

Exploring Problems and Opportunities in Using Social Media: A Community Program for Senior High School Students

Yogi Saputra Mahmud¹

Keywords :

Digital literacy;
Senior High School students;
Social media;
Community program;
Indonesia.

Author's Correspondence

Primary School Teacher Education,
President University, Bekasi, Indonesia
Email: yogi.saputra@president.ac.id

Article History

Received: 10-08-2021;
Reviewed: 21-10-2021;
Accepted: 28-12-2021;
Available Online: 10-12-2021;
Published: 23-12-2021;

Abstrak. Program pengabdian kepada masyarakat ini dilaksanakan dalam bentuk webinar dan lokakarya daring guna memberikan pemahaman literasi digital serta mengeksplorasi masalah dan peluang dalam menggunakan media sosial untuk siswa sekolah menengah atas. Partisipan dari kegiatan pengabdian kepada masyarakat ini merupakan 474 orang yang meliputi murid SMA Negeri 2 Bondowoso, SMA YPPK Agustinus Kota Sorong, dan mahasiswa Ilmu Hubungan Internasional President University. Hasil dari survei yang dibagikan di kegiatan ini menunjukkan bahwa sebagian besar peserta mengalami kesulitan dalam penggunaan media sosial, berupa ketergantungan, kejahatan siber, perundungan, konten dewasa, dll. Beberapa rekomendasi dan saran untuk program yang serupa guna meningkatkan literasi digital di media sosial untuk para siswa juga dibahas di dalam artikel ini.

Abstract. This community empowerment program aims to provide an understanding of digital literacy and to explore the problems and opportunities in using social media for senior high school students in Indonesia. There were around 474 participants who were involved in this community empowerment program, including the students of SMA Negeri 2 Bondowoso, SMA YPPK Agustinus Kota Sorong, and the International Relations study program President University. The result from a survey revealed that the majority of participants had experienced problems in using social media, including addiction, cybercrime, cyberbullying, exposure to adult content, and many others. Some recommendations and suggestions for relevant programs in the future are also outlined in this paper to improve students' digital literacy and communication ethics in social media.



INTRODUCTION

Internet and social media have become indivisible elements in peoples' lives worldwide. As social beings, humans conduct communication activities with their surroundings. Before the digital era, humans communicated directly between people. Humans utilize social media extensively during the digital era due to the massive development of technology globally (Candraningrum et al., 2018). In Indonesia, the utilization of the internet and social media has been surging significantly in recent periods. In 2019, for instance, there were 150 million internet users with an approximately 56% penetration rate throughout the regions in Indonesia (Rizkinaswara, 2019). Unfortunately, the considerable rate of internet users is not in accordance with the level of digital literacy skills among Indonesian people. In this case, the level of digital literacy among Indonesian people is considered low, as portrayed in the IMD World Digital Competitiveness Ranking 2019, by which Indonesia is in the 56 of 63 countries being identified (Rochadiani et al., 2020).

In regard to the overall percentage of internet users in Indonesia, the Association of Indonesian Internet Providers (APJII) outlined that the age group 15-19 dominated the Internet users with the highest penetration rate at approximately 91% of all internet users in Indonesia in 2019 (Haryanto, 2019). Furthermore, the young generation is often coined as "digital native" to refer to the internet and social media as indispensable needs within their day-to-day lives (Kurnianingsih et al., 2017), in which these young people typically spend around five hours daily surfing the internet through their smartphones, personal computers, and laptops (Gaol, 2020). The extensive use of the internet and social media can indeed provide various advantages for the young generation, including senior high school students. Despite this, it may also have negative drawbacks if it is utilized irresponsibly, which will be explained further below.

For senior high school students, digital literacy enables them to be aware of the dynamics that occur in social lives, by which the awareness should be developed further

both at school and home as an integral part and process of learning (Ginting et al., 2021). In addition, the use of the internet and social media enable the students to explore reading sources easily to extend their understanding and disseminate their knowledge to the broader public without any physical and geographical borders (Sebayang et al., 2021; Setianingsih & Subarjo, 2020). Nevertheless, using the internet and social media can also negatively impact students as they are prone to plagiarism, piracy, and other negative cases (Setianingsih & Subarjo, 2020).

Simultaneously, the use of gadgets in the school context is rarely discussed critically between students and school administrators. Regarding this, the use of gadgets can indeed provide various advantages for the students to facilitate the learning process. However, the students' unregulated and careless use of gadgets can lead to severe problems (Maulida et al., 2019), which will be explained further in the following paragraph.

