

Early Adolescents Communicative Abilities Using Social-Media

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Abstract. Based on the perspectives of social competence and communicative skills, the study investigates media literacy and communicative abilities utilizing social media among adolescents in Klaten, Central Java, Indonesia. The methodology involved administering a questionnaire with quantitative descriptive analysis to 160 adolescents in Klaten. The findings of this study's media literacy analysis indicate that adolescents' media literacy is at a medium level, sufficient to demonstrate how proficiently adolescents are currently beginning to use social media. According to data on their platform usage, adolescents also utilize social media to access entertainment content. A small percentage of users visit it for educational purposes. Adolescents use social media to find enjoyment. Furthermore, adolescents' communicative skills yield comparatively poor outcomes. It's clear from this that adolescents' use of social media is still limited to consuming material; only some generate content.

1 Introduction

Communication is the only way for humans to engage with others in their surroundings, whether verbally or nonverbally [1]. Dialogical and participatory communication in human interaction can be conducted openly in the current era of technological development [2]. These days, technology is significantly altering communication [3]. Information and technology are playing an indispensable role in our day-to-day life [4]. The existence of the internet and new media has made the world of communication extremely fast and efficient for use in everyday life [5].

The development of communication technology has brought many social changes, does not only affect adults, but also affects adolescents, especially early adolescents who are elementary school students [6], [7]. One of the positive impacts of using technology is that it can be a medium of learning, while the negative impact is the reduction of social interaction and togetherness turning a person into individualism [7], [8]. The development of media technology is accompanied by media functions. Media functions include providing information, educating, influencing (persuasion) and entertaining [9]. The spread of

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information through the internet media is not always a positive progress for both one's personal competence and society. Nowadays, modern society is inseparable from online media platforms, be it social media or other online applications. Consciously or not, media with all its content has become a necessity for society [10]. The rapid and massive dissemination of information content might bias the quality and trustworthiness of the information. Misinformation is one of the challenges of social media[11]. The validity of information is a public concern about social media content [12]. Media literacy has come to the public's attention as a possible solution due to worries about the negative impacts of social media. Media literacy is the ability of audiences to media and mass media messages in the context of mass communication [13]. Therefore, exercise of restraint is necessary to ensure that freedom does not cross lines and enrage others [14]. The high exposure to media and information will be enough reason that media literacy needs to be an important issue for early adolescents [15].

According to Central Bureau of Statistics data, the majority of Indonesian children aged five and older have access to social media, indicating that the country has a high percentage of early teenage social media users. While 66.13% of people have access to information, 88.99% of people use social media[16]. The large percentage of social media users in adolescents requires efforts to equip media literacy in early adolescents, media literacy is a step to strengthen character education and informed decisions to be better prepared to form the Indonesian Golden Generation. Therefore, social media has the capability to provide a place to meet and disseminate information widely to the public. The younger generation in Indonesia may find fresh strength in social media literacy if it is applied constructively.

No.	Nama Data	Nilai
1	Media sosial	88,99
2	Mendapat informasi	66,13
3	Hiburan	63,08
4	Tugas sekolah	33,04
5	Pembelian barang/jasa	16,25
6	Mendapat informasi barang	13,13
7	Mengirim/menerima email	13
8	Fasilitas finansial	7,78
9	Penjualan barang/jasa	5,33
10	Lainnya	4,74

Figure 1. Percentage of Children 5 Years and Older Accessing the Internet by Purpose (2021)

The figure above shows the percentage of the purpose of accessing the internet in children over 5 years old, the data shows the large use of social media in children and adolescents. The most widely used social media is WhatsApp, this is shown in the figure below. There are 90.9% of WhatsApp users, 85.3% of Instagram users, and 81.6% of Facebook users with a total of 139 million social media users in Indonesia in January 2024. This is equivalent to 49.9% of the total national population [17]. Exposure to media use refers to how often and under what conditions users are exposed to social media [18].

