. The study used a qualitative approach by placing a questionnaire as a medium for collecting data. From the results of the study, it was found that the influence of social media on adolescent literacy during the Covid 19. It was meant that the data is described so that this result means that social media has become a routine consumption of teenagers in finding the information they need, regardless of whether it is true. and wrong and it had changed their behaviour and attitude.

Keywords: *influence, covid 19, youth, information*

1. RESEARCH BACKGROUND

Some of facts said that 85% of social media users in Indonesia are connected to the social media facebook group (facebook, instagram, whatsapp messenger) which is the largest number. According to the APJII infographic, as many as 65 million actively use Facebook every day and 50% join the Facebook group. Instagram users are as many as 45 million every day and if on average, they post 2 times more than the global average (APJII, 2017). In 2010 - 2014, of the approximately 2 million married couples, 15 percent were divorced. The number of divorces decided by high religious courts throughout Indonesia in 2014 reached 382,231, an increase of around 100,000 cases compared to 2010 of 251,208 cases. Problems that arise related to this research need to be anticipated by

organizing media literacy training for young people. According to David Buchingham (2001) that media education aims to develop both critical understanding and active participation, thereby enabling young people as media consumers to make interpretations and judgments based on the information they get, besides enabling young people to become media producers in their own way so that they become participants. who are empowered in their society.

Media education is about developing critical and creative abilities of young people. Media literacy training is needed so that people have a critical attitude in responding to any information and interactions that exist. The community needs to be provided with education regarding the rules and ways of playing that are used when they use social media in



everyday life. The validity of the media must be traced by seeking information from various media. The goal is to find out whether the content of the news has balanced information or not. Freedom of the press and supported by communication technology with the internet allows people to produce and consume information. Information that can be obtained can be easily available on social media. Social media users are mostly young people and adolescents. Understanding the negative effects of digital literacy needs to be emphasized on users so that unwanted things do not happen. Research conducted by Pratiwi and Pritanova, (2017) states that poor understanding of digital literacy will affect the psychology of children and adolescents who tend to insult others, cause jealousy towards others, result in depression, are carried away by moods of negative comments, and accustomed to speaking in impolite language.

Media literacy currently leads to the use of social media which can be more specified in digital literacy, which is a derivative of broader media literacy. Media literacy includes television, film, print media. Meanwhile, the study examined in this study includes the influence of social media on teenage literacy in the current Covid 19 pandemic. From social media which includes Facebook, Instagram, Twitter, YouTube, path etc.

Adolescents often have sufficient understanding of the digital world and information disclosure on social media which has a negative impact on the use of social media. According to Stefany et al (2017)

media literacy is the ability of social media users who can critically and creatively filter information circulating in various media. Based on the study of the above problems, the researcher can formulate a problem formulation, is there a significant effect of social media on teenage literacy during the Covid 19 pandemic? Research Objectives

The objectives of this study include several objectives, including: 1. To find out the activities of teenagers using social media in everyday life. 2. To determine the effect of social media on adolescent literacy in integrating with the information received. 3. To see the development of literacy of adolescents on issues that develop nationally.

2. THEORETICAL FRAMEWORK

2.1 Media

2.1.1 Concept of Media

Media is the new media that is now widely used by almost all levels of society is social media. This media is known as social networking, these media include facebook, twitter and youtube. In Indonesia, Facebook users are ranked third in the world after the United States. Meanwhile, Twitter users in Indonesia rank not much different from Facebook. Meanwhile, YouTube is a video sharing website which is popularly used. Generally, youtube contains video clips, films, TV and videos that are deliberately made and uploaded for various purposes. According to Jones and Hafner (2012) the use of a group of people to find useful data and get rid of useless data is called a social algorithm or social filter. By participating in social media (such as



Facebook, Twitter), for example, which are formed by friends, colleagues, and people we respect and trust, we have access to data that can be considered important. There are times when our friends and contacts search the internet for information and come across unattractive junk, and some bits of data worth sharing. Unattractive trash is 'filtered', and interesting and useful data is disseminated by posting on social media. When we log on to social media, we can filter data based on recommendations from our friends.

We can do this when we filter the information we deem necessary or need and remove unnecessary or junk information. As media users, the audience must be able to sort information intelligently, so that they do not get caught up in hoax or fake news.

2.1.2 Media and Technology

The development of communication technology affects the way we interact. Communication technology gave birth to the internet which influences every area of human life. Social interactions can easily take place with the help of an internet connection. Telecommunication companies create many features or applications to make it easier to communicate with the existence of social media. The incessant information and technology development should be addressed wisely. Technology is like two sides of the same coin. On the one hand, social media can have a positive impact, on the other hand it has a negative impact. According to Kurnia et al (2018), social media is a means of communication that can be

used as a place to find information (sources of information) and its use requires media literacy skills.

