

## COMMUNITY-BASED SOCIAL MEDIA LITERACY TRAINING FOR YOUTH EMPOWERMENT IN NAGARI RAO-RAO

Dasa Syawal Syahputra<sup>1</sup>, Halim Tawakal<sup>2</sup>, Hibatul Haqqi<sup>3</sup>, Tiy Kusmarrabbi Karo<sup>4</sup>

<sup>1,2</sup>) Komunikasi dan Penyiaran Islam, STAI As-Sunnah Deli Serdang, Indonesia

<sup>3</sup>) Bimbingan dan Penyuluhan Islam, STAI As-Sunnah Deli Serdang, Indonesia

<sup>4</sup>) Pendidikan Bahasa Arab, STAI As-Sunnah Deli Serdang, Indonesia

### Article history

Received : 2025-04-08

Revised: 2025-09-29

Accepted : 2025-09-30

Dasa Syawal Syahputra

Email: syawaldasa@gmail.com

### Article Info

Article History:

Received: 2025-04-08 Accepted: 2025-09-30 Publish: 2025-09-30



: 10.51590/jpm\_assunnah.v5i3.1016



This work is licensed under a

[Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

### Abstract

Social media usage among teenagers has become a serious concern due to the potential negative impacts of inadequate digital literacy. This community service research aims to analyze the effectiveness of community-based social media literacy training in enhancing understanding and skills for responsible social media use among teenagers in *Nagari* Rao-Rao, Sungai Tarab District, West Pasaman Regency. The methodology employed a participatory action research approach with structured training techniques conducted over six days for 60 MTs Plus Thawalib Darul Huda students. Data were collected through pre-test and post-test assessments, participatory observation, and focus group discussions. Data analysis utilized descriptive statistics and thematic content analysis. The results demonstrated significant improvements in understanding social media concepts (from 45% to 78%), awareness of psychological-social impacts (from 38% to 82%), and hoax identification skills (from 32% to 75%). Community-based training improved digital literacy among rural teenagers by incorporating local values and fostering active community participation. This approach successfully created a holistic learning ecosystem that integrates traditional wisdom with modern digital competencies, providing a culturally responsive model for digital literacy education in Islamic rural communities.

*Keywords:* digital literacy; media literacy; youth empowerment; community service; educational technology

Copyright © 2025 Dasa Syawal Syahputra. All rights reserved

## Introduction

Digital transformation has fundamentally changed the landscape of communication and social interaction, particularly among the younger generation. Social media is no longer merely an entertainment platform, but has become a vital space for learning, identity formation, and social participation for teenagers.<sup>1</sup> However, this phenomenon creates a complex paradox between empowerment opportunities and risks of social degradation that requires structured educational intervention.

Previous research indicates that social media usage among Indonesian teenagers reaches 91.8% with an average access time of 7-8 hours per day.<sup>2</sup> A study by Aprilia et al. identified that the level of social media addiction among teenagers reaches 64.2%, with Fear of Missing Out (FOMO) symptoms as the primary indicator.<sup>3</sup> Aisafitri and Yusriyah found a significant correlation between the intensity of social media use and changes in lifestyle and social interaction patterns among teenagers.<sup>4</sup> Sachiyati et al. reported that the phenomenon of social media addiction among urban teenagers in Banda Aceh reached 58.7%, with negative impacts on academic achievement and mental health.<sup>5</sup>

International research by Twenge and Campbell revealed the paradox of the "iGeneration," which experiences high connectivity yet increasing social isolation.<sup>6</sup> A longitudinal study by Primack et al. showed a causal relationship between excessive social media use and increased risk of depression and anxiety among teenagers.<sup>7</sup> Meanwhile, Boyd argued that social media can become a space for youth empowerment if managed with adequate digital literacy.<sup>8</sup>

The identified research gap shows that most previous studies focused on the negative impacts of social media use in urban contexts. At the same time, community-based educational interventions for youth empowerment in rural areas remain limited. Research on the effectiveness of social media literacy training that integrates local values and community participation has not received adequate attention.