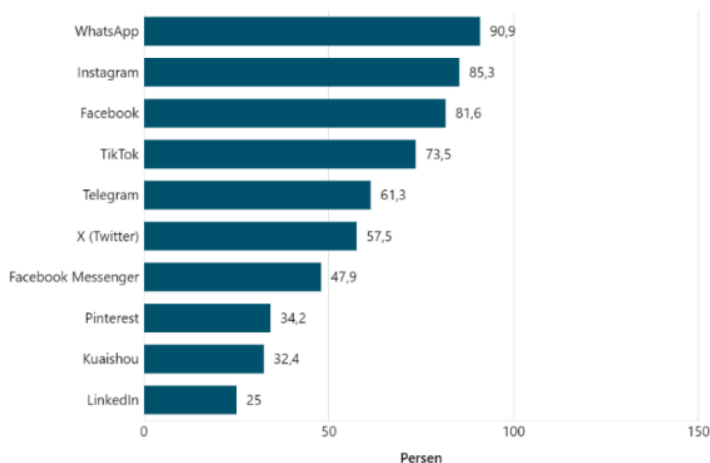


Figure 2. Social Media Apps Used Most by Internet Users in Indonesia

A report published in January 2024 by We Are Social adds to the numbers above by indicating that 143 minutes, or two hours and twenty-three minutes, a day, on average, are spent on social media by internet users worldwide. At 9th place, after Mexico, Indonesia is among the top 10 countries with the longest social media users, logging on for 191 minutes (3 hours 11 minutes) every day [19]. The data from the 10 Countries with the Longest Average Social Media Access Length report can be seen in the following figure.

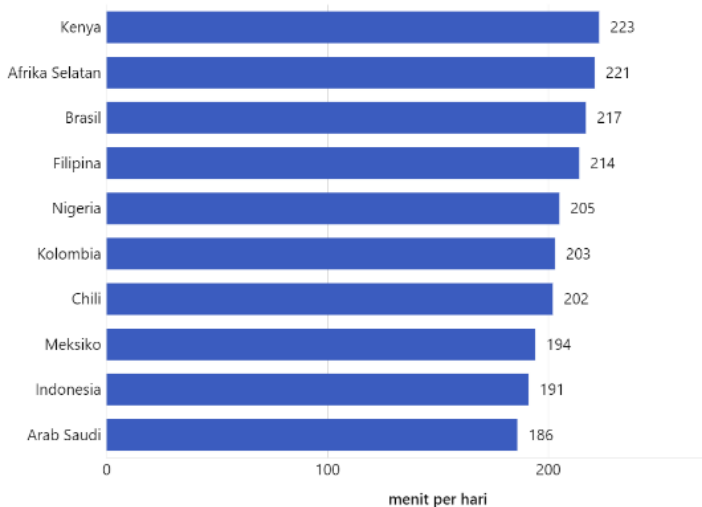


Figure 3. Countries with the Longest Average Social Media Access Length (January 2024)

Based on the We Are Social report data, the highest duration of social media users from Kenya is 223 minutes (3 hours 43 minutes) per day. Second place with South Africa 221 minutes (3 hours 41 minutes) per day. Following are Brazil, the Philippines, Nigeria, Colombia, Chile, Mexico, Indonesia, and Saudi Arabia [18]. Based on this data, it is possible to conclude that the average user accesses social media for 2-3 hours per day. According to the University of Oxford Research cited in Sativa (2017) regarding the ideal duration for doing online activities in a day is 257 minutes or about 4 hours 17 minutes. Above 4 hours 17 minutes, the gadget is considered capable of disrupting brain performance [20]. Media usage data is reinforced by a report from indonesiabaik.id based on a report by research firm

data.ai themed State of Mobile 2023, the ideal time to do online activities or play gadgets for adolescents in a day is 257 minutes or about 4 hours 17 minutes [21].