Previous studies have explored the common problems faced by young netizens in Indonesia using social media (Gaol, 2020; Gelgel, 2017; Maifianti et al., 2021). For instance, Gaol (2020) outlined that the young generation often faces challenges in using the internet and social media due to the emergence of hoaxes, false information, hate speech, and cultural and religious intolerance. Consequently, it is urgently needed for students to possess digital literacy skills to critically and thoroughly evaluate the information they gained from the internet and other digital content since the negative impacts of hoaxes and false information are often directly impacting society (Maifianti et al., 2021).

Besides the general problems caused by the uninformed use of the internet and social media among students, communication problems are often regarded as critical to be addressed. These communication problems include the lack of understanding on how to communicate in social media ethically, the limited knowledge on the legal implications of the irresponsible use of social media, as well as the lack of awareness and literacy in socializing through social media (Gelgel, 2017). As a consequence, communication ethics in social media should be possessed and mastered by many people, particularly

students, due to the communication-related problems that often occur in the use of social media (Nasution et al., 2019). By mastering communication ethics in social media use, students are expected to comprehend the strategies to convey messages and information appropriately. Regarding this, Nasution et al. (2019) argued that understanding communication ethics in social media enables students to be more aware of what they post and comment on social media to avoid harassment and misunderstanding towards other people.

Based on the explanation above, a community empowerment program entitled "Exploring problems and opportunities in using social media to enhance personal branding and digital portfolio" was proposed in order to improve communication skills in using social media among senior high school students. In addition, this program also aimed at exploring students' possible challenges faced during the use of social media so that they would be able to prevent similar challenges or instances in the future.

METHOD

Due to the outbreak of the COVID-19 pandemic in Indonesia, all non-essential activities are restricted by the government through the implementation of Large-scale Social Restrictions (PSBB) and the Imposition of Restrictions on Community Activities (PPKM). As a consequence, all academic activities must be conducted online to prevent the spread of the Coronavirus. Therefore, this webinar was implemented through an online platform called Zoom to reduce the risk of virus spread to the participants. Furthermore, it was also employed online to gather broader participants without physical and geographical borders or limitations, which was portrayed in the author's previous online community empowerment program that could engage up to 535 participants (Mahmud et al., 2021).

In terms of the administrative process of the community empowerment program, three different phases can be discussed further. First of all, the preparation of the program was assisted by International Relations students (Wittwelve) at President University, Bekasi, Indonesia. In this case, the committee

members managed the administrative preparation of the community empowerment program, such as creating a webinar poster (see Picture 1) and coordinating with partnered senior high schools in Bondowoso and Sorong. Second, the committee members also contacted potential speakers who would share their experience and expertise regarding the implementation of the community empowerment program. The first speaker is Yogi Saputra Mahmud, S.Pd., M.TESOL (English Lecturer at President University & Content Director at Indonesia Mengglobal). The committee members also invited Clarita Mawarni Salem (Miss Tourism Metropolitan 2020/2021 & Putri Pariwisata Indonesia 2019) as the second speaker.



Picture 1. The program poster

In addition, the committee members also informed the participants to register through Google Forms, in which they also received some information related to the Zoom meeting conference and attendance form. Also, the participants received an eCertificate once they completed the feedback form at the end of the session. Finally, the committee members sent a reminder email to all participants one day prior to the program to remind the participants about the upcoming community empowerment program. During the day of the community empowerment program, there were a total of 474 participants comprising of senior high school students, university students, and other participants from other institutions.

RESULTS AND DISCUSSION

The first presentation session was delivered by Yogi Saputra Mahmud, S.Pd., M.TESOL, in which he explored several strategies to maintain ethical behavior in using digital media. In addition, he also examined possible challenges that participants experienced when they engaged in utilizing social media and producing digital content through a Google Form.



Picture 2. The main session of the community empowerment program

From 474 participants who were involved in this community empowerment program, there were 277 participants who completed the survey delivered by the first presenter. The participants comprised 248 female (89.5%) and 29 male (10.5%) students. In addition, the students were also asked to identify social media accounts that they possess, which can be seen in Figure 1.

Based on the figure above, it can be identified that almost all of the participants have Instagram. In addition, Tiktok and Twitter became the second and third most popular accounts owned by participants by 79.1% and 62.5%, respectively. Almost half of the participants also possess Facebook and YouTube, while LinkedIn becomes the least popular social media among the participants. The fact that only a few participants own LinkedIn reflects the lack of awareness to maximize social media to enhance employability, personal branding, and their social capital. Regarding this, LinkedIn is started to be used as a means of recruiting employee candidates in a professional context (Koch et al., 2018).