2.1.3 Definition of Social Media

The use of social media which is also part of the communication media can affect a person's personality. If these users do not perform the filtration or have the media literacy skills they need. For the younger generation or young people, this can cause unexpected problems. Therefore it needs a separate awareness in addressing this matter.

2.1.4 Types of Media Users

According to Ryan T & Xenos (2011), three types of social media users are narcissism, shyness and loneliness, namely with the following characteristics: Narcissism, posts more often than other users, shows off things that shouldn't be uploaded (posts) (superficial behavior), social media is more widely used as a self-promoting behavior (offering oneself); Shyness, high social anxiety, uses social media more often than other users (seen from the number of posts), social media is used to overcome their anxiety; Loneliness, tends to be more comfortable with on-line relationships among humans, always feels lonely, full of anxiety, social media is used to find anyone.

Youth or adolescence comes from the Latin word *adolescere* which means to grow or grow into adulthood. The term adolescence has a broader meaning, which includes mental, social emotional and physical maturity. Adolescence is a period of transition from childhood to adulthood which he experiences in three levels, namely pre-adolescence,



namely 10-12 years, early adolescents aged 13 - 16 years and late adolescents aged 17-21 years (Hurlock, 1992).

In this study the age was limited to the age of 17-21 years. External factors at this time had a considerable influence, including the attractiveness of the media, factors of the need for media and the perceived benefits of consuming media. The basic purpose of media literacy is to teach media users to analyze the messages conveyed by the mass media, consider the commercial and political objectives behind an image or media message, and examine who is responsible for the message or idea implied by that message or image.

2.2 Media Literacy

2.2.1 Definition of Media as Literacy

Basically, media literacy is a public concern for the negative effects of mass media. As we all know the mass media has two sides of the sword, giving a positive and negative impact. The negatives sometimes outweigh the positives. Among them, reducing individual privacy, increasing the potential for crime, and also creating communication overload. By understanding media literacy, mass media audiences can react and evaluate a media message with full awareness and responsibility. Meanwhile, in evaluating the media literacy program (digital literacy) there are 3 dimensions in measuring it, including the dimensions of motivation, the dimension of knowledge, and the dimension of skills. These three dimensions are an evaluation of the first, the level of

success or program management. Second, the success rate of media literacy among participants or member participants. Digital Literacy or 21st century skills, covered in learning and innovation skills, critical thinking in problem solving, communication and collaboration skills. According to Alkalai (2004) there are 5 types of skills covered by the general term digital literacy, including: 1. Photo visual literacy is the ability to read and infer information from visuals; 2. Reproductive literacy is the ability to use digital technology to create new works of work; 3. Branching literacy is the ability to successfully navigate the non-linear media of digital space; 4. Information literacy is the ability to search, find, assess and critically evaluate information found on the web; 5. Socio-emotional literacy refers to the social and emotional aspects of being present online, whether it is possible through socializing, and collaborating or simply consuming content.

2.2.2 Elements of Digital Literacy

Meanwhile, Douglas A.J. Belshaw in his thesis *What is 'Digital Literacy'?* (2012) stated that there are eight essential elements for developing digital literacy, namely as follows: 1. Cultural, namely understanding the various contexts of digital users; 2. Cognitive, namely the power of thought in assessing content; 3. Constructive, namely the creation of something expert and actual; 4. Communicative, namely understanding the performance of networks and communications in the digital world; 5. Responsible confidence; 6. Creative, doing new things in new ways; 7. Critical in



addressing the content; and digital literacy as a life skill; and 8. Be socially responsible.

The elements mentioned above are basic elements in the development of digital literacy. By doing digital literacy, it is hoped that they can better understand and be able to have cognitive, communicative abilities. Having the ability to be creative, have self-confidence and have a critical attitude in consuming media so that you can avoid fake and fake news, so that information received through social media can be justified.

2.3 Adolescents

2.3.1 Definition of Adolescent Children

Adolescence is a transitional period in the human life span, connecting childhood and adulthood (Santrock, 2003). Adolescence is also known as the liaison period or the transitional period between childhood and adulthood. During this period there were major and essential changes regarding the maturity of spiritual and physical functions, especially sexual functions (Kartono, 1995).

