

The role of social media in improving digital literacy among the Sei Mencirim Village Community, Sunggal District

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ABSTRACT

Social media is a technological advancement that has become inseparable from modern society. Various benefits have been experienced by the public following the emergence of social media in their daily lives. However, the question remains whether social media has played a positive role in society, particularly in rural communities. This article aims to explore more deeply the role of social media in improving digital literacy among the community in Sei Mencirim Village, Sunggal District. This study employs a qualitative method, with data collected through observations and interviews with residents of Sei Mencirim Village, Sunggal District. The results of this study indicate that social media has contributed to enhancing digital literacy among the community in Sei Mencirim Village, Sunggal District. This is reflected in the community's good understanding of digital literacy as well as their awareness of not indiscriminately sharing information obtained from social media. However, the amount of content related to digital literacy available across various social media platforms remains limited. Therefore, the government needs to encourage content creators to more actively and extensively produce such content.

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1. INTRODUCTION

The rapid development of information and communication technology in today's digital era has brought significant changes to various aspects of human life. One of the most prominent changes is the way people interact, obtain information, and build knowledge through social media (Alyusi, 2019). Platforms such as Instagram, YouTube, TikTok, X (Twitter), and Facebook function not only as tools for communication and entertainment but also as spaces for learning, sharing information, and shaping public opinion (Appel et al., 2020).

The presence of social media has, to some extent, introduced a new dimension to Indonesian society. Many activities can now be carried out through social media, which has led to a growing dependence on these platforms. Some individuals even feel a sense of emptiness when disconnected from social media.

However, the presence of social media will not yield positive outcomes if it is merely used for entertainment and time-wasting purposes. In fact, social media holds considerable potential to drive societal change (Dwivedi et al., 2021).

One of the expected changes following the widespread development of social media in Indonesia is the improvement of digital literacy among the population. Social media is expected to serve as a medium for disseminating knowledge and raising public awareness about digital literacy (Nguyen et al., 2022).

Digital literacy refers to an individual's ability to understand, use, and evaluate information from various digital sources with the aim of enhancing knowledge, communicating effectively, and participating in the digital world (Indrayani et al., 2024).

Digital literacy essentially facilitates work processes (Rizal et al., 2022) and helps individuals demonstrate their ability to access, understand, evaluate, and utilize digital information wisely, ethically, and productively. In this context, social media can serve as an effective tool to foster critical awareness of information circulating in cyberspace. However, on the other hand, the widespread dissemination of hoaxes, hate speech, disinformation, and a culture of superficial information consumption indicates that the digital literacy of Indonesian society still needs to be improved (Guess et al., 2020). This phenomenon represents a serious challenge amid the increasing internet penetration and the expanding use of social media across various groups, including students and the general public (Rizal et al., 2022).

Data from various surveys indicate that Indonesia is one of the countries with the largest number of social media users in the world (Supratman, 2018). However, this high level of usage has not been fully matched by adequate digital literacy skills (Kemp, 2023). This raises questions about the extent to which social media can be optimally utilized as a tool for education and digital empowerment. In other words, social media holds a dual potential: as an opportunity to strengthen digital literacy, but also as a threat if not used critically and responsibly.

Therefore, this research is urgent for the development of digital literacy policies at the village level, as rural communities are among the groups most vulnerable to digital information gaps and misinformation. The findings of this study are expected to provide evidence-based input for local governments in designing effective digital literacy programs, strengthening community capacity in using social media wisely, and formulating strategic policies that support inclusive digital empowerment in rural areas.

2. RESEARCH METHOD

This study employs a descriptive qualitative approach, which produces data in the form of written or spoken words derived from observed individuals and behaviors (Syukur Kholil, 2006). Meanwhile, Sahir explains that qualitative research methods involve a research process based on perceptions of a phenomenon, where the data analysis results in descriptive findings presented in the form of verbal statements from the research subjects (Sahir, 2021). This approach requires the researcher to possess broad insight and knowledge to ensure that the interview process is conducted effectively and accurately. The data in this study were obtained through observations and interviews with informants consisting of residents of Sei Mencirim Village, Sunggal District. The data were then analyzed using the Miles and Huberman Interactive Analysis Model, which includes data collection, data reduction, data display, and conclusion drawing.

