



Social Media's Impact on Indonesian Language Literacy Among SDN 1 Purbalingga Lor Students

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ABSTRACT

Literacy skills in the Indonesian language are defined as an individual's ability to understand, use, and analyse Indonesian in various contexts. With diverse features such as text, images, and videos, social media is considered capable of providing an interactive space for reading, writing, discussing, and enriching vocabulary and language comprehension. However, the use of social media by students is predominantly dominated by entertainment activities that offer minimal educational value. The content consumed often employs non-standard language, excessive abbreviations, or even disregards grammatical rules. This study employs descriptive qualitative research. The subjects of this research are 34 fifth-grade students from SDN 1 Purbalingga Lor, comprising 22 female and 12 male students. Data will be collected through three methods: observation, interviews, and literature review. The findings of this research indicate that social media has a complex influence on the Indonesian language literacy skills of students at SDN 1 Purbalingga Lor. The positive impacts of social media include the enhancement of language skills such as increased accessibility, language opportunities, and content creation. However, the challenges faced include the use of non-standard language, a decline in language skills, and difficulties in processing information, which can hinder formal learning.

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INTRODUCTION

In this era of globalization, technology is advancing rapidly. The internet has become an essential part of daily life, supporting both social and educational activities. Nearly all students today possess smartphones, which allow them to access information and engage in self-directed learning. The learning process is now significantly supported

by technology, which facilitates more flexible and efficient educational experiences. Alongside the advancement of the internet and smartphones, social media has also developed rapidly.

Social media can serve as a valuable tool to support the learning process, but it also presents challenges, such as the spread of inaccurate information. It invites broad participation, enabling users to share feedback, comments, and information quickly and without limitations. As science and technology continue to progress, they profoundly influence how people think and behave. Technological tools such as smartphones can help individuals complete tasks more efficiently (Sipayung et al., 2024).

In the field of education, social media significantly impacts student development. This is evident from the increasing use of platforms like TikTok, Instagram, and YouTube among students (Megantara & Wachid, 2021). This suggests that social media has become an integral part of students' daily lives, not only for entertainment but also for learning. A crucial component of education is literacy, which underpins students' ability to comprehend, analyze, and evaluate information across subjects. Effective learning activities encourage students to read, discuss, and write actively to continuously develop their literacy skills. Teachers are therefore expected to design learning strategies that foster reading interest and train critical thinking as part of literacy enhancement in the school environment.

Literacy in the Indonesian language refers to an individual's ability to understand, use, and analyze the language in various contexts. Literacy is not merely the ability to read and write but also includes the capacity to navigate non-standard language and commonly used abbreviations found on social media platforms, which may influence students' literacy development. Indonesian literacy is an essential skill, especially at the elementary level. It encompasses reading, writing, and the appropriate use of language in context. This aligns with the findings of Megantara and Wachid (2021), who stated that reading is interconnected with other language skills, such as listening, speaking, and writing. Literacy levels in Indonesia remain relatively low, with only 61% of elementary students achieving the expected literacy standards. This may be attributed to the fact that many individuals in Indonesia, though technically literate, choose not to engage in reading activities (Nurdiyanti & Suryanto, 2020). In many classrooms, teaching is dominated by teacher-centered instruction, while students play passive roles as listeners. Reading activities are seldom utilized as a foundation for instruction. Yet, Indonesian language skills—particularly literacy—should be emphasized through appropriate competencies, material selection, and distribution at both elementary and secondary levels.

In the learning process, social media is expected to serve as an educational tool that supports students' Indonesian language literacy. With its multimedia features such as text, images, and videos, social media can provide an interactive environment for reading, writing, discussing, and expanding vocabulary and language comprehension. Ideally, students could utilize platforms such as Instagram, Twitter, or TikTok to explore

high-quality content, express their opinions, and refine their critical and creative thinking skills in Indonesian. These platforms offer easy access to a wide range of information, including educational content, articles, and instructional videos, which can broaden students' horizons. Additionally, social media enables students to engage with communities that share similar interests—such as reading, writing, and academic discussions—thereby enhancing their motivation and enthusiasm for literacy.

