STRATEGY FOR USING SOCIAL MEDIA AS A LEARNING TOOL TO DEVELOP DIGITAL LITERACY AMONG TEENAGERS

Seno Lamsir
Perkumpulan Gerakan Pentakosta Indonesia Pembaharuan, Indonesia
E-mail: arohaseno@gmail.com

Abstract
This research aims to examine strategies for using social media as a learning tool in an effort to develop digital literacy among teenagers. The research method used is literature research by collecting and analyzing various relevant sources, including journals, articles and books that discuss this topic. The main findings of this research indicate that social media has great potential to be an effective learning platform for teenagers, given the high level of engagement and popularity among them. Effective strategies found include collaboration with educational technology and child psychology experts to ensure safe, engaging, and educational content. In addition, developing a healthy digital culture through education about digital ethics and online privacy is very important to maximize the use of social media. Support from governments and educational institutions, such as providing funding, teacher training, and partnerships with technology companies, was also identified as a key factor that can improve technology infrastructure and access to learning resources. With proper implementation, social media can be an effective tool for developing digital literacy among teenagers, preparing them to face the challenges of the digital era.
Keywords: Strategies for Using Social Media, Learning Tools, Digital Literacy, Teenagers

INTRODUCTION

The development of social media has brought about significant changes in the way teenagers interact, learn and entertain themselves. Platforms like Facebook, Instagram, TikTok, and Twitter have become an integral part of their daily lives. Teenagers now communicate more often via social media than face to face. This changes their social dynamics, where virtual interactions become more common than physical interactions. The positive impact of this development is that teenagers can connect with friends from all over the world, get the latest information quickly, and express themselves through creative content (Tsene, 2022).

However, social media also has negative impacts that cannot be ignored. Screen addiction, sleep disorders, and low levels of self-confidence due to social comparison are some examples of negative factors that teenagers face. Inappropriate content and fake news spread easily, which can influence teenagers' perceptions and thinking (Tristiana et al., 2024). Therefore, it is important to educate them on how to use social media wisely and responsibly.

In this digital era, digital literacy is a very important skill. Digital literacy is not only about the ability to use technological devices, but also the ability to search, evaluate and utilize information critically. This includes the ability to understand and produce content on digital platforms, as well as ethics in surfing the internet (Santos & Gomes, 2023). Digital literacy empowers teenagers to become critical thinkers and responsible users of the technology they use (Chiewphasa & Sisk, 2022).

With good digital literacy, teenagers can be more selective in choosing the information they consume. They can identify which information is valid and which is hoax. Digital literacy also helps prevent teenagers from falling into social media traps, such as fake news, the negative influence of unethical content, and cyberbullying. This is an important skill to develop from an early age, so that teenagers can become intelligent and responsible social media users (Adigwe et al., 2024).

The relationship between social media use and digital literacy is very close. Social media is one of the main platforms through which teenagers access information and interact with the world. Without digital literacy, the use of social media can backfire on teenagers. Awareness and knowledge about how the internet works, social media algorithms, and the impact of digital behavior can help teenagers use social media wisely (Mathe et al., 2022).

Social media use driven by digital literacy can improve the quality of teenagers' online experiences. They can use social media for positive things, such as taking part in educational discussions, joining communities that share the same interests, or even running useful social projects. Social media can be a powerful tool for learning, if used appropriately and complemented by a strong understanding of digital literacy (Singh, 2024).

Digital literacy education should be a joint responsibility between schools, parents and the government. Schools can integrate digital literacy in educational curricula, providing practical training on digital safety and online ethics. Parents should also set a positive example in the use of social media

and guide their children about the potential risks involved. The government and related institutions can create programs that support increasing digital literacy in society (Buchan et al., 2023).

With continued technological developments, the need for digital literacy will become increasingly urgent. Teenagers who have good digital literacy will be better prepared to face the challenges of this digital era. They will become critical, creative and responsible individuals in utilizing technology, especially social media (Sarlin et al., 2024). Therefore, efforts to increase digital literacy among teenagers must continue to be encouraged to create a generation that is technologically aware and able to face the complexities of the digital world wisely.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION
Strategy for Using Social Media as a Learning Tool

The use of social media as a learning tool has become a topic that has attracted the attention of many educational researchers and practitioners. Some effective strategies that can be identified from the literature include the use of online study groups, integration of social media platforms with learning materials, and utilization of interactive multimedia. Online study groups can facilitate discussion and collaboration between students, where they can share resources and ideas, as well as provide support to each other. Integration of social media platforms such as Facebook or Twitter with course content also allows for more dynamic interactions, allowing students to ask questions and get answers in real-time from both the instructor and their peers. Interactive multimedia, such as learning videos or infographics shared on platforms such as YouTube and Instagram, can help improve student understanding by presenting information in a more interesting and easy to understand way (Sekhon, 2023).