3. RESULTS AND DISCUSSION

The Role of Social Media in Enhancing Digital Literacy in the Community of Sei Mencirim Village

Sei Mencirim is a village located in Sunggal District, Deli Serdang Regency, North Sumatra Province, Indonesia. The distance between Sei Mencirim Village and Medan City is approximately 16.8 kilometers. This village has a population of around 21,000 people. The location is considered interesting for research because it represents a rural community where traditional social values are still maintained, particularly the habit of direct interpersonal communication among residents.

In addition, Sei Mencirim Village has relatively adequate internet access for its community. This is supported by internet service providers that have expanded their services to the area, such as Indihome, MyRepublic, and others. Furthermore, cellular providers such as Telkomsel, XL, and Indosat Ooredoo also contribute to the availability of internet access. These conditions make the village a suitable setting for examining the role of social media in enhancing digital literacy among rural communities, as most residents are active internet users and have social media accounts.

To begin this study, several key concepts are first introduced as follows:

- a. Definition of Role, according to the *Kamus Besar Bahasa Indonesia* (KBBI), role refers to a set of behaviors expected from an individual who holds a certain position in society (KBBI, 2025). Abdilsyani, as cited in a journal by Raintung et al., defines role as an individual's actions carried out in a particular manner in fulfilling rights and obligations according to their social status. A person is considered to perform a role when they have fulfilled their rights and

obligations in accordance with their position in society (Raintung et al., 2021) Based on these definitions, the term “role” in this study refers to the extent to which social media contributes to improving digital literacy among rural communities.

- b. Definition of Social Media, social media refers to a collection of digital platforms used for interaction among individuals. Mandiberg, as cited in Estiana et al., defines social media as a medium that facilitates collaboration among users in producing content (Estiana et al., 2022). Meanwhile, Shirky, also cited in Estiana et al., describes social media as a tool that enhances users’ ability to share, collaborate, and take collective action outside institutional or organizational frameworks (Estiana et al., 2022). Social media is also defined as a digital platform that enables users to interact and share content in the form of text, images, and videos (Baskoro et al., 2023). Based on these definitions, it can be concluded that social media is a technological innovation developed to facilitate communication, information sharing, and even income generation. Social media platforms are designed to be easily accessible to everyone using devices such as smartphones or computers connected to the internet. As a result, individuals can access these platforms anytime and anywhere. Children, adolescents, and adults alike can create accounts and use various social media platforms available in Indonesia, as long as these platforms are officially permitted by the Indonesian government and comply with applicable regulations.
- c. Definition of Digital Literacy, traditionally, literacy is defined as the ability to read and write (Rizal et al., 2022) However, this definition has expanded over time to encompass a broader set of skills, including the ability to identify, understand, interpret, create, communicate, calculate, and use printed and written materials in various contexts (Rizal et al., 2022). Digital literacy is not merely about using digital devices; rather, it involves the ability to find and select information, think critically, be creative, collaborate with others, communicate effectively, and remain mindful of electronic security as well as evolving socio-cultural contexts (Aksenta et al., 2023). In another definition, Suherdi states that digital literacy is the ability to use information and communication technology to communicate information both cognitively and technically (Suherdi, 2021). Based on these definitions, digital literacy can be understood as an individual's ability to use digital media appropriately, wisely, and in accordance with intended needs, rather than using it incorrectly or ineffectively.
- d. Rural Community, according to the *Kamus Besar Bahasa Indonesia* (KBBI), society refers to a group of people in the broadest sense who are bound by a shared culture ((KBBI, 2025). Meanwhile, a rural area is defined as a settlement area whose conditions are strongly influenced by land, climate, and water, which are essential factors in shaping an agrarian way of life (KBBI, 2025).

Based on these definitions, a rural community can be described as a group of individuals who share a common culture and live in a rural area. Rural communities differ from urban communities in terms of interaction and communication patterns. In rural life, close social relationships and neighborly interactions are still commonly found, whereas such characteristics are increasingly rare in urban settings (Husein, 2021).