Research indicates that among the 1.2 billion people on the planet, adolescents make up about half. Of these, 90% reside in low- and middle-income nations, where the formative years between the ages of 10 and 15 are among the most crucial [22], [23],[24]. There are 46 million adolescents in Indonesia between the ages of 10 and 19, or roughly 17% of the total population [25]. Adolescence is divided into three phases : early adolescence (10–13 years), middle adolescence (14–17 years), and late adolescence/young adulthood (18–21 years and beyond) [26]. The sample in this study is an early adolescents who is an Alpha generation born in 2010 growing up with the rapid development of technology and digitalization [27]. According to some neuroscientists and psychologists, their perspective will differ from that of earlier generations [28]. Riedling (2007) reveals the Alpha generation's activity concept of being “connected to the internet” even more than generation Z as their predecessor [26]. Examining the greater internet usage of Generation Alpha in comparison to the Gen Z cohorts that came before them, as characterized by Riedling (2007), under the prism of media literacy—defined by Potter (2004) as the capacity to comprehend messages transmitted through media.

Media literacy, according to Potter (2004), is a viewpoint for understanding a message through the media. Through knowledge frameworks that are built from the capacity to use information, people develop their viewpoints [29]. Another viewpoint holds that media literacy is the capacity to retrieve, examine, assess, and disseminate information in a variety of print and non-print media [30]. The ability of audiences to understand media and mass media messages in the context of mass communication is known as media literacy [13]. Media literacy is a skill or intelligence that everyone should possess while interacting with the media. Potter (2019) defines media literacy as the capacity to read written language. The ability to use, comprehend/analyze, choose, package/produce media messages is the essence of media literacy [31].

European Commission (2009) media literacy is divided into three measured levels [32], which are generally as follows:

Tabel 1. Levels of Media Literacy

Level	Ability Description
Basic	Persons possess a set of skills that allow them to use media in fundamental ways. People at this level still have restrictions when it comes to using online media. Users are employed for certain tasks without explicit guidance, and they are aware of the fundamental features. The user still has a limited ability to critically think while evaluating the information they are presented. Media communication abilities are likewise restricted.
Medium	Users utilize media with ease, are aware of its features and capabilities, and can execute increasingly difficult tasks. Users of online media can carry on as necessary. Users are adept at finding the information they require, evaluating it, and employing targeted information search techniques.
Advance	Persons at this level utilize media quite actively and are growing interested in and aware of the several laws that impact it. Users can examine and modify the conditions that influence them since they possess extensive understanding of methodologies and language. Able to create messages and manage relationships through communication. The user can initiate group cooperation in the social field, which enables him to solve problems.

Individual Competences ("IC"): An individual's ability to practice specific skills, such as cognitive processing, analysis, communication, etc., is referred to as an IC. These competencies encompass a wide range of skills, including growing awareness, critical thinking, and message production and communication. The fields that the indicators have been selected for are displayed in the graphic. The pyramid's base depicts the necessary conditions for media literacy growth, as well as the variables that help or hinder it. The second level shows how an individual's abilities can support technical proficiency and cognitive function, which in turn supports communicative skills at the top of the pyramid, allowing for full participation in the media society [33].