A concrete example of the application of this strategy is the use of study groups on Facebook by psychology courses at a university. In this group,

students can post questions related to course material, share relevant articles or videos, and hold online discussions about certain topics. Lecturers also play an active role by providing direct feedback, directing discussions, or holding live question and answer sessions using the Facebook Live feature (Woods et al., 2022). In addition, lecturers can use platforms such as YouTube to upload additional explanatory videos or case examples related to the topic being taught.

Another example is an art class at a middle school that uses Instagram to document student art projects. Each student creates a special Instagram account to display a portfolio of their work, while using certain hashtags determined by the teacher to unite all the work under one theme. Teachers can provide constructive comments and suggestions directly under students' posts, as well as suggest references to other works of art from relevant artists that can be found on the same platform (Garrand, 2023). Through this approach, students not only learn from teacher feedback, but also inspire each other by seeing their friends' work.

Apart from that, the use of social media as a tool to increase engagement and participation in the learning process is also in the spotlight. Platforms such as Twitter can be used for microblogging, where students are asked to summarize one important concept from that day's lesson within the limits of existing characters (Waheed & Akter, 2024). This method encourages students to think critically and be able to articulate their knowledge concisely and concisely. Instagram and Pinterest can also be used to create inspiration boards or mood boards for creative projects, which helps students organize their ideas and resources. This trains content curation skills and visual aesthetics.

In the context of formal education, schools and universities can utilize WhatsApp or Telegram groups to convey important announcements, send additional materials, and hold question and answer sessions. These groups can be more effective for communication because immediate notifications make it easier for students to receive timely information (Fraser & Crombie, 2022). For example, before the final exam, lecturers can send study guides or tips through this group as well as answer questions that students may have. This helps reduce student anxiety and ensures they have access to important information without having to wait for the next classical session.

The distance learning experience, which has increased significantly during the COVID-19 pandemic, also shows how social media can be optimized. Schools are using platforms like Zoom and Microsoft Teams to hold

live video classes. Meanwhile, forum discussions held on platforms like Edmodo or Google Classroom allow for continuous interaction between synchronous and asynchronous sessions. The use of visual, audio and text mediums in one platform makes it easier for students with various learning styles to stay engaged. Social media also enables collaboration across geographies, where students from different parts of the world can exchange ideas and collaborate on global projects, enriching their perspectives and learning experiences (Zhang & Romero-Forteza, 2024).

The Influence of Social Media on Teenagers' Digital Literacy

The influence of social media on teenagers' digital literacy is very significant, considering the high level of technology adoption among the younger generation. On the one hand, social media provides an excellent platform for improving digital literacy skills. Teenagers are becoming more adept at using various digital tools, developing skills in filtering information, and improving their ability to communicate effectively in cyberspace (Wuyckens et al., 2022). For example, the ability to manage digital identity, understand the importance of data privacy, and use various applications and software efficiently are aspects of digital literacy that are increasingly honed thanks to exposure to social media.

However, behind these benefits, there are also worrying negative impacts. Exposure to harmful content such as disinformation, cyberbullying, and exploitation can have a detrimental influence on the mental and emotional development of teenagers. Age-inappropriate content also risks influencing their worldview and behavior (Kennis, 2022). In addition, the pressure to always appear perfect and receive validation through the number of likes and comments can have a negative impact on teenagers' self-confidence, as well as increasing the risk of mental health disorders such as anxiety and depression. This phenomenon shows the important role of parents and educators in guiding teenagers to use social media wisely and responsibly (Purwati & Sukiman, 2024).

The case study analysis also shows the varying impacts of social media use on teenagers' digital literacy. For example, a study conducted by the Pew Research Center in 2018 found that 45% of teenagers felt stressed due to social media use, with a significant number reporting negative experiences such as bullying or seeing content that made them uncomfortable (Awaliyah, 2024). On the other hand, this study also found that 31% of teenagers felt social media helped them feel more connected with friends and could support

involvement in community issues. This case reflects that social media is a double-edged sword that needs to be managed well to maximize its benefits while minimizing the risks.