Based on the results of observations and interviews conducted, the researcher found several key points that became the focus of this study. All informants acknowledged that they are internet users, particularly social media users, including platforms such as YouTube, Instagram, Facebook, TikTok, and WhatsApp.

This finding serves as a fundamental basis for the study, as it is a crucial prerequisite; without the use of social media, the research would not yield the expected results.

Furthermore, regarding the role of social media in enhancing digital literacy among the community of Sei Mencirim Village, informants stated that social media does play a significant role. This is evidenced by the presence of content related to digital literacy, which helps educate the community on various aspects of digital literacy.

Educational content related to digital literacy is often watched repeatedly, allowing it to be absorbed into people’s minds and gradually shaping their understanding of digital literacy. Repeated exposure to the same content on social media facilitates comprehension, especially considering that many people today prefer watching videos on social media rather than reading books, magazines, newspapers, or even watching television and listening to radio broadcasts.

Content on social media holds significant power in influencing the mindset of its audience. As a result, such content can generate both positive and negative effects. Individuals who are able

to filter the content they consume will benefit from it, whereas those who lack this ability may be negatively influenced. This aligns with the findings of Erlina Sari et al., who state that repetition of learning material affects learning outcomes—the more frequently something is repeated, the more it is retained in a person's mind (Sari et al., 2024).

Similarly, Sembiring et al. argue that repetition has a positive and significant effect on students' academic achievement; the more often material is repeated, the greater the likelihood of achieving success, whereas infrequent repetition leads to quicker forgetting (Sembiring, 2022).

In addition, social media content varies widely in form and format, and not all content has an impact on its audience. There are many posts that receive little attention, while others attract significant engagement. Several factors influence whether content receives a strong response from social media users, including content quality and the relevance of the content to audience needs. The higher the quality and the greater the relevance, the more positive the response it is likely to receive, and vice versa.

Another factor that influences audience engagement is the host or presenter featured in the video content. The presenter plays a crucial role in attracting viewers; when audiences are interested in the host, they are more likely to watch the content (Ghassani & Hermanu, 2023).

Paid promotion of uploaded videos also contributes to attracting audience attention. Promoted content generally receives higher engagement compared to non-promoted content. This reflects the commercial nature of social media platforms, which are designed as business entities rather than charitable institutions (Seftinidya et al., 2025).

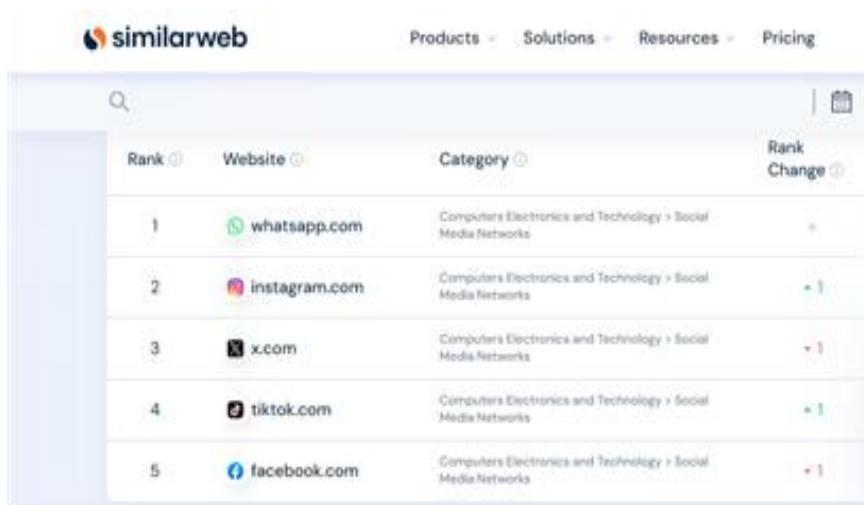
Social media content comes in various formats, ranging from educational content to entertainment, as well as content with little or no value. In the context of improving digital literacy, certain content formats are more effective than others. Educational content has strong potential to enhance digital literacy, as it is closely related to personal and collective development.