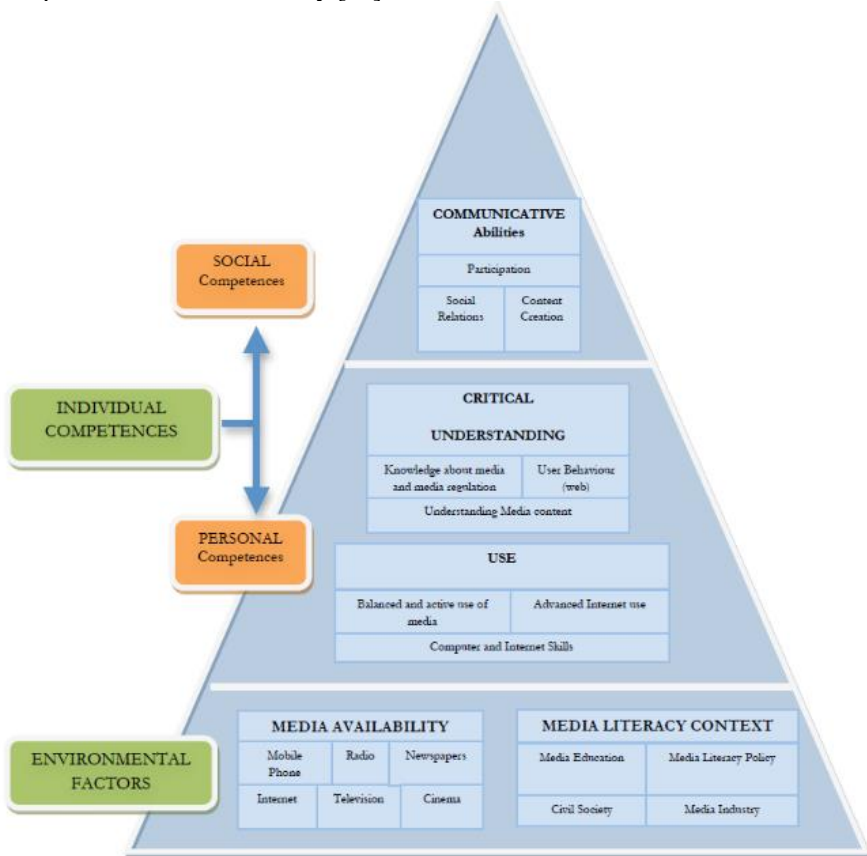


Figure 4. Structure of Media Literacy Assessment Criteria

The second level of the pyramid represents the Individual Competences, which begin with Use, a secondary prerequisite for media literacy growth. Utilization is where operational skills and availability meet. They have little self-conscious awareness and are purely practical talents. The summit of the pyramid symbolizes Communicative Abilities, which are media literacy levels whose effectiveness depends on how well the lower levels perform. These are abilities that manifest themselves through communication through social media and involvement in order as well as content creation. At this level, media literacy is at its peak [33].

A group established by the European Commission created the individual competence framework, which is used to gauge media literacy. The European Commission devised a metric for measuring media literacy. Individual competencies also include a person's ability

to create and transmit messages (European Commission, 2009) [31]. Personal proficiency is separated into two groups, specifically:

1. The ability to use and evaluate media is known as personal competence. Examine the media's content. There are two components to personal competencies:
 - a. Technical skills, or the technical proficiency with media. That is, a person who can use the media and comprehend all of the instructions that are provided.
 - b. Critical Understanding: This refers to the mental capacity for using media, including the comprehension, analysis, and assessment of media information.
2. Social competence is the ability of an individual to communicate, create social media profiles, and create media content. These communication skills enhance one's capacity to create social change and participate in the community through the media [28], [31].

The capacity to interact, engage, and create media content is known as communicative abilities. Communicative Abilities encompass a number of aspects, including: a) the capacity to interact with others and form social bonds through online media platforms; b) the capacity to engage in civic engagement through online media platforms; and c) the capacity to generate and produce content for online media platforms [28].

Social media is crucial for encouraging social contact, keeping in touch with friends and family, and growing one's personal network by meeting people who have similar interests. Social media is also commonly used for communicating with people who have similar interests, exchanging knowledge, experiences, and opinions [34]. While there are many different kinds of social media, social networks like Facebook, Twitter, Instagram, WhatsApp, Line, YouTube, and some others are being utilized a lot these days [35]. Social media users are connected people who communicate with each other through interpersonal, albeit mediated, means [36]. Social media literacy is a word related to social media. Adolescents' requirements for identity display and environmental participation can both be satisfied by social media [37].

Similar research that has been conducted includes Adolescent's Comments in Social-Media. It aims to examine online actions that are predictors of receiving negative feedback from peers online. The results showed that adolescents who actively explore online social interactions and present themselves online are more at risk of receiving negative feedback from peers. The strength of this study is that it uses survey data among 785 Dutch adolescents of adolescent age (10-15 years). The disadvantages are that it still explains the phenomenon and consequences in general [38].