However, in practice, students' use of social media is often dominated by entertainment-related activities with minimal educational value. The content consumed frequently involves non-standard language, excessive abbreviations, or a disregard for grammar rules. Moreover, interactions on social media are often shallow, consisting of brief comments or emoticons, which hinder the development of deeper writing and reading abilities. Instead of enhancing literacy, unregulated use of social media may actually diminish the quality of students' Indonesian language proficiency. It may also distract students from reading or academic tasks that require extended focus, promoting habits like skimming rather than deep reading.

The rise in social media usage among elementary students, including those at SDN 1 Purbalingga Lor, directly influences the development of their Indonesian literacy skills. Literacy, encompassing reading, writing, and comprehension, is fundamental for both academic success and everyday life. Simultaneously, social media has become a primary source of communication and text consumption for many children, often ignoring proper language usage. Without appropriate supervision and awareness, social media use can impair students' abilities to write coherently, interpret texts critically, and use the Indonesian language according to its norms. Therefore, this study aims to explore the influence of social media on students' literacy skills in Indonesian. The objective is to analyze how social media affects students' abilities to read and write effectively. The findings are expected to serve as a reference for teachers and parents in guiding students toward more productive and educational uses of social media.

LITERATURE REVIEW

Social Media

Social media, derived from the Latin word *medius*, meaning middle, intermediary, or introducer, serves as a digital platform enabling users to interact, communicate, and share various forms of content. It facilitates the exchange of ideas, personal experiences, and information through electronic media, encompassing text, images, videos, and audio across internet-connected platforms (Dwistia et al., 2022). In Indonesia, as in many parts of the world, social media has become embedded in daily life. Popular platforms such as WhatsApp, Telegram, Instagram, Facebook, and Line enable users to engage actively by creating, sharing, and participating in digital content. These platforms, including blogs, wikis, forums, and virtual worlds, support user interaction and collaboration, transforming traditional communication into an interactive, two-way dialogue.

Social media exists in various forms and functions, ranging from traditional digital publications to more dynamic and interactive platforms. According to Pratiwi and Pritanova (2017), social media technologies encompass online magazines, forums, blogs, microblogs, podcasts, image and video sharing, rating systems, and bookmarking services. Kaplan and Haenlein (2010), drawing on theories of media research and social psychology, proposed a classification of social media into six distinct categories. First, Collaborative Projects, such as Wikipedia, allow users to collectively create and modify content. Second, Blogs and Microblogs, including Twitter, provide a space for individual expression and commentary, often on public or political matters. Third, User-Generated Content platforms, like YouTube, facilitate the sharing of multimedia materials among users. Fourth, Social Networking Sites, such as Facebook, enable individuals to build personal profiles and establish online social connections. Fifth, Virtual Game Worlds offer immersive, avatar-based 3D environments where users interact much like they would in real life. Finally, Virtual Social Worlds, such as Second Life, simulate a broader social experience that closely mirrors real-world interactions and lifestyles. This typology highlights the diverse functionalities and social dynamics that define modern digital communication.

Literacy

Literacy refers to the knowledge and skills possessed by individuals. According to Dwistia et al. (2022), literacy encompasses not only reading and writing but also the capacity to think critically and reflectively about texts. In educational contexts, literacy serves as the foundational competence necessary for learning across all subjects. It can extend beyond traditional reading and writing to include technological literacy, information literacy, critical thinking, and environmental awareness (Ahmadi & Ibda, 2022). Over time, the concept of literacy has evolved from a narrow focus to a broader, more inclusive definition that integrates diverse domains.