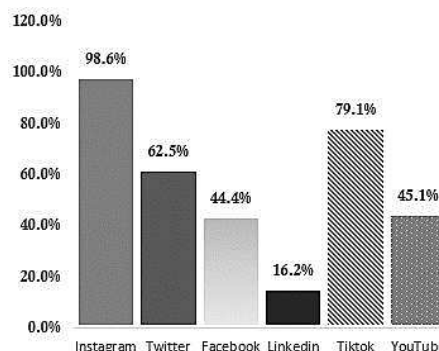


Figure 1. Social media accounts owned by participants

Besides the social media owned by the participants, they were also asked about the means of gadgets in accessing their social media. From the survey, it can be identified that almost all participants access their social media through their smartphones (99.3%), followed by computers/laptops (78%) and tablets (11.6%). By utilizing these gadgets, the participants have also experienced creating various digital content that can be identified in Figure 2.

From Figure 2, it was revealed that more than half of the participants have experienced creating social media profiles and videos/vlogs in their social media by 67.1% and 65%, respectively. Meanwhile, almost a quarter of the total participants (24.5%) have created or composed music on their social media. Less than 20% of the total participants have experienced creating a website and blog, followed by gaming content as the least popular digital content with 4.2%.

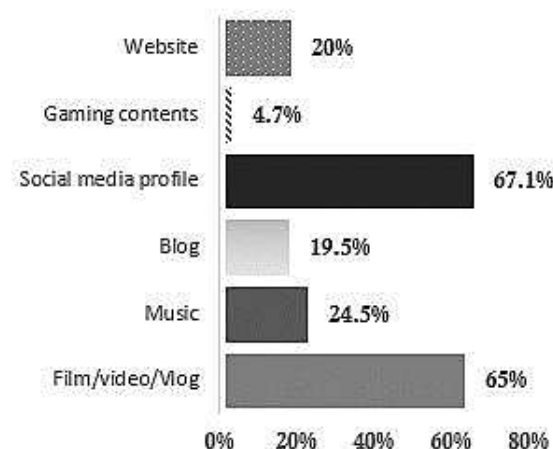


Figure 2. Digital contents that have been created by participants

In creating digital content in social media, these participants were also asked whether they have experienced a problem or not. Based on the survey given to the participants, it was revealed that 232 participants (83.8%) had experienced a problem in using social media and creating digital content, while 45 participants (16.2%) mentioned that they have never experienced an issue. In other words, the majority of participants have ever experienced an issue in using social media, in which the issues were also specifically surveyed by the first presenter in this community empowerment program, as displayed in Figure 3.

Addiction became the most apparent issue experienced by the majority of participants, with 53.1%. This is followed by the issue of unwanted stalking with 30%. In addition, almost a quarter of the total participants experienced either cybercrime, exposure to adult content, and hacking. Ultimately, around 19.1% and 17.7% of the total participants experienced issues of sensitive content (SARA) and bullying.

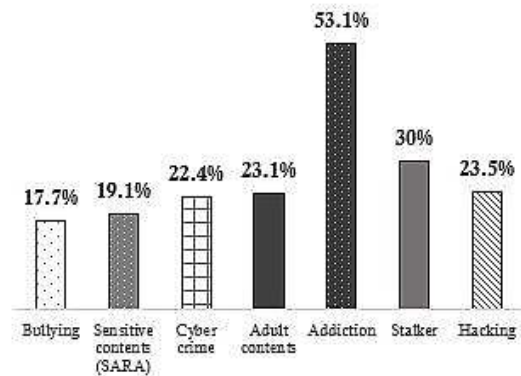


Figure 3. Problems experienced by participants in using social media

The participants were also asked about individuals they trust or inform if they experience some issues regarding the use of social media. More than 2/3 of the participants mentioned that they would inform their friends or close friends. Parents and guardians became the second-highest percentage with 43%, followed by siblings, other relatives, and teachers/lecturers with 29.2%, 14.4%, and 1.8%, respectively.

