



## The Influence of Information Consumption from Social Media on the Improvement of Student Academic Literacy

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**Abstract.** *This research aims to examine the influence of information consumption from social media on the improvement of students' academic literacy. Academic literacy is an important skill for students in understanding, analyzing, and critically utilizing scientific information. However, the low level of academic literacy in Indonesia has become a serious concern, especially in the digital era where social media has become the main source of information. This research uses a quantitative method with data collection techniques in the form of surveys among students. The research results indicate that the consumption of information from social media has both positive and negative impacts on academic literacy. Social media facilitates access to academic information, but it also has the potential to lower the quality of literacy due to the dominance of unverified information. This research provides strategic recommendations to enhance students' academic literacy, such as the wise use of social media and strengthening fact-checking skills. These findings are expected to help higher education institutions design policies that support the development of students' academic literacy in the digital era.*

**Keywords:** Academic literacy, Social media, Information consumption.

### 1. INTRODUCTION

Social media has become the primary source for students to obtain information. However, the ease of access to information is not always positive, especially in the context of academic literacy. Many students prefer information from social media, which is often unverified, over scientific journals or more credible academic sources. This impacts the low quality of students' academic literacy, which in turn can hinder their ability to understand, analyze, and critically use information for academic purposes.

Academic literacy is an important skill that students must possess to support their coursework and research activities. This ability includes reading, writing, and analyzing various scientific sources. However, surveys show that Indonesian students still face challenges in improving their academic literacy. Factors such as the low interest in reading scientific journals, the dominance of social media as the main source of

information, and the limited fact-checking skills are some of the main obstacles in the development of good academic literacy.

The pattern of information consumption among students who rely more on social media often exposes them to unverified information. The lack of skills in evaluating the credibility of information makes students vulnerable to hoaxes and misinformation. In addition, inadequate educational infrastructure, such as the limited number of references in the library, also serves as a hindrance in the search for quality scientific sources. Therefore, it is important to investigate how the consumption of information from social media affects students' reading habits and its impact on their academic literacy.

The role of social media in the world of education does indeed have positive aspects, such as increasing access to learning resources, supporting academic discussions, and expanding communication networks between students and lecturers. However, challenges such as high distractions, unreliable information, and decreased interest in valid scientific sources have become major concerns. Therefore, this research aims to analyze the impact of information consumption from social media on students' academic literacy, as well as to design effective strategies to enhance academic literacy skills in the digital era.

Through this research, it is hoped that deeper insights can be obtained regarding the relationship between social media consumption and students' academic literacy. Thus, the results of this research can serve as a basis for universities in designing more effective policies to enhance students' academic literacy skills, so that they can be better prepared to face academic and professional challenges in the future.

## **2. METHODS**

This research uses a descriptive method with a quantitative approach to analyze the role of technology in improving student literacy in the digital era. Data was collected through a survey using a questionnaire distributed to students from various study programs as research.

### **Participants / Subject / Population and Sample**

The Research Participants in this study were randomly selected students from various universities in Indonesia. The number of samples used was 24 students, consisting of second semester, fourth semester, and sixth semester students.

## Instruments

The instrument used in this study was a Google Form-based questionnaire containing closed and open questions related to the use of technology in improving academic literacy. This questionnaire covers aspects such as the frequency of technology use, the type of platform used, and the impact of technology on students' understanding and literacy skills.

## Data Analysis Procedures

The data obtained was analyzed using quantitative descriptive analysis techniques. The survey results were processed in the form of percentages and data visualization using tables and diagrams to illustrate the tendency of participants' answers. In addition, inferential analysis was conducted to identify the relationship between certain variables, such as the level of technology use and the improvement of student literacy.

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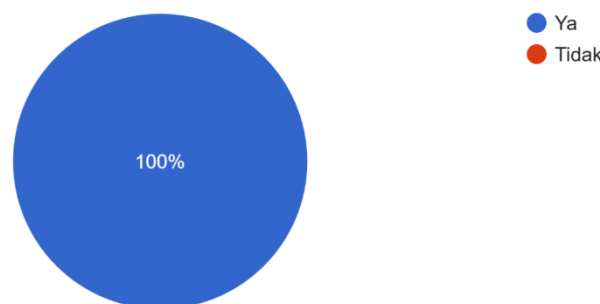
## 3. RESULTS

To understand the pattern of using social media as a source of academic information among students, a survey of 50 respondents was conducted. The survey questions and results are as follows.

- a. Do you actively use social media as a source of academic information?

Apakah Anda aktif menggunakan media sosial sebagai sumber informasi akademik?