Maimunah (2022) outlines the evolution of literacy through five conceptual generations. The first generation defined literacy as the ability to use language and images in varied ways, including reading, writing, listening, speaking, viewing, presenting, and engaging in critical thinking. The second generation emphasized the social and cultural dimensions of literacy, viewing it as a practice embedded in specific contexts. The third generation broadened the scope further to incorporate visual, auditory, and spatial elements, moving beyond textual literacy. In the fourth generation, literacy was seen as a socially constructed and inherently non-neutral process. The fifth generation introduced the concept of multiliteracy, which refers to the ability to understand and communicate ideas through diverse formats, including symbols, multimedia, and both conventional and innovative text forms.

In Indonesia, the development of literacy has mirrored national educational reforms and policy shifts. The Merdeka Curriculum, for instance, underscores the importance of text-based learning and encourages a culture of literacy in schools.

Government initiatives such as the Gerakan Literasi Nasional (GLN) and Gerakan Literasi Sekolah (GLS) aim to foster reading habits and enhance literacy-focused education at all levels. Despite these efforts, challenges persist. PISA (Programme for International Student Assessment) data indicate that Indonesian students' reading performance continues to lag behind international averages. Contributing factors include limited access to quality reading materials, a weak culture of reading in family settings, and suboptimal use of digital technologies and social media in promoting literacy. As digital technology evolves, so does the literacy landscape, with digital literacy—defined as the ability to read, write, and think critically within digital environments—becoming increasingly relevant. Social media, in this context, plays a pivotal role. While it offers opportunities for language development, it can also hinder literacy if misused.

The relationship between social media and literacy skills among students is complex and ambivalent. On one hand, social media can function as an alternative platform to enhance literacy, particularly in reading, writing, and critical thinking. Activities such as reading posts, composing comments, and sharing content can encourage contextual and interactive language use. On the other hand, excessive and unguided social media usage may lead to deteriorating language skills, as seen in the prevalence of non-standard language, overuse of abbreviations, and a diminished grasp of linguistic rules. Hence, social media can serve both as a beneficial educational resource and a potential threat to students' literacy development, depending on how its use is integrated and regulated within the educational system.

METHOD

This study employed a descriptive qualitative research methodology, which aimed to provide a comprehensive exploration and clarification of a particular phenomenon or social reality. The research focused on understanding the influence of social media on students' Indonesian language literacy. The approach involved clearly defining the research subject and addressing the question "who" to identify the participants involved in the study at SDN 1 Purbalingga Lor. The participants consisted of 34 fifth-grade students, comprising 22 female and 12 male students. Data were collected through three primary methods. First, observation was conducted by directly monitoring students' activities related to social media use to understand their behavior and engagement. Second, interviews were carried out with students, teachers, and parents to gather in-depth insights into their perceptions of social media's impact on language literacy. These interviews aimed to explore personal experiences, opinions, and contextual factors. Third, a literature review was conducted by examining relevant sources such as academic books and online references to support the findings and provide theoretical grounding.

The collected data were analyzed using a thematic analysis approach, in which recurring themes and patterns from interview transcripts were systematically identified and interpreted. This method enabled the researcher to gain a deeper understanding of the influence of social media on literacy practices. The results of this study are expected to offer a holistic view of how social media affects Indonesian language literacy at SDN 1 Purbalingga Lor and to provide practical recommendations for teachers and school administrators in utilizing social media as an effective learning tool.

RESULTS AND DISCUSSION

Results

Based on the results of the study, there were significant changes observed in the Indonesian language learning of fifth-grade students at SDN 1 Purbalingga Lor, both in terms of oral and written communication. On the one hand, social media can improve language skills and expand vocabulary, but on the other hand, the use of slang and non-standard language can undermine language standards and cause problems in comprehension.