Adolescence is a transitional period marked by physical, emotional and psychological changes. Adolescence, which is between the ages of 10-19 years, is a period of maturation of the human reproductive organs, and is often called puberty. Adolescence is a transitional period from childhood to adulthood (Widyastuti, Rahmawati, Purnamaningrum; 2009).

Puberty (puberty) is a period in which skeletal and sexual maturity occurs rapidly, especially in early

adolescence. However, puberty is not a single event that suddenly occurs. Puberty is part of a process that occurs gradually (Santrock, 2002).

Puberty is the period in the developmental span when children change from being asexual to being I am a sexual being. The word puberty comes from the Latin word meaning "maturity age". This word refers to physical changes rather than behavioral changes that occur when individuals are sexually mature and able to improve offspring (Hurlock, 1980).

Santrock (2002) adds that we can find out when a young child begins puberty, but determining precisely the start and end is difficult. Except for menarche, which occurs quite late at puberty, there is no single, appalling sign of puberty.

In 1974, WHO (World Health Organization) provided a more conceptual definition of adolescence.

2.3.2 Youth Development in Learning

In the definition, three criteria are stated, namely biological, psychological, and socioeconomic, so that the complete definition reads as follows. Youth is a time when: 1) The individual develops from the first time he shows secondary sexual signs to the time he reaches sexual maturity. 2) Individuals experience psychological development and identification patterns from childhood to adulthood. 3) There was a transition from a full socio-economic dependence to a relatively more independent state (Muangman in Sarwono, 2010). In the stages of development, adolescents occupy positions after childhood and before adulthood. There are major changes



in the developmental stages of adolescence, both physical changes and psychological changes (in women after experiencing menarche and in men after experiencing wet dreams), causing adolescence to be relatively volatile compared to other developmental periods. This causes adolescence to be important to note.

2.3.3 Youth Age Limits

Based on the stages of individual development from infancy to late adulthood, according to Erickson, adolescence is divided into three stages, namely early adolescence, middle adolescence, and late adolescence. The criteria for early adolescence in women are 13-15 years and in boys, 15-17 years. The criterion for the age of middle adolescence in women is 15-18 years and in boys, 17-19 years. While the criteria for late adolescence in women are 18-21 years and in boys 19-21 years (Thalib, 2010). According to Papalia & Olds (in Jahja, 2012), adolescence is a developmental transition period between childhood and adulthood which generally starts at the age of 12 or 13 years and ends in the late teens or early twenties.

Jahja (2012) adds, because boys mature more slowly than girls, men experience a shorter period of early adolescence, even though at the age of 18 they are considered adults, just like girls. As a result, men often appear less for their age than women. However, there is a more mature status, very different from the behavior of younger adolescents. According to Mappiare, adolescence lasts between the ages of 12 to 21 years for women and 13 years to 22 years for men. The age range for

adolescents can be divided into two parts, namely 12/13 years to 17/18 years of age are early adolescents, and ages 17/18 to 21/22 years are late adolescents (Ali & Asrori, 2006). Under current United States law, an individual is considered an adult when he reaches 18 years of age, and not 21 as previously defined. At this age, children are generally in high school (Hurlock in Ali & Asrori, 2006). Adolescence starts at the age of 11 or 12 until late adolescence or early twenties, and this period brings about major interconnected changes in all areas of development (Papalia, et al., 2008). The WHO adolescent age limit is 12 to 24 years. According to the Ministry of Health, the Republic of Indonesia is between 10 and 19 years old and not yet married. According to the BKKBN, it is 10 to 19 years (Widyastuti et al., 2009). Based on the description above, it can be seen that the age of adolescence in women is relatively younger than that of boys. This makes women have a longer adolescence than men.

3. METHODOLOGY

The method used in this research is a descriptive qualitative. This method makes it easy for us to carry out research. This method will be based on the search for theories that support this research being carried out or known as field research. and the data would be analyze and describe the result of data. And the sampel would be used the purposive sampling.

This study uses a research method with a descriptive qualitative approach that aims to determine and seek, collect, process and describe.



According to Bogdan and Taylor, descriptive qualitative research is an effort done by working with observing, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others. Based on the above definition, it can be concluded that the initial step of data analysis is to collect existing data, compile completely, manage and analyze (Moleong, 2007).