The scientific novelty of this research lies in developing a community-based social media literacy training model that integrates a participatory action research approach with Minangkabau local wisdom values. This model combines formal learning with the active involvement of community leaders and parents as social control agents, differing from conventional approaches that are top-down and individualistic.

---

<sup>1</sup> Amanda and Ling Lenhart Rich and Campbell, Scott and Purcell, Kristen, "Teens, Social Media & Technology Overview 2015," *Pew Research Center*, 2015.

<sup>2</sup> Asosiasi Penyelenggara Jasa Internet Indonesia - APJII, "Profil Pengguna Internet Indonesia 2014," *Apjii* (Jakarta: APJII, 2014), <https://www.apjii.or.id/survei2016>.

<sup>3</sup> Rizki Aprilia, Aat Sriati, and Sri Hendrawati, "Tingkat Kecanduan Media Sosial Pada Remaja," *Journal of Nursing Care* 3, no. 1 (2020): 15–28, <https://doi.org/10.24198/jnc.v3i1.26928>.

<sup>4</sup> Lira Aisafitri and Kiyati Yusriyah, "KECANDUAN MEDIA SOSIAL (FoMO) PADA GENERASI MILENIAL," *Jurnal Audience* 4, no. 01 (2021): 86–106, <https://doi.org/10.33633/ja.v4i01.4249>.

<sup>5</sup> Mainidar and Yanuar Sachiyati Deni and Nisa, Uswatun, "Fenomena Kecanduan Media Sosial (FOMO) Pada Remaja Kota Banda Aceh," *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Sosial & Ilmu Politik* 8, no. 4 (2023): 45–62.

<sup>6</sup> Jean M and Campbell Twenge W. Keith, "Associations between Screen Time and Lower Psychological Well-Being among Children and Adolescents," *Psychological Science* 29, no. 12 (2018): 1934–46.

<sup>7</sup> Brian A. Primack et al., "Social Media Use and Perceived Social Isolation Among Young Adults in the U.S.," *American Journal of Preventive Medicine* 53, no. 1 (2017): 1–8, <https://doi.org/10.1016/j.amepre.2017.01.010>.

<sup>8</sup> Danah Boyd, *It's Complicated: The Social Lives of Networked Teens*, *It's Complicated: The Social Lives of Networked Teens* (New Haven: Yale University Press, 2014), <https://doi.org/10.22230/cjc.2014v39n4a2917>.

The problem formulation in this community service is: How effective is community-based social media literacy training in improving conceptual understanding, impact awareness, and wise social media skills among teenagers in rural contexts? The aspects examined include: (1) improving understanding of basic social media concepts; (2) awareness of psychological and social impacts; (3) hoax identification and prevention skills; (4) ability to manage digital privacy and security; (5) constructive participation in digital communities.

The service used a six-day participatory action research approach with structured training techniques. The target population was students of MTs Plus *Thawalib* Darul Huda *Nagari* Rao-Rao selected through purposive sampling based on the criteria of age 13-16 years and social media usage intensity of at least 3 hours per day. Data were collected through pre-test and post-test using validated Digital Literacy Assessment Scale instruments, participatory observation during activities, and focus group discussions with participants and parents. Data analysis used descriptive statistics to compare pre-post test scores and thematic content analysis for qualitative data.

Ethical Considerations: This community service has been approved by P3M As-Sunnah Deli Serdang and received official permission from the Head of *Nagari* Rao-Rao Village and the Head of MTs Plus *Thawalib* Darul Huda. All participants have provided written informed consent to participate voluntarily, and parental/guardian consent has been obtained for underage participants. All collected data is kept confidential, and all participant identities are fully anonymized in this service report, including documentation photos and interview quotes.

This community service aims to analyze the effectiveness of community-based social media literacy training models in improving digital competence among teenagers in rural contexts and develop strategic recommendations for implementing similar programs in other areas with relevant socio-cultural characteristics.