The second study titled Developing Social Media Literacy, aims to analyze the use of social networking sites in children aged 9-16 years by means of communication and consequences. The results of this study are the unification of online activities and the development of social media literacy in adolescents can confirm morally participative, communicative, and motivating behavior. The advantage of this research is that it was conducted in many nine European countries using the interview method so that the variety of data obtained can support the validity of the research. Recommendations for further research include the development of social media literacy on online risk patterns faced by children of various ages [39].

The third study with the theme Social Media Literacy & Adolescent Social Online Behaviour in Germany, getting the results of the study confirmed that adolescents' knowledge, skills, and motivation contribute positively to a more participatory-moral, communicative, and educative level of behavior, where behavioral motivation plays the most significant role. Further research that could be conducted is the development of a study on the role of parents and peers in reducing communication pressure [40].

The fourth study used quantitative methods conducted by Parinduri with the theme Analysis of Social Media Literacy in Adolescents in Educational Theme Video Content in

2023 with the results of the study. Adolescents social-media literacy in technical skills is dominated by the ability to exchange messages using social media such as Facebook, Twitter, Path, and Instagram. Adolescents with this capacity will be able to engage in social media activities with good and thorough social media literacy [36].

The fifth research with the author Sholihuddin with the title *The Influence Of Individual Competence On Internet Media Literacy Among Students*. The boarding school Bahr Ulum Jombang's 96 pupils who answered the survey served as the study's subjects. This study is quantitative and explanatory. Students' internet media literacy is not influenced by Communicative Abilities, leading to the rejection of hypothesis 3. The first and second hypotheses were validated, as digital media literacy among students was influenced by variables and Critical Understanding Technical skills. Additionally, technical proficiency, critical comprehension, and communicative aptitude all influenced students' media literacy capacities concurrently, supporting the fourth hypothesis (accepted) [28].

Research gaps have been identified based on recognized studies and relate to social media literacy and adolescents online behavior. These include peer pressure, parental mediation, technical abilities, and critical understanding. Nonetheless, there is a clear knowledge vacuum about the social effects on adolescents of receiving unfavorable criticism and interacting online. Finding out how media literate and social media communicative early adolescents were—particularly in Klaten, Central Java, Indonesia—was the aim of the study. With this method, a more thorough understanding of the effects of online interactions would be possible, and it would be easier to create focused treatments to support adolescents in the digital age.

2 Method

This research employs a quantitative and descriptive approach. Data were gathered by researchers via literature reviews and questionnaire approaches. Using a Likert scale with four alternatives and a predefined point value for each, the questionnaire was developed using Google Forms. Options that indicate strong agreement receive four points, those that indicate agreement receive three, those that indicate disagreement receive two, and those that indicate extreme disagreement receive one point.

Adolescent students enrolled in Klaten District elementary schools made up the study's population. Adolescent age, according to John P. Cunha, consists of three periods, namely early adolescence (10-13 years), middle adolescence (14-17 years) and late adolescence (18-21 years). The study's subjects were early adolescents who were discovered at a late age (10-13 years old). The following are the population's criteria:

1. Aged range 10-13 years.
2. Have an active social media account.
3. Make use of social media on a regular basis.

In the selection process of the sample, the researcher conducted a preliminary study by sending out questionnaires with the theme of what media is most widely used and how it is used. Furthermore, after the researcher found that WhatsApp is the most widely used media, then the researcher determines the respondents who using WhatsApp as a sample (nonprobability), The use of other media (non-probability non-probability sampling). The sample of this study was a sample with a total sample size of 160 samples. The questionnaire was distributed to 160 samples. Data analysis was carried out using scoring and categorization based on the results of the questionnaire from 112 sample people. Researchers used simple statistics to establish the greatest and lowest levels of social media literacy among adolescents. Subsequently, the investigator ascertains the sample's overall maximum and minimum proficiency in every domain. Finally, the researcher wraps up this investigation.