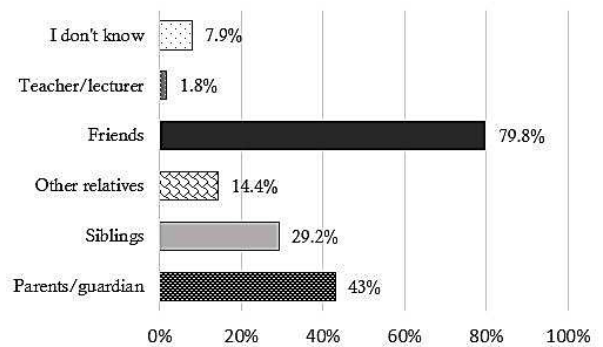


Figure 4. Individuals who will be informed by the participants when they experience issues in social media

It is worth noting that the percentage of participants who are planning to inform teachers and lecturers regarding the issues in social media is considered very low (1.8%). This percentage represents the level of trust that students put into their teachers and lecturers in addressing the problems related to social media. Nasution et al. (2019) argue that educational institutions are not only responsible for teaching school subjects but also teaching the students about the ethics of using the internet and accessing information correctly. Furthermore, teachers are also expected to keep up with the students' lifestyle in using social media properly by enhancing their own understanding and awareness of the impact of digital technology on the students' mental and psychological development (Yuliawati et al., 2021). In other words, there is a strong emphasis that schools and teachers also have a significant role in alleviating issues that students experience in using social media.

Ultimately, the participants were also asked about the future digital skills they wish to possess or master on social media (see Figure 5). Regarding this, 79.8% of the participants outlined that they want to improve their public speaking, followed by video editing, copywriting, and marketing with relatively similar percentages. More than half of the participants also preferred photo editing skills, while music production became the least preferred digital skill among the participants, with 27.8%.

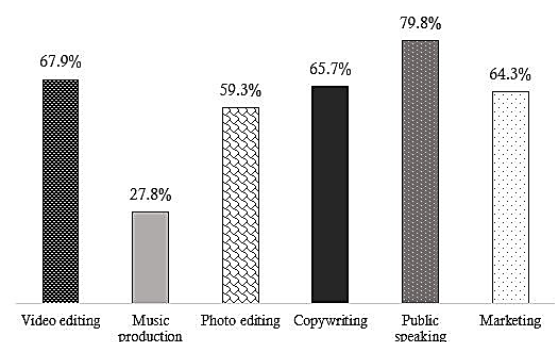
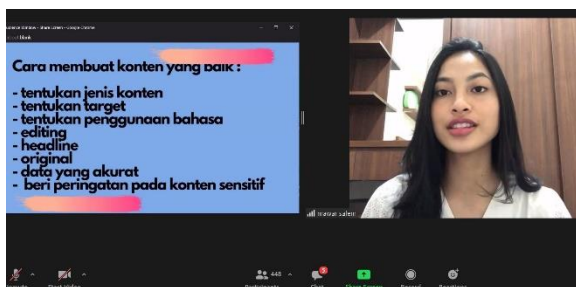


Figure 5. Digital skills the participants wish to master in social media

The second presentation was delivered by Clarita Mawarni Salem, in which she delivered material about tips and strategies to create great digital content. In her presentation, she also showed some relevant examples for students to enhance their visibility in social media. Also, some possible threats that may hinder the students in maximizing the use of social media were also explored thoroughly in her presentation. Her presentation was concluded by revealing her personal experience in using social media to maintain personal branding and enhance people's awareness related to the issues she is campaigning about, such as social and environmental issues.

The second presentation in this community empowerment program is considered essential for the students in order to improve the students' awareness to process a variety of information as a part of digital literacy. In addition, the strategies of creating digital content in social media are also vital for the students in order to maximize the use of social media positively.



Picture 3. The second presentation was delivered by Clarita Salem.

The community empowerment program was closed by question-and-answer sessions delivered by participants either from

SMAN 2 Bondowoso, SMAN YPPK Agustinus Sorong, President University, and other participants from other institutions. The questions were mainly related to tips and strategies to maximize the use of social media for personal and financial matters and some strategies to alleviate issues faced by the participants.

CONCLUSION AND SUGGESTION

In conclusion, this community empowerment program aims to discover strategies to maximize the use of social media for personal and professional purposes, mainly in enhancing students' personal branding and digital portfolio. In addition, students were also encouraged to discover possible issues and threats that may hinder the use of social media effectively, such as cybercrime, bullying, hoaxes, and many others. Ultimately, strategies to alleviate the issues and to create compelling digital content were also explored extensively.

With the sheer number of participants from across the regions in Indonesia (474 participants), this community empowerment program had achieved its purpose to disseminate the importance of using social media effectively. However, with some problems and desired digital skills were being identified from the survey distributed in the current community empowerment program, it is strongly encouraged for future lecturers or instructors to implement another community empowerment program in the future, particularly to address the problems identified and enhance digital literacies/skills desired by the students. Ultimately, it is expected that future community empowerment programs can emphasize practical activities, such as maximizing LinkedIn to enhance employability and personal branding for recent high school graduates or newly-enrolled university students. This is also due to the low number of participants who have already maximized the use of LinkedIn for professional matters.