## Results and Discussion

### *Location and Participant Characteristics*

The community service was conducted in *Nagari* Rao-Rao, Sungai Tarab District, West Pasaman Regency, West Sumatra. This *nagari* has an area of 7.5 km<sup>2</sup> with a population of 3,273 people distributed across 1,083 households and four *orong*. The demographic composition shows 51.1% male and 48.9% female population, with 34.7% being the productive age group of 15-40 years.



Figure 1. Socialization of the KKNT group with village officials

The training participants comprised 60 students from MTs Plus *Thawalib* Darul Huda selected through purposive sampling. Participant characteristics showed an age distribution of 13-16 years

(mean=14.3), with 53.3% female and 46.7% male. Baseline assessment revealed that 95% of participants had smartphone access with an internet connection, with an average social media usage duration of 5.2 hours per day. The most frequently used platforms were WhatsApp (98.3%), TikTok (86.7%), Instagram (71.7%), and YouTube (88.3%).

### Pre-Post Test Evaluation Results

Table 1. Comparison of Pre-Test and Post-Test Social Media Literacy Scores

| Literacy Aspect                       | Pre-Test (%) | Post-Test (%) | Improvement (%) | p-value |
|---------------------------------------|--------------|---------------|-----------------|---------|
| Basic Concept Understanding           | 45.2         | 78.4          | 33.2            | <0.001  |
| Psychological-Social Impact Awareness | 38.7         | 82.1          | 43.4            | <0.001  |
| Hoax Identification                   | 32.1         | 75.3          | 43.2            | <0.001  |
| Digital Privacy Management            | 41.8         | 79.6          | 37.8            | <0.001  |
| Digital Communication Ethics          | 48.9         | 84.2          | 35.3            | <0.001  |
| Overall Score                         | 41.3         | 79.9          | 38.6            | <0.001  |

Data showed significant improvements in all aspects of social media literacy ( $p < 0.001$ ). The highest improvement occurred in psychological-social impact awareness (43.4%), followed by hoax identification (43.2%) and digital privacy management (37.8%). These results indicate the effectiveness of structured training approaches in improving digital competence among teenagers.



Figure 2. Socialization with community leaders

### Training Process Analysis per Session

Session 1: Basic Social Media Concepts. Fundamental material about definitions, characteristics, and social media ecosystems was delivered through a constructivist approach. Observations showed high participant enthusiasm (87% actively asking questions), with varying initial understanding. Social media was defined as digital platforms facilitating interaction, content sharing, and virtual community formation.<sup>9</sup> Interactive discussions revealed common misconceptions that identify social media only as entertainment, whereas these platforms have significant educational, informational, and economic functions.<sup>10</sup>

Session 2: History and Evolution of Social Media: The chronology of social media development from the dial-up era to Web 3.0 provided a comprehensive historical perspective. Participants were

<sup>9</sup> Abdul Qadir and M Ramli, "Media Sosial (Definisi, Sejarah Dan Jenis-Jenisnya)," *Al-Furqan: Jurnal Agama, Sosial, Dan Budaya* 3, no. Vol. 3 No. 6 (2024): November: Al-Furqan: Jurnal Agama, Sosial, dan Budaya (2024): 2714, <https://publisherqu.com/index.php/Al-Furqan>.

<sup>10</sup> Musyirah Rahman et al., "Pemanfaatan Media Sosial Sebagai Media Pembelajaran," *Journal on Education* 5, no. 3 (2023): 10646–53, <https://doi.org/10.31004/joe.v5i3.1890>.

surprised that sixdegrees.com (1997) was the first social network,<sup>11</sup> predating the more familiar Facebook. Understanding this technological evolution helped participants anticipate future trends and develop adaptive attitudes toward platform changes.