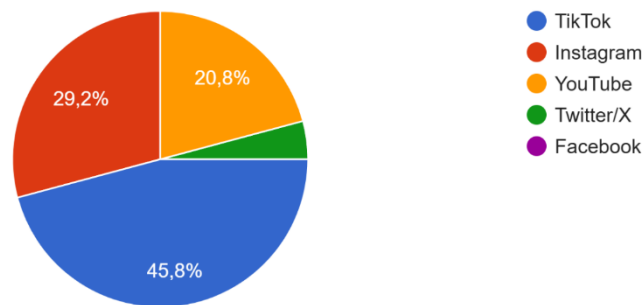
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Based on the results of a survey of 24 respondents regarding the use of social media as a source of academic information, it was found that all respondents (100%) actively use social media to find academic information. None of the respondents stated that they do not use social media as a source of information in the academic context. This shows that social media has a significant role in supporting access to academic information among respondents.

- b. Which social media platform do you use most often to find academic information?

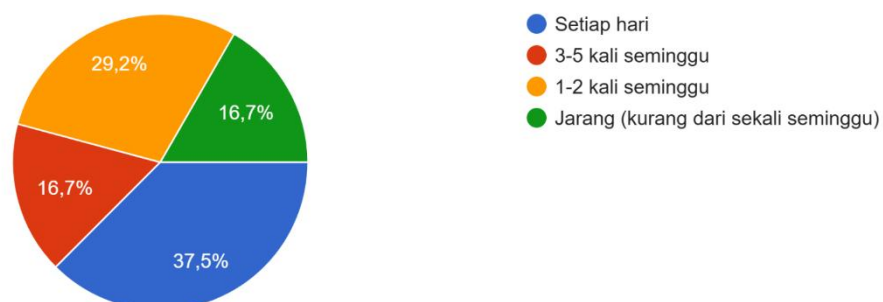
Platform media sosial yang paling sering Anda gunakan untuk mencari informasi akademik?  
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Based on the results of a survey conducted on 24 respondents regarding the social media platforms most often used to find academic information, it was found that the majority of respondents (45.8%) use TikTok as the main source of academic information. Instagram came in second with 29.2%, followed by YouTube which was used by 20.8% of respondents. Meanwhile, Twitter/X and Facebook have smaller percentages and seem to be less popular than other platforms in the search for academic information.

- c. How often do you search for academic information on social media?

Seberapa sering Anda mencari informasi akademik di media sosial?  
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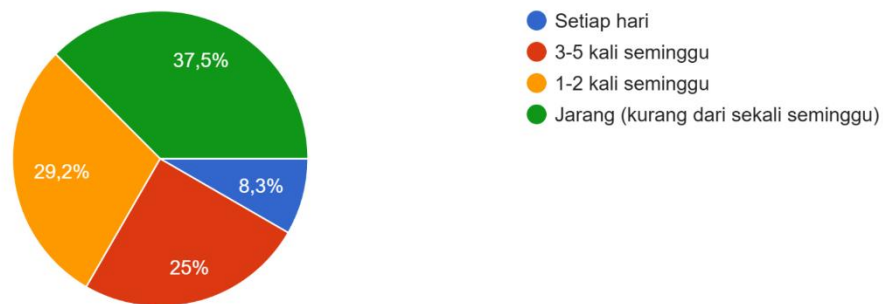


Based on the results of a survey conducted on 24 respondents regarding the frequency of searching for academic information on social media, it was found that the majority of respondents (37.5%) search for academic information every day. Meanwhile, 29.2% of respondents search for academic information 3-5 times a week. Meanwhile, 16.7% of respondents access academic information only 1-2 times a week, and the same percentage (16.7%) shows that respondents rarely search for academic information, namely less than once a week Table 2. Frequency of searching for academic information on social media.

d. How often do you read academic journals for class purposes?

Seberapa sering Anda membaca jurnal akademik untuk keperluan kuliah?

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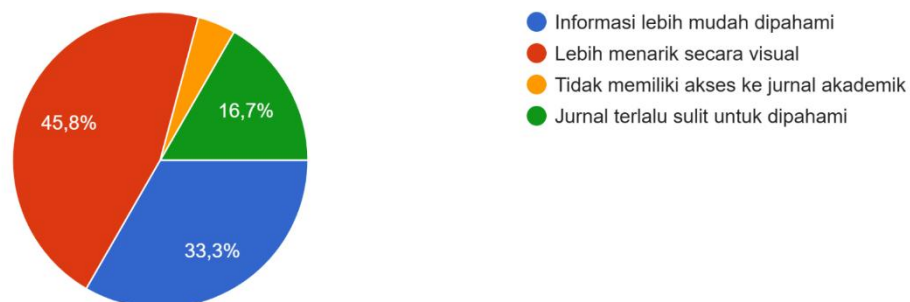


Based on the results of a survey conducted on 24 respondents regarding the frequency of reading academic journals for college purposes, it was found that most respondents (37.5%) rarely read academic journals, namely less than once a week. Meanwhile, 29.2% of respondents read journals 1-2 times a week, and another 25% read academic journals with a frequency of 3-5 times a week.

e. Comparison of Social Media and Academic Journals in Information Retrieval Academic

Apa alasan utama Anda lebih sering mengakses media sosial dibanding jurnal akademik?