There needs to be synergy between various parties such as schools, parents and the government to overcome the negative impacts of social media use and maximize the positive impact on youth digital literacy. Schools can play a role by including digital literacy curricula in teaching, providing information about ethical internet use, and equipping students with critical skills to filter information. Educational programs that encourage a deeper understanding of wise use of technology would be helpful. Apart from that, schools can also provide an open discussion space about experiences of using social media, so that students can share and get support (Fathurohman et al., 2023).

On the other hand, parents also have a very important role in guiding their children's use of social media. Promoting open and supportive communication is key to making teens feel comfortable talking about their experiences on social media. Parents need to continue to monitor their children's online activities without being too controlling, providing advice on how to deal with misleading or dangerous content (Fuadah, 2022). In addition, providing examples of positive and productive use of social media can have a good influence on children.

The government can provide support through clearer regulations regarding the use of social media by teenagers as well as public campaigns that educate about the positive and negative impacts of social media. Governments can also partner with social media platforms to create more effective reporting and moderation tools, protecting teens from harmful content. Collaborative initiatives between the government and digital service providers including the development of practical guidelines and security measures will go a long way in creating a safer and more beneficial digital ecosystem for youth. It is hoped that these comprehensive steps can create a balance where social media can support digital literacy without having a significant negative impact on adolescent development (Annisa et al., 2024).

Digital Literacy Learning Model Using Social Media

Digital literacy learning models that use social media as the main tool can be designed by considering the interactive and collaborative elements offered by these platforms. One approach is to utilize group discussion features, live videos, and content sharing to strengthen digital literacy skills

such as information evaluation and online safety. Learning modules can be integrated with creative content creation, where students are asked to create projects and present them via social media, encouraging critical thinking practices and authenticity (Yu & Wang, 2024).

Based on research findings, these models should consider variations in social media platform accessibility and preferences among students. Research shows that students are more engaged when they can use tools that are familiar to them, such as Instagram or TikTok, for educational purposes (Kurniawan et al., 2022). Therefore, facilitators or teachers need to play an active role in adapting materials and usage guides to suit the media used. Additionally, training to increase teachers' understanding of digital tools is essential to ensure they can provide effective and relevant learning guidance.

To implement this model in schools, it is important to start with training for teachers and the establishment of a supportive policy framework. Schools can design a pilot curriculum that is tested in several classes before being expanded to the school level. In addition, involving parents in this process can also increase the success of the program. In a family environment, parents can be given guidance and resources to support their children's learning, such as how to wisely monitor their online activities and discuss their experiences. Strong collaboration between school and home will ensure that the maximum benefits of digital literacy learning can be achieved (Amalia & Supriyadi, 2024).

To perfect the digital literacy learning model that uses social media, there needs to be collaboration with experts in educational technology and child psychology. This collaboration is important to ensure that the content delivered via social media is not only interesting but also safe and educational (Maghfiroh & Wachidah, 2023). For example, experts can help identify the most effective learning strategies and ensure that the social media platforms chosen have sufficient security features to protect students from potential online risks. Additionally, implementing continuous learning evaluation will help measure the effectiveness of this model and provide necessary feedback for improvement.

In addition, the successful implementation of this model also depends on the development of a healthy digital culture among students, teachers and parents. This involves education about digital ethics, online privacy, and responsibility in using social media. Schools can hold seminars, workshops and panel discussions involving social media and internet security experts to provide additional knowledge to the entire school community. By

understanding the dangers and benefits of the internet in more depth, students are expected to be able to use social media more wisely and responsibly (Kingchang & Chatwattana, 2023).

Support from the government and educational institutions is very important to integrate this learning model widely. The government can provide funds and resources for teacher training and development of technological infrastructure in schools (Berwick, 2024). Additionally, partnerships with technology companies can also provide free or low-cost access to learning tools and resources. With good collaboration between schools, families, government and the private sector, digital literacy learning models that use social media can be implemented effectively and have a significant positive impact on the development of students' digital literacy in this digital era (Castellano, 2022).

CONCLUSION

The use of social media as a digital literacy learning tool can provide significant benefits if implemented properly and accompanied by adequate supervision. Key findings suggest that collaboration with educational technology and child psychology experts is critical to ensuring engaging, safe, and educational content for students. Apart from that, developing a healthy digital culture through education about digital ethics and responsible use of social media also contributes to the success of this learning model.

Research indicates that integrating social media into digital literacy learning requires strong support from various parties, including the government and educational institutions. Providing funding, teacher training, and partnerships with technology companies are considered essential for developing technology infrastructure and providing access to learning resources. Thus, the implementation of this model can be carried out effectively and have a positive impact on the development of students' digital literacy in the modern era.

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