3 Discussion

Equations Based on the survey results from the questionnaires distributed to 160 respondents, 112 questionnaires could be processed. The remaining 48 respondents needed to fill it in or fill it in thoroughly. The research results show that as many as 112 adolescents in Klaten Regency who were respondents to this research had a media literacy level that fell into the medium category. This conclusion is based on survey results; as many as 73.21% or 82 respondents have basic knowledge about social media and advanced knowledge about content and information on social media. Their basic understanding is regarding social media's definition, types, and functions.

Table 2. Social Media Knowledge

Social Media Knowledge	Number of Respondents	Percentage (%)
Basic Knowledge	60	53.57%
Advanced Knowledge	22	19.64%
Other Responses	30	26.79%
Total	112	100%

Meanwhile, the advanced knowledge possessed by respondents is understanding how to obtain, treat, and assess the information they need and what they do not need. They understand that not all information can be published on social media, such as information regarding personal data. Apart from that, adolescents also understand that not all information uploaded on social media is accurate. Therefore, it is necessary to double-check so that the information received can be identified and whether the information is accurate or a hoax. Finally, adolescents have also gained an understanding of cyberbullying; they consider that this is an action that can harm and harm other people.

Table 3. Social Media Usage

Social Media Platform	Number of Respondents	Percentage (%)	Purpose	Daily Usage Duration
TikTok	72	64.3	Entertainment (FYP), Educational Content	2-3 hours
WhatsApp	24	21.4	School-related communication	1-2 hours
Other (Instagram, YouTube)	16	14.3	Various	1-2 hours
Total	112	100		

Meanwhile, regarding social media usage, the social media they use most frequently is TikTok, namely 64.3% or 72 respondents. Every day, for 2-3 hours, they use it to explore entertainment content, especially those in high demand by users included in the For Your Page (FYP) page. Apart from that, adolescents also use TikTok to support their learning process by accessing educational content. After that, in second place, 21.4% or 24 respondents used WhatsApp for school purposes, namely communicating with teachers regarding school assignments and activities and communicating with friends. Meanwhile, the

remaining 14.3% or 16 respondents used other social media, including Instagram and YouTube. These results indicate that the duration of respondents' use of social media is included in the ideal category.

Table 4. Social Media Literacy

Dimension	Number of Respondents	Percentage (%)	Description
Social Relations			
Less than 1 hour/day	67	59.8	Low ability in communicating, socializing, and building social relationships on social media.
More than 1 hour/day	45	40.2	Higher ability in communicating, socializing, and building social relationships on social media.
Total	112	100	
Citizen Participation			
Ever participated	12	10.7	Participation in public activities on social media, managing social profiles, interacting with teachers.
Never participated	57	50.9	Never used social media for public life participation or accessing government services.
Rarely/Sometimes	43	38.4	Occasionally or sometimes use social media for public participation and interacting with community members.
Total	112	100	
Content Creation			
Occasionally create/upload content	75	67	Producing and uploading content on social media occasionally.
Often create/upload content	23	20.5	Frequently producing and uploading content on social media.
Never create/upload content	14	12.5	Users who only view, enjoy, and comment on social media content from followed accounts.
Total	112	100	

Furthermore, based on the data obtained, the communicative abilities of respondents in this study showed different results. The first dimension, namely social relations, which is a person's ability to carry out social relations, is relatively low. As many as 59.8% or 67 respondents stated that they only used less than one hour of their time daily to conduct social relations activities on social media. This shows that their ability to communicate, socialize, and build social relationships on social media could be better. These results are uniform for all types of social media. They mostly use social media to view social media content without further interaction. Social interactions are still centered around their learning needs, namely doing homework and communicating with teachers and friends regarding school matters.