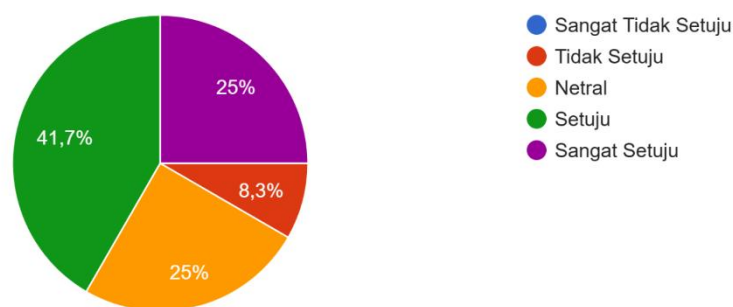
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Based on the survey results, the main reason respondents access more frequently social media compared to academic journals is because of the information presented more visually appealing (45.8%) and easier to understand (33.3%). This showing that an attractive appearance and a simple delivery becoming the main factor in students' preference for social media as academic information sources. In addition, 16.7% of the respondents stated that academic journals are too difficult to understand, while a small portion (4.2%) admit not having access to academic journals. These factors indicate that the constraints of accessibility and the complexity of academic journals still remain challenge for some students.

f. Preference for Educational Videos on Social Media

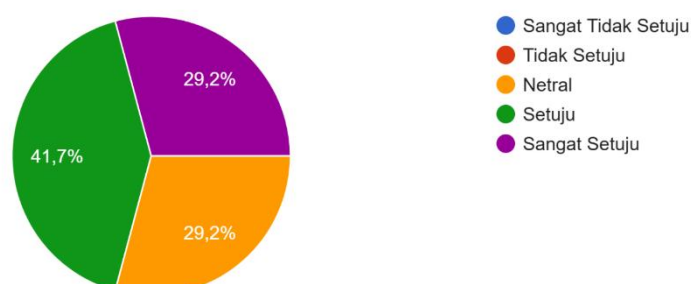
Saya lebih suka menonton video edukasi di YouTube/TikTok daripada membaca buku atau jurnal  
24 jawaban



Most respondents prefer watching educational videos on the platform. Like YouTube and TikTok instead of reading books or journals. As much as 41.7% agree, and 25% even strongly agree with this statement. Meanwhile that, 25% of respondents were neutral, and only 8.3% disagreed. This data shows that the video format is more popular because it can present material academic in a more interactive and easily understandable way compared to text conventional academic.

g. The Role of Social Media in Understanding Course Material

Media sosial membantu saya memahami materi kuliah dengan lebih baik  
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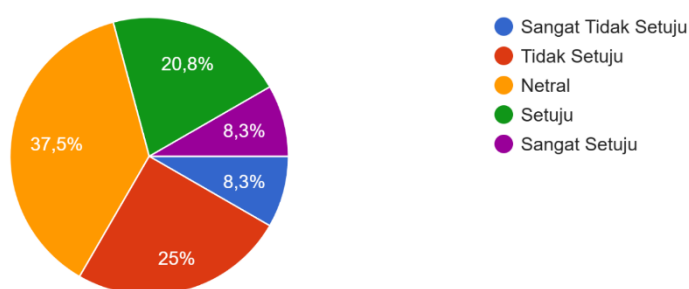


Besides being a source of information, social media is also considered helpful. students in understanding the course material better. As much as 41.7% respondents agree with this statement, followed by 29.2% who strongly agree. Meanwhile, 29.2% of the other respondents were neutral. This finding indicates that social media is not only a means of entertainment but also has benefits in supporting student learning.

#### h. Social Media as a Substitute for Academic Journals

Saya merasa media sosial dapat menjadi pengganti jurnal akademik dalam mencari referensi ilmiah.

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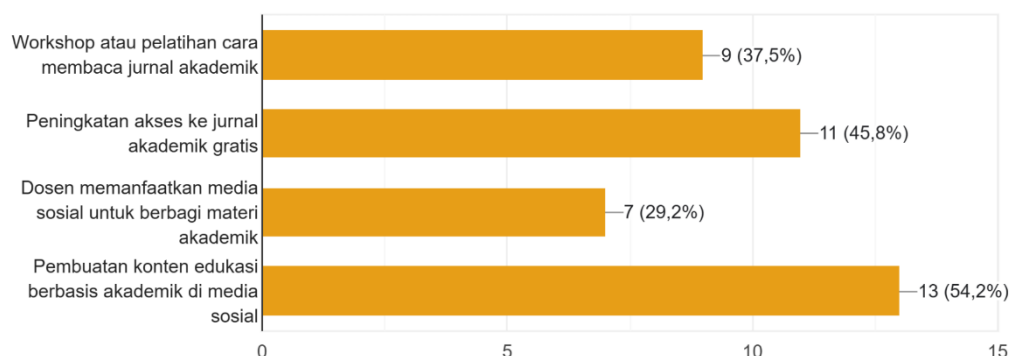