1. Positive Impact

One of the positive impacts of social media on Indonesian language literacy skills is the increased accessibility to information. As noted by Pambudi et al. (2023), social media enhances access not only to digital content but also to digital devices. In their study, fifth-grade students were introduced to email creation as part of their learning activity. The students received tutorials via Gmail, and the task involved sending emails to their teacher in small groups. Remarkably, 30 out of 34 students successfully created and sent emails to the intended address. This demonstrates that social media platforms serve as effective gateways to access various educational materials, including reading resources, articles, and instructional videos. Such exposure supports students' understanding of language concepts and contributes positively to their literacy development.

Furthermore, social media offers students a valuable platform for language learning, both in Indonesian and foreign languages. The findings indicate that, on average, students spent approximately three to five hours daily on their mobile phones at home, engaging in various activities such as using social media, studying, watching videos, and playing games. Weekend usage tended to be higher than on school days. Observations revealed that many students practiced self-directed learning by consuming content from platforms such as TikTok, YouTube, and Instagram. A significant outcome of this media exposure was the expansion of students' vocabulary. Approximately 68% of the students reported using newly acquired vocabulary in their daily spoken and written communication. In addition, students developed an understanding of foreign terms, particularly in English, through frequent interaction with global content. These findings suggest that while social media is not a formal learning tool, it meaningfully contributes to contextual language development. This aligns with the findings of Alamsyah et al. (2024), who emphasized that students also acquire nonverbal aspects such as the use of emoticons, which play an important role in interpreting messages on social media.

Moreover, students who are active on social media tend to exhibit greater confidence when speaking and participating in class discussions. They are generally more willing to share ideas and opinions, which is a promising indicator of the development of speaking skills.

The study also revealed that the majority of students had active social media accounts, including on platforms such as YouTube, TikTok, and Instagram. This engagement in digital content creation reflects not only students' familiarity with technology but also their growing capacity to communicate through multiple modes of expression. These practices contribute to the enhancement of both written and oral language literacy in a digital context.

Table 1. Social Media Account Ownership Among Fifth Grade Students

No	Social Media Account	Number
1	Youtube	11
2	TikTok	18
3	Instagram	3

Based on the table above, the social media account most commonly owned by students is TikTok. Students create content in the form of videos and posts that include narratives to support their content and make it more engaging. This content creation process indirectly enhances students' writing and creative skills through the words they present. This learning process aligns with constructivist learning theory, which states that students learn better when they are actively involved in the learning process and can construct it through objects observed in their daily lives (Nasir, 2022). Thus, social media can be an effective tool for improving students' Indonesian language literacy.

The study identified several negative impacts of social media on students' Indonesian language literacy. One prominent issue was the frequent use of non-standard language. Findings showed that 90% of students regularly employed informal language forms in classroom group discussions and written notes. Most fifth-grade students habitually used slang, abbreviations, and colloquial expressions, commonly encountered on social media platforms. Examples included words such as "*gak*," "*nggak*," "*aja*," "*nih*," "*dong*," and "*yuk*," along with social media-style expressions like "*wkwk*," "*btw*," "*cmn*," and "*yg*." According to Sibuea et al. (2024), the trend of abandoning formal Indonesian language conventions has intensified with the rise of digital communication. The research revealed that such patterns hinder students' ability to engage with formal texts. Specifically, 25 out of 34 students struggled to comprehend and produce academic writing. One teacher stated, "I often find students who have difficulty writing assignments because they are accustomed to using non-standard language on social media." These findings indicate the urgent need for educators to guide students in adapting their language use to match academic contexts appropriately.

In addition to linguistic issues, the study found a decline in reading interest and skills among students. Excessive time spent on social media was linked to a reduction in time allocated for reading books or extended texts. Many students

reported spending three to six hours daily on their phones, primarily using WhatsApp, Instagram, TikTok, and YouTube. They expressed a preference for light and entertaining content, such as humorous videos, over reading activities. This behavior adversely affected their academic performance, particularly when tasks required them to comprehend texts and answer related questions. Teachers observed that students frequently avoided reading the assigned materials and instead relied on their own interpretations, even when questions were explicitly text-based. Moreover, visits to the library were often unproductive, as students focused more on viewing images than reading accompanying explanations, and they tended to socialize rather than engage with books. These patterns reflect a general decline in students' reading motivation and comprehension skills, largely influenced by unregulated social media use.