Session 3: Constructive Benefits of Social Media: Exploring the positive potential of social media as a means of learning, creativity, and digital entrepreneurship.<sup>12</sup> Focus group discussions identified participants' positive experiences, such as foreign language learning through YouTube content (78%), video editing skill development (45%), and building networks with peers (92%). These results align with Jenkins' findings about participatory culture in the digital era.<sup>13</sup>



Figure 3. Training atmosphere

Session 4: Psychological and Social Impacts: An in-depth analysis of negative social media impacts using case studies and self-reflection. Participants identified FOMO (Fear of Missing Out) symptoms experienced by 68% of them, social comparisons triggering anxiety (54%), and sleep disturbance due to excessive screen time (71%). Discussion of neurobiological mechanisms of the dopamine reward system helped participants understand the addictive aspects of social media.<sup>14</sup>

Session 5: Algorithms and Content Distribution: This session explained how social media platform algorithms work in curating personal content. The concepts of "filter bubble" and "echo chamber" were demonstrated through interactive simulation, helping participants understand how algorithms can limit information diversity.<sup>15</sup> The developed algorithmic literacy skills included diversifying information sources and critically evaluating consumed content.

<sup>11</sup> Nancy K Baym, *Personal Connections in the Digital Age* (Cambridge: Polity Press, 2015).

<sup>12</sup> Henry and Ito Jenkins Mizuko and Boyd, Danah, *Participatory Culture in a Networked Era* (Cambridge: Polity Press, 2016).

<sup>13</sup> Jenkins Mizuko and Boyd, Danah.

<sup>14</sup> Anna Lembke, *Dopamine Nation: Finding Balance in the Age of Indulgence* by Anna Lembke | Goodreads (New York: Dutton, 2021), <https://www.goodreads.com/en/book/show/55723020>.

<sup>15</sup> Fred Rowland, *The Filter Bubble: What the Internet Is Hiding from You* (Review), *Portal: Libraries and the Academy*, vol. 11 (New York: Penguin Press, 2011), <https://doi.org/10.1353/pla.2011.0036>.

Session 6: Social Media in Politics and News Discussion about the role of social media as a digital public space and the potential for information manipulation. Participants learned to identify hoax characteristics, verify information sources, and understand the concept of the post-truth era.<sup>16</sup> Practical workshops using fact-checking tools such as cek.tempo.co and turnbackhoax.id significantly improved information verification skills.



Figure 4. Group photo with students of MTs Plus *Thawalib* Darul Huda

#### *Analytical Discussion*

The effectiveness of community-based social media literacy training can be analyzed through several theoretical perspectives. First, the social cognitive theory approach explains how observational learning and modeling behavior from facilitators and peer groups contribute to participant attitudes and behavior changes.<sup>17</sup> The involvement of community leaders and parents as significant others strengthens social legitimacy for the digital literacy messages conveyed.

Second, the uses and gratifications framework theory helps understand participants' motivations in using social media and how educational interventions can direct more constructive usage.<sup>18</sup> Data shows that after training, motivation for social media use shifted from predominantly entertainment-oriented (78%) to more balanced with educational purposes (65%).

Third, digital citizenship becomes a normative framework for developing ethical responsibility in digital spaces.<sup>19</sup> Training successfully fostered awareness of digital footprint and long-term consequences of online activities. Participants showed significant improvement in respectful online communication (48.9% to 84.2%) and privacy awareness (41.8% to 79.6%).

Fourth, the community-based participatory approach proved effective because it integrated Minangkabau's local values, such as *musyawarah mufakat* and *gotong royong*, into the learning process. The involvement of *niniak mamak* and *alim ulama* as moral validators strengthened the program's acceptability in rural communities that still value traditional social hierarchy.

<sup>16</sup> Lee McIntyre, *Post-Truth* (Cambridge, MA: MIT Press, 2018).

<sup>17</sup> Albert Bandura, *Social Cognitive Theory: An Agentic Perspective*, *Annual Review of Psychology*, vol. 52 (Stanford: Stanford University Press, 2001), <https://doi.org/10.1146/annurev.psych.52.1.1>.