Related to the role of social media as a substitute for academic journals in searching for scientific references, the majority of respondents (37.5%) were neutral with this assumption, while 25% chose to disagree. Only 20.8% agreed and 8.3% strongly agreed, while 8.3% strongly disagreed. This shows that although some consider social media to be a scientific reference, the majority are still doubtful or reject it, possibly due to the validity and credibility of the information available on social media compared to academic journals.

#### i. Strategies for Improving Student Academic Literacy

Menurut Anda, apa strategi yang dapat membantu meningkatkan literasi akademik mahasiswa? (Pilih lebih dari satu)

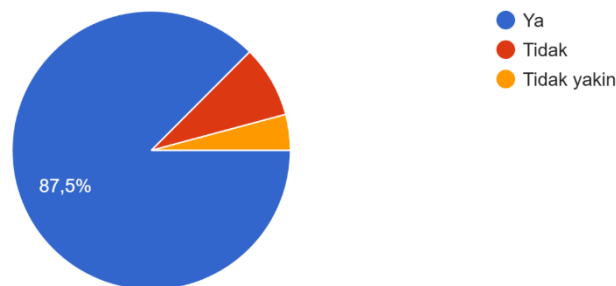
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To improve students' academic literacy, several strategies that proposed by the respondents includes the creation of academic-based educational content in social media (54.2%), increased access to free academic journals (45.8%), workshops or training on how to read academic journals (37.5%), as well as media utilization social by lecturers to share academic materials (29.2%). This data shows that students want broader access to academic resources that is credible, while also adapting more interactive learning methods through social media.

j. Interest in the Utilization of Social Media in Learning by Lecturers

Apakah Anda tertarik jika dosen menggunakan media sosial sebagai bagian dari pembelajaran?  
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The majority of respondents (87.5%) expressed interest if the lecturer uses social media as part of learning. Only a small part does not interested, and there are some who are doubtful about the effectiveness of this method. This result showing that students see great potential in the use of media social as a means of learning that is more interactive, accessible, and relevant with their learning style.

#### **4. DISCUSSION**

The results of this study indicate that although the number of respondents is limited, there is a tendency for students to rely more on social media as main source of academic information. This emphasizes the need for improved literacy. academic and digital literacy so that students become more skilled in sorting information valid and reliable.



Some efforts that can be made to improve digital literacy and The academic aspect of students is to encourage professors to utilize media. social as a means of directed learning, but still guiding students to use academic journals as the primary source. Campus also need to provide free access to academic journals and hold journal reading training so that students become more accustomed to and understand its content well. In addition, students also need to be more active in improving skills in filtering information through digital literacy programs so that they can distinguishing credible information from non-credible information.

To address the negative impact of social media on academic literacy students, the steps that can be taken include organizinal digital literacy training so that students become more skilled in distinguishing information the truth and hoaxes, making access to free academic journals easier so that students are more accustomed to using credible sources, as well as encouraging lecturers to use social media in teaching by ensuring the source of information is credible. In addition, training on how to understand and compiling scientific references is also important so that students become more accustomed to using academic journal in their academic activities.

Overall, the results of this study affirm that although the media social has benefits in facilitating access to academic information, still efforts are needed to enhance students' awareness and skills in using valid academic reference sources. With the right strategy, the use of social media can be optimized without sacrificing credibility academic information.

## **5. CONCLUSION AND SUGGESTION**

This research shows that social media has become the primary source of information for students, shifting the role of academic journals as important references. Students tend to spend more time on platforms like Instagram, TikTok, and Facebook, which often present unverified information. As a result, their academic literacy levels decline, marked by poor critical reading skills, scientific text analysis, and fact-checking abilities.

- a. The impact of social media consumption on students' academic literacy is quite significant. Dependence on instant and less credible information makes students more vulnerable to misinformation and less exposed to more in-depth academic

content. This affects the quality of their understanding of academic texts and their critical thinking skills in the world of higher education.

- b. To address this challenge, it is necessary to implement strategies to enhance academic literacy through information literacy training programs that include critical reading skills, scientific writing, and information source evaluation. In addition, improving access to credible academic sources and awareness campaigns about the importance of academic literacy are important steps in preparing students to face the academic and professional world.

Thus, the improvement of academic literacy not only enhances the quality of higher education but also helps shape a more critical society capable of discerning true and valid information

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