ACKNOWLEDGMENT

The author would like to express his gratitude to the Wittwelve community, which comprises President University students

majoring in International Relations study program, as the event committee who invited the participants to this community empowerment program. Also, the author would like to show his appreciation to the principals and students of SMA Negeri 2 Bondowoso, SMA YPPK Agustinus Sorong, Papua, and other participants from other institutions, that participated actively in this community empowerment program.

REFERENCES

- Candraningrum, D. A., Widayatmoko, W., & Utami, B. (2018). Etika dan budaya berinteraksi di media sosial di SMA Warga Surakarta. *Jurnal Bakti Masyarakat Indonesia*, 1(1), 1–9.
- Gaol, D. F. L. (2020). Sosialisasi literasi digital pada remaja Karang Taruna Kelurahan Tanjungpriok Jakarta Utara. *IKRAITH-ABDIMAS*, 3(1), 30–36.
- Gelgel, N. M. R. A. (2017). Pengenalan beretika komunikasi dalam sosial media di kalangan remaja. *Buletin Udayana Mengabdi*, 16(3), 219–224.
- Ginting, R. V. B., Arindani, D., Lubis, C. M. W., & Shella, A. P. (2021). Literasi digital sebagai wujud pemberdayaan masyarakat di era globalisasi. *Jurnal Pasopati: Pengabdian Masyarakat Dan Inovasi Pengembangan Teknologi*, 3(2), 118–122.
- Haryanto, A. T. (2019). *Pengguna internet Indonesia didominasi milenial*. DetikInet. <https://inet.detik.com/telecommunication/d-4551389/pengguna-internet-indonesia-didominasi-milenial>
- Koch, T., Gerber, C., & De Klerk, J. J. (2018). The impact of social media on recruitment: Are you LinkedIn? *SA Journal of Human Resource Management*, 16, 1–14. <https://doi.org/10.4102/sajhrm.v16i0.861>
- Kurnianingsih, I., Rosini, R., & Ismayati, N. (2017). Upaya peningkatan kemampuan literasi digital bagi tenaga perpustakaan sekolah dan guru di wilayah Jakarta Pusat melalui pelatihan literasi informasi. *Jurnal Pengabdian Kepada Masyarakat (Indonesian Journal of Community Engagement)*, 3(1), 61–76. <https://doi.org/10.22146/jpkm.25370>
- Mahmud, Y. S., Kuhon, R., Santosa, D. S. S., & Pujiastuti, A. (2021). Back to school: Upskilling teachers' competence through online scholarship workshop. *International Journal of Community Service Learning*, 5(1), 43–50. <https://doi.org/10.23887/ijcs.v5i1.31414>
- Maifianti, K. S., Hidayati, R., & Mauliansyah, F. (2021). Literasi digital dan etika bermedia sosial kalangan pelajar di SMAN Wira Bangsa Aceh Barat. *Community Development Journal*, 2(2), 301–305.
- Nasution, Z., Kismet, A., Jati, N., Setia, S., & Sosial, M. (2019). Pelatihan etika berbahasa bagi siswa untuk meningkatkan keterampilan berkomunikasi di media sosial. *Kumawula: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 117–128.
- Rizkinaswara, L. (2019). *Dampak penggunaan internet Indonesia terhadap sosial budaya masyarakat*. Kominformo.Go.Id. <https://aptika.kominformo.go.id/2019/08/dampakpenggunaan-%0Ainternet-indonesia-terhadap-sosial-budaya-masyarakat/>
- Rochadiani, T. H., Santoso, H., & Dazki, E. (2020). Peningkatan literasi digital pada masa pandemi COVID-19. *JPM: Jurnal Pengabdian Masyarakat Universitas Pradita*, 1(1), 11–21.
- Sebayang, A., Prabowo, A. D., Annurdi, A., & Dawi, K. (2021). Sosialisasi etika dan aspek hukum pemanfaatan media sosial pada kalangan remaja siswa di SMK Negeri 3 Pontianak. *MAREN: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 2(1), 123–137.
- Setianingsih, W., & Subarjo, A. H. (2020). Peningkatan literasi informasi di Griya Yatim Dhuafa Yogyakarta. *Buletin*

Udayana Mengabdi, 19(3), 302–307.

Yuliawati, S., Suganda, D., & Darmayanti, N. (2021). Penyuluhan literasi digital bagi guru-guru SMP di kota Sukabumi. *Kumawula: Jurnal Pengabdian Kepada Masyarakat*, 3(3), 477–483. <https://doi.org/10.24198/kumawula.v3i3.29604>