Entertainment content can also contribute to improving digital literacy, especially when educational elements are embedded within it. In such cases, audiences may learn without feeling explicitly taught. However, this study found differing responses among informants regarding the types of content they most frequently consume in relation to digital literacy. Some reported that they primarily watch educational content, while others indicated a preference for entertainment-based content. Each content format has its own strengths, as the success of content created by creators largely depends on how well it targets its intended audience. The more precise the targeting, the more successful the content; conversely, poor targeting increases the likelihood of failure (Edib, 2021).

Currently, connectivity and network limitations are no longer major obstacles for rural communities, as internet service providers have expanded their coverage to even the most remote villages. Thus, this issue is no longer as significant as it was several decades ago. In Indonesia, several social media platforms are officially permitted to operate, including WhatsApp, Facebook, TikTok, and Instagram. These platforms are required to comply with national regulations; failure to do so may result in operational restrictions within the country.

Each of these platforms has distinct characteristics that attract Indonesian users. Some offer user-friendly messaging features, while others focus on ease of video sharing and content creation. According to SimilarWeb data, the most widely used social media platforms in Indonesia in 2025, in order, are as follows: WhatsApp, Instagram, X (formerly Twitter), TikTok, Facebook.

As of now, WhatsApp remains the most widely used platform, followed by Instagram in second place, X (Twitter) in third, TikTok in fourth, and Facebook in fifth position.



Rank	Website	Category	Rank Change
1	whatsapp.com	Computers Electronics and Technology > Social Media Networks	+
2	instagram.com	Computers Electronics and Technology > Social Media Networks	+1
3	x.com	Computers Electronics and Technology > Social Media Networks	+1
4	tiktok.com	Computers Electronics and Technology > Social Media Networks	+1
5	facebook.com	Computers Electronics and Technology > Social Media Networks	+1

Figure 1. Data on the Most Widely Used Social Media Applications in Indonesia 2025

WhatsApp ranks first due to its ease of access and user-friendly features. Users can operate it without complicated login processes, and it does not consume excessive smartphone memory.

Instagram occupies the second position because of its modern and visually appealing interface, which is particularly attractive to teenagers and young users. In addition, Instagram provides news-sharing features that allow users to post text-based updates without necessarily including videos.

X ranks third among the most widely used social media applications in Indonesia in 2025. This is because it offers several unique features not found in other platforms, such as Community Notes, Ads Revenue Sharing, Hidden Likes, Account Transparency, and interactive X Spaces.

In fourth place is TikTok, a relatively newer platform that has quickly caught up with its competitors. TikTok's appeal lies in its ease of video distribution, enabling content creators to gain rapid visibility. As a result, many new public figures have emerged in Indonesia through TikTok.

Facebook ranks last, despite being one of the oldest social media platforms. Although it still has a large user base in Indonesia, its lack of significant innovation has led to a gradual decline in popularity.

The results of interviews with residents of Sei Mencirim Village indicate similar findings. Most respondents use social media platforms in a pattern consistent with SimilarWeb data, where Facebook is rarely used, and other platforms are more dominant.

One of the most favored platforms is WhatsApp. It is not only used for one-on-one communication but also features WhatsApp Groups, which facilitate communication among multiple users simultaneously without significant barriers. WhatsApp Groups are considered highly effective for disseminating information (Sukrillah et al., 2017). Invitations, meeting notices, and educational information can be easily distributed through these groups, as long as recipients have active WhatsApp accounts.

Age is another important factor influencing social media usage and its impact. It can determine not only whether social media influences individuals but also whether they are considered appropriate users. Usage patterns differ across children, adolescents, and adults, as well as across gender and educational backgrounds.

The age group with the highest social media usage is between 15–24 years, accounting for approximately 40% of users (Raharjo, 2018). This is largely because social media emerged during the formative years of this group, making them the primary adopters.

In Sei Mencirim Village, the majority of social media users fall within the 15–40 age range. However, platform preferences vary by age group. Children tend to use WhatsApp and TikTok; teenagers commonly use WhatsApp, Instagram, and TikTok, with limited Facebook usage; while adults primarily use WhatsApp and Facebook, with fewer engaging with TikTok or Instagram.