<sup>18</sup> Elihu Katz, Jay G. Blumler, and Michael Gurevitch, "Uses and Gratifications Research," *Public Opinion Quarterly* 37, no. 4 (1973): 509–23, <https://doi.org/10.1086/268109>.

<sup>19</sup> Kristen Mattson, *Digital Citizenship in Action* (Eugene: ISTE, 2017).

The results of this research contribute to the development of culturally responsive and contextually relevant digital literacy models for Indonesian society. Unlike conventional universal and individualistic approaches, this model emphasizes collective and participatory dimensions that align with the socio-cultural characteristics of the *Nusantara* community.

These findings align with Livingstone and Helsper's study on digital inclusion that emphasizes the importance of social context in digital literacy programs.<sup>20</sup> Warschauer also argues that the effectiveness of educational technology programs depends heavily on integration with social structures and local values.<sup>21</sup> The model developed in this community service provides an empirical contribution to the literature on culturally responsive digital literacy pedagogy.

## Conclusion

Community-based social media literacy training proved effective in significantly improving digital competence among teenagers in *Nagari* Rao-Rao. The improvement in social media literacy scores from 41.3% to 79.9% ( $p < 0.001$ ) indicates that the participatory action research approach involving local wisdom values can produce meaningful and sustainable learning. The psychological-social impact awareness aspect showed the highest improvement (43.4%), followed by hoax identification ability (43.2%), reflecting the urgency of both competencies in contemporary digital literacy contexts.

The community-based training model that integrates community leaders and parents as social control agents successfully created a holistic and culturally responsive learning ecosystem. The involvement of *niniak mamak* and *alim ulama* strengthened the program's social legitimacy in rural communities that still respect traditional hierarchy while facilitating the transfer of sustainable digital ethics values.

The practical implications of this research show that digital literacy programs in rural areas require different approaches from urban contexts, emphasizing collective and participatory rather than individualistic dimensions. Learning strategies that combine modern technology with traditional wisdom prove more effective in changing teenagers' digital attitudes and behaviors.

Recommendations for future research include: (1) longitudinal studies to measure long-term behavioral change sustainability; (2) development and validation of culturally adapted digital literacy instruments for Indonesian contexts; (3) comparative analysis of community-based training model effectiveness versus individual approaches; (4) investigation of gender roles and socio-economic factors in influencing digital literacy outcomes; (5) exploration of model adaptation for communities with different socio-cultural characteristics.

Similar community service programs are recommended to adopt the participatory action research framework by involving local stakeholders as co-researchers, integrating local wisdom values in digital literacy curricula, and developing sustainable monitoring and evaluation mechanisms to ensure long-term impact.

---

<sup>20</sup> Sonia Livingstone and Ellen Helsper, "Gradations in Digital Inclusion: Children, Young People and the Digital Divide," *New Media and Society* 9, no. 4 (2007): 671–96, <https://doi.org/10.1177/1461444807080335>.

<sup>21</sup> Mark Warschauer, *Technology and Social Inclusion: Rethinking the Digital Divide* (Cambridge, MA: MIT Press, 2003).