Another critical finding of the study concerned students' difficulties in analyzing and processing information. Social media, while a rich source of information, often contains misleading or false content. The research revealed that many students at SDN 1 Purbalingga Lor were unable to distinguish between credible and inaccurate information encountered online. In several cases, students shared unreliable news during classroom discussions, which disrupted the learning environment and influenced their peers. This underscores the necessity of fostering digital literacy skills among students. As emphasized by Salsabila et al. (2023), teachers must play an active role in helping students evaluate information critically and differentiate between facts and hoaxes.

In response to these challenges, various efforts have been made to improve students' literacy through the constructive use of social media. At SDN 1 Purbalingga Lor, teachers have begun integrating social media into classroom activities. Platforms such as YouTube are used to access educational videos, which students then summarize as part of their assignments. Teachers also encourage students to submit their work via email and share group projects, such as advertisement videos, through social media. These activities not only enhance engagement but also promote active learning. In addition, teachers have participated in professional development programs, including workshops and seminars focused on the pedagogical use of social media. These initiatives help teachers adapt their instructional strategies to contemporary digital contexts, as noted by Ambarwati et al. (2023), who argue that educators equipped with ICT skills are better positioned to improve students' literacy outcomes.

Parental involvement has also been a key component in supporting students' responsible use of social media. Teachers collaborate with parents to monitor students' digital behavior and discuss the content they consume. Some parents have implemented screen time schedules and locked specific applications to restrict access. These collaborative efforts between school and home highlight the importance of a shared responsibility in guiding students' digital literacy. Overall, it

is essential to recognize that social media is neither inherently beneficial nor harmful. Its impact depends largely on how it is used. With appropriate guidance from teachers and parents, social media can become a powerful tool for enhancing students' Indonesian language literacy in the 21st century.

CONCLUSION

Based on the findings of this research, it can be concluded that social media exerts a complex influence on the Indonesian language literacy skills of students at SDN 1 Purbalingga Lor. On the one hand, social media contributes positively by enhancing language-related abilities through expanded access to information, increased opportunities for language exposure, and active participation in content creation. These elements support students' engagement with language in dynamic and contextual ways. On the other hand, significant challenges remain, including the pervasive use of non-standard language, a decline in reading motivation and comprehension, and students' limited ability to critically analyze online information. These issues can undermine formal learning outcomes and the development of academic language proficiency. Therefore, the presence of both benefits and drawbacks underscores the need for targeted guidance from educators and parents to ensure that students use social media in a way that supports, rather than hinders, their literacy development.

In light of these findings, several recommendations are proposed. Teachers are encouraged to integrate social media into instructional activities in purposeful and structured ways. For example, platforms such as WhatsApp or Instagram can be used to facilitate study groups, enabling students to share learning materials and engage in academic discussions. It is equally important to incorporate explicit instruction on appropriate language use and digital citizenship, helping students distinguish between formal and informal language registers. Parental involvement is also essential. Parents should play an active role in supervising and discussing their children's use of social media, particularly by setting boundaries and guiding children to reflect on the content they consume. These efforts can help students develop the ability to adjust their communication style according to context and purpose.

Looking ahead, further research is recommended to examine the long-term effects of social media use on students' literacy skills. Expanding the scope of research to include a broader range of schools and geographic areas would also contribute to a more comprehensive understanding of how social media influences literacy across diverse educational settings. In doing so, future studies can provide deeper insights that inform educational policy and practice. Ultimately, this research contributes to the ongoing development of Indonesian language education by highlighting the potential of social media as a pedagogical tool, while also

emphasizing the importance of critical and responsible use among students.

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