The X platform is rarely used by the village community, as it is often associated with public officials or individuals from higher socio-economic backgrounds, which are less common in rural settings.

Beyond these factors, government support plays a crucial and fundamental role in enhancing digital literacy in rural communities. The government is expected to contribute significantly, given its access to resources, including funding and skilled human capital (Fauzi et al., 2024).

However, field findings from interviews in Sei Mencirim Village suggest that the government's role in promoting digital literacy remains suboptimal. This is evident from the limited amount of digital literacy content disseminated by government institutions. While some official content exists on social media, it is still less engaging and less widespread compared to content created by independent creators, despite the government's greater resources.

In terms of telecommunications infrastructure, state-owned enterprises have successfully improved internet access in Sei Mencirim Village. The presence of cellular towers ensures reliable internet connectivity for residents.

Therefore, the community expects that government efforts should not be limited to infrastructure development alone. Effective socialization and education initiatives must accompany infrastructure improvements to ensure optimal outcomes.

Educational background is another supporting factor in the development of digital literacy within the village. Higher levels of education generally contribute to broader knowledge and critical thinking skills. While education is not the sole determinant of success, it plays a significant role (Wijayanti & Jatningsih, 2021).

In Sei Mencirim Village, awareness of the importance of education is relatively high. Parents strive to provide higher education for their children, and most young people have at least a high school education, with many pursuing undergraduate and even postgraduate degrees.

This educational background supports the community's ability to understand digital literacy content encountered on social media, as their perspectives and ways of thinking have evolved beyond traditional limitations.

Another important finding is that the community strongly supports efforts to promote digital literacy education, as the spread of misinformation and unverified content has become increasingly concerning.

Today, much of the content on social media is shared without proper verification or validation. Many users tend to forward or repost content without checking its accuracy, credibility, or source, often prioritizing speed and emotional response over critical evaluation. This behavior leads to the rapid spread of misinformation, hoaxes, and misleading narratives across digital platforms. Anyone can upload content with minimal restrictions, leading to the widespread circulation of various types of information, including false or misleading content. Such misinformation can create social unrest and conflict, even causing disputes between individuals, families, and communities (Najemi et al., 2021).

The social implications of this condition include the weakening of public trust in information sources, increased potential for social conflict due to misinformation, and the erosion of critical thinking skills within the community. In rural areas, where digital literacy levels may vary, these impacts can be more pronounced, leading to misunderstandings, rumors, and unnecessary social tension.

These concerns highlight the urgency of collaborative efforts involving government, communities, families, and individuals to promote digital literacy. If all stakeholders work together, future generations can be protected from the negative impacts of harmful social media content, ultimately fostering social harmony and national unity.

It would be deeply unfortunate if future generations were adversely affected by unfiltered and harmful social media content, potentially undermining the identity and cohesion of Indonesian society. Therefore, this issue should serve as a collective reflection and call to action for all stakeholders.

4. CONCLUSION

Social media can be likened to a double-edged sword in society; both sides are equally sharp. If individuals are skilled in using it, they can gain many positive benefits, but without proper skills, it can lead to negative consequences. Social media has the capacity to play both positive and

negative roles in people's lives. One of its positive roles is its ability to enhance digital literacy, particularly among rural communities such as those in Sei Mencirim Village, Sunggal District. This occurs due to several factors, including the widespread availability of internet service providers in rural areas and the relatively good educational background of the community.

Based on the findings of this study, the government is expected to be more proactive in disseminating digital literacy content through social media in a creative and sustainable manner. Meanwhile, educational institutions and community organizations should provide support through educational activities. Communities and families are also encouraged to increase awareness in using social media wisely, critically, and responsibly. Furthermore, future researchers are advised to expand this study by exploring broader regions and employing more diverse research methods.

Future research is needed to further deepen the study of social media's role in digital literacy, particularly by examining different geographical contexts, comparing urban and rural communities, and exploring the effectiveness of various digital literacy intervention programs. In addition, further studies may employ mixed-method approaches or longitudinal designs to better understand long-term impacts and behavioral changes in social media use among different population groups.

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