## Reference

- Aisafitri, Lira, and Kiayati Yusriyah. "KECANDUAN MEDIA SOSIAL (FoMO) PADA GENERASI MILENIAL." *Journal Audience* 4, no. 01 (2021): 86–106. <https://doi.org/10.33633/ja.v4i01.4249>.
- Aprilia, Rizki, Aat Sriati, and Sri Hendrawati. "Tingkat Kecanduan Media Sosial Pada Remaja." *Journal of Nursing Care* 3, no. 1 (2020): 15–28. <https://doi.org/10.24198/jnc.v3i1.26928>.
- Asosiasi Penyelenggara Jasa Internet Indonesia - APJII. "Profil Pengguna Internet Indonesia 2014." *Apjii*. Jakarta: APJII, 2014. <https://www.apjii.or.id/survei2016>.
- Bandura, Albert. *Social Cognitive Theory: An Agentic Perspective*. *Annual Review of Psychology*. Vol. 52. Stanford: Stanford University Press, 2001. <https://doi.org/10.1146/annurev.psych.52.1.1>.
- Baym, Nancy K. *Personal Connections in the Digital Age*. Cambridge: Polity Press, 2015.
- Boyd, Danah. *It's Complicated: The Social Lives of Networked Teens*. New Haven: Yale University Press, 2014. <https://doi.org/10.22230/cjc.2014v39n4a2917>.
- Jenkins, Mizuko and Boyd, Danah, Henry, and Ito. *Participatory Culture in a Networked Era*. Cambridge: Polity Press, 2016.
- Katz, Elihu, Jay G. Blumler, and Michael Gurevitch. "Uses and Gratifications Research." *Public Opinion Quarterly* 37, no. 4 (1973): 509–23. <https://doi.org/10.1086/268109>.
- Lembke, Anna. *Dopamine Nation: Finding Balance in the Age of Indulgence* by Anna Lembke | Goodreads. New York: Dutton, 2021. <https://www.goodreads.com/en/book/show/55723020>.
- Lenhart, Rich, Campbell, Scott, Purcell, Kristen, Amanda, and Ling. "Teens, Social Media & Technology Overview 2015." *Pew Research Center*, 2015.
- Livingstone, Sonia, and Ellen Helsper. "Gradations in Digital Inclusion: Children, Young People and the Digital Divide." *New Media and Society* 9, no. 4 (2007): 671–96. <https://doi.org/10.1177/1461444807080335>.
- Mattson, Kristen. *Digital Citizenship in Action*. Eugene: ISTE, 2017.
- McIntyre, Lee. *Post-Truth*. Cambridge, MA: MIT Press, 2018.
- Primack, Brian A., Ariel Shensa, Jaime E. Sidani, Erin O. Whaite, Liu Yi Lin, Daniel Rosen, Jason B. Colditz, Ana Radovic, and Elizabeth Miller. "Social Media Use and Perceived Social Isolation Among Young Adults in the U.S." *American Journal of Preventive Medicine* 53, no. 1 (2017): 1–8. <https://doi.org/10.1016/j.amepre.2017.01.010>.
- Qadir, Abdul, and M Ramli. "Media Sosial (Definisi, Sejarah Dan Jenis-Jenisnya)." *Al-Furqan : Jurnal Agama, Sosial, Dan Budaya* 3, no. Vol. 3 No. 6 (2024): November : Al-Furqan : Jurnal Agama, Sosial, dan Budaya (2024): 2714. <https://publisherqu.com/index.php/Al-Furqan>.
- Rahman, Musyirah, Ifah Nursyabilah, Peni Astuti, Muh. Irfan Syam, Sam'un Mukramin, and Wa Ode Ingra Kurnawati. "Pemanfaatan Media Sosial Sebagai Media Pembelajaran." *Journal on Education* 5, no. 3 (2023): 10646–53. <https://doi.org/10.31004/joe.v5i3.1890>.
- Rowland, Fred. *The Filter Bubble: What the Internet Is Hiding from You (Review)*. *Portal: Libraries and the Academy*. Vol. 11. New York: Penguin Press, 2011. <https://doi.org/10.1353/pla.2011.0036>.
- Sachiyati Deni and Nisa, Uswatun, Mainidar, and Yanuar. "Fenomena Kecanduan Media Sosial (FOMO) Pada Remaja Kota Banda Aceh." *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Sosial & Ilmu Politik* 8, no. 4 (2023): 45–62.
- Twenge W. Keith, Jean M, and Campbell. "Associations between Screen Time and Lower Psychological Well-Being among Children and Adolescents." *Psychological Science* 29, no. 12 (2018): 1934–46.
- Warschauer, Mark. *Technology and Social Inclusion: Rethinking the Digital Divide*. Cambridge, MA: MIT Press, 2003.