Descriptive qualitative research is defined as a phenomenon about what is experienced by the research subject, for example behavior, perspective, motivation, action and others. The approach and type of research used in research is a qualitative descriptive approach. The

technique of collecting data from the approach used is giving a questionnaire to the object of research. The object of this research will involve several schools, including: 1. Islamic Education Madrasah Foundation (YMPI) Silo Bonto, Kec.Silaut Laut Kab. Asahan Jln Protokol Dusun IX Silo Bonto Village with a sample of 25 people. 2. Technology and Industry SMK Muhammadiyah 5 Kisaran Jln.Madong Lubis, Kisaran Kota, Kec. Kisaran Timur, Asahan Regency, North Sumatra 21221 with a sample of 25 people. 3. SMAN I Air Batu Address: Sei Alim Ulu, Air Batu, Asahan Regency with a sample of 25 people. 4. Pulau Rakyat Private High School Address: Pulau Rakyat Pekan, Kec. Pulau Rakyat, Kab. Asahan with a sample of 25 people.

4. FINDING AND RESULTING

Tabel 4.1 Descriptive Questionary Items

No	Description
1	Can you use the smartphone without other people's help?
2	Do you know how to operate the smartphone I have?
3	When my friends distribute videos through social media, do you able to understand the contents of the images, videos and text so that I can understand the meaning of the information to be conveyed?
4	When do you want to send a short message, you often use emoticons to describe my emotional reactions. For example sad, happy, and like it or not?
5	When do you read news on ocial media, can you understand the language term or the message written?
6	When do you receive news on social media, can you understand what the text is saying?
7	When do you look for information, will you compare the information you want to find with different sources?
8	When do you get information, will you look for differences in the content of the information with other sources to find out which one suits my needs?
9	When do the information you seek cannot be accounted for, will you provide criticism and suggestions so as not to violate the rules?



10	When do you find information on social media, will you find out who created the information to make sure the information is trustworthy?
11	When do you find conflicting information on social media, will you filter it first to make sure the information your receive is accountable?
12	When do you receive false information from the social media, do you like the information and share it with others?
13	When do you read news or texts, will you finish reading the news to the end?
14	Do you spend, on average, less than an hour per day on my smartphone?
15	Do you prefer reading short messages to long messages?
16	Do you like to write information from social media to notebooks or the like?
17	When do you read news from social media (Facebook, WA, or similar) you tend to follow the news?
18	Do you like reading issues or news that develop such as the Covid 19 pandemic?
19	Do you look a lot for information about school work from social media?
20	Do you write what do you think on social media actively?

From the number of questions above, it can be presented that the data for the questions above show that there are respondents who are very enthusiastic in providing their arguments about these questions which can be described descriptively, among others: from respondents who were interviewed about the ability to use a smartphone or cellphone can be said to be active and very productive. Then how do they respond to the information they receive and the information that will be sent to others, from the average respondent who gives a response stating that they receive the information and read the information, but do not understand the information they receive, and many of them spread the information?

Another question states that whether social media, whether WA or Facebook and other social media, affect your life, routine or daily activities? There were about 80 respondents who agreed to the question. This means that they follow

a lot of information they receive from WA social media or Facebook or other social media. But did not understand the content and message they received and did not mention the source of the information.

When asked about how long they spend using a smartphone or cellphone in a day, 89 respondents stated that they spend an average of three hours per day. However, some respondents have to share a smartphone or cellphone with their siblings and parents, and they spend an average of two hours daily.

Do you record every piece of information you receive from your smartphone or handphone to your notebook? 56 respondents strongly agreed and 34 respondents stated that they agreed and the rest stated that they were neutral and disagree.

Are you actively seeking information about the COVID 19 outbreak information and are you actively conveying information or news to others. From this question, many respondents stated that 54



respondents strongly agreed and 32 respondents agreed and several other respondents stated other options. This tells us that respondents do not care enough about the information on the COVID 19 outbreak and are very unresponsive to the COVID 19 information.

From the results of the respondents presented at this point, it was found that there was a descriptive increase in the literacy abilities of adolescents at the education unit level in Asahan Regency at the high school level with a respondent level of 85%. It can be concluded that the ability of adolescents during the COVID 19 pandemic increased at the level of 85% of respondents who provided clear information. The second is that it can be interpreted that the ability of adolescents during the COVID 19 period greatly affects their attitudes and behaviour in the information they provide, and this can be interpreted as 80% affecting the attitudes and behaviour of adolescents.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

The final result of this study stated that the increase in literacy skills of adolescents during the COVID 19 period has increased their literacy skills. This literacy ability is also able to influence the attitudes and behavior of adolescents among high school students. And also social media is a part that they could not separate from their daily activities.

5.2 Suggestion

Smartphones that have provided a change in behaviour or attitude from any right or wrong information they receive, but as parents and teachers are required to be the closest part to children who are adolescents, so that we will be able to clearly provide any correct or incorrect information. wrong, so that our families will avoid hoax information.

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