Similar results were also seen in the second dimension, citizen participation ; only 10.7% or 12 respondents stated that they had participated in public activities on social media. Meanwhile, 50.9% or 57 respondents said never, and the rest said rarely or sometimes. This

shows that adolescents never use social media to participate in public life, namely accessing government services available on social media. Apart from that, participation can also use social media to manage relationships with other people through pragmatic actions, namely the capacity to develop cooperation and collaboration strategies to achieve specific goals. Meanwhile, adolescents who stated that they had participated in public activities used social media to manage and organize identity profiles on their social media accounts and interact with individuals in institutions, namely their teachers at school.

Meanwhile, the third dimension, namely content creation, shows different results. As many as 67% or 75 respondents stated that they only occasionally produce and upload content on social media. Meanwhile, 20.5% or 23 respondents stated that they often produce and upload content on social media. Moreover, as many as 12.5% or 14 respondents said never. These results show that in the content creation dimension, adolescents show better results than in the other two dimensions. This means that adolescents can create content. This ability is to create concepts and produce and upload content in photos, videos, audio, and text. Meanwhile, adolescents who state that they have never created or uploaded content are social media users whose activities are limited to viewing, enjoying, and commenting on social media posts from the accounts they follow.

Based on the results presented above, the media literacy level among adolescents falls into the medium category. Most adolescents have a basic understanding of social media's definition, types, and functions, as well as advanced knowledge regarding the content and information circulating on social media. The adolescents also demonstrate awareness of the importance of information verification and an understanding of the risks of sharing personal data and the negative impacts of cyberbullying. These results align with Potter's (2004) explanation of media literacy, which describes it as the ability to understand, evaluate, and disseminate information through media. Media literacy encompasses cognitive, analytical, and communication skills. Additionally, the results are consistent with the levels of media literacy according to the European Commission (2009), where adolescents can effectively use media and evaluate information.

Regarding social media usage, TikTok emerges as the most dominant platform for accessing entertainment and educational content, followed by WhatsApp, which is used for school-related communication. These results align with literature that explains the importance of social media for social contact and interaction [33]. Moreover, social media is a significant platform for communication, participation, and identity formation [34] [35] [36]. In the context of this research, it is revealed that adolescents use social media for entertainment and educational purposes, indicating an integration between social media use and learning.

Different results are shown regarding social media use duration and interaction capabilities. Although the duration of social media use by the respondents falls into the ideal category, their ability to interact socially on social media is relatively low, with the majority spending less than one hour per day on social activities. Their participation in public activities on social media could be higher. These results indicate that although adolescents understand the importance of social media, they need to be more active in social interaction and public participation. According to the literature, communicative abilities include social interaction and public participation, which are essential to media literacy. Moreover, the ability to communicate and participate in society through media is also included [28].

However, adolescents show better involvement in content creation, with most respondents actively producing and uploading content on social media. These results indicate that adolescents have skills in content creation, although it is still limited to some respondents. According to the European Commission (2009), creating content is essential to media literacy, including the ability to produce and package media messages [31]. This research indicates that although the level of media literacy among adolescents in Klaten is

relatively good, there is still a need to improve social interaction and public participation through social media.

4 Conclusion

This study focuses on the levels of media literacy, social media usage, and communicative abilities among today's youth. The results indicate that adolescents have a medium level of media literacy, reflecting that they have begun to implement social media literacy effectively, although there is room for improvement. Social media usage among adolescents primarily focuses on entertainment content, with only a few accessing it for educational purposes. Thus, adolescents are more likely to use social media as a source of entertainment rather than as a learning tool. The communicative abilities of adolescents still need to improve, indicating that their social interactions and public participation through social media need to be improved. Most adolescents prefer consuming content over actively participating or producing it. Therefore, there is a need for further encouragement to enhance youth engagement and active participation through social media, enabling them to contribute more effectively to the digital society. This study emphasizes the importance of education and parental guidance in enhancing media literacy among adolescents. Good media literacy encompasses content consumption and the ability to interact, participate, and create beneficial content. With these strategies, it is hoped that adolescents can better develop their capabilities in utilizing social media for entertainment and educational purposes and become more actively involved in the digital community.

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