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The Effect of Digital Literacy on Social Media Ethics of Junior High School 2 Jekulo Kudus Students

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Abstrak

Tujuan penelitian ini adalah untuk mengkaji pengaruh literasi digital terhadap etika bermedia sosial siswa SMP Negeri 2 Jekulo tahun ajaran 2024–2025. Penelitian ini menggunakan metodologi kuantitatif dan bersifat deskriptif. Pendekatan yang digunakan adalah survei, di mana siswa yang menjadi peserta penelitian diberikan kuesioner untuk diisi guna mengumpulkan data. Literasi digital merupakan variabel bebas penelitian, sedangkan etika bermedia sosial siswa merupakan variabel terikat. Populasi penelitian adalah seluruh siswa kelas IX SMP Negeri 2 Jekulo, dengan sampel diambil menggunakan teknik purposive sampling. Untuk mengetahui hubungan antar variabel, analisis data menggunakan regresi linier dan teknik analisis deskriptif dasar. Hasil penelitian menunjukkan bahwa literasi digital siswa memiliki dampak sebesar 53,7% terhadap etika bermedia sosial mereka. Hal ini menunjukkan bahwa soft skills literasi digital berdampak pada penerapan etika saat menggunakan media sosial. Etika bermedia sosial siswa meningkat seiring dengan tingkat literasi digital mereka. Hal ini menunjukkan pentingnya literasi digital sebagai sarana untuk meningkatkan kesadaran etika pengguna media sosial. Untuk membantu anak-anak mengembangkan karakter mereka di era digital, penelitian ini menyarankan untuk membuat program literasi digital yang dimasukkan ke dalam kegiatan pendidikan. Selain itu, orang tua dan guru memegang peranan penting dalam membantu remaja memanfaatkan media sosial secara bertanggung jawab.

Kata kunci: *Literasi Digital, Etika Media Sosial, Siswa SMP, Survei, Penelitian Deskriptif.*

Abstract

The purpose of this study is to examine how digital literacy affects the social media ethics of SMP Negeri 2 Jekulo students in the 2024–2025 academic year. The research uses a quantitative methodology and is descriptive in nature. The approach is a survey in which students who are study participants are given questionnaires to complete in order to gather data. Digital literacy was the study's independent variable, while student social media ethics was its dependent variable. The research population consisted of all grade IX students at SMP Negeri 2 Jekulo, with samples drawn using the purposive sampling technique. To determine the relationship between variables, data analysis employs linear regression and basic descriptive analytic techniques. The study's findings demonstrated that students' digital literacy had a 53.7% impact on their social media ethics. This suggests that digital literacy soft skills have an impact on how ethics are applied when using social media. Students' social media ethics improve with their level of digital literacy. This demonstrates the value of promoting digital literacy as a means of raising social media users' ethical consciousness. In order to help kids develop their character in the digital age, this study suggests creating a digital literacy program that is included into educational activities. Additionally, parents and teachers play a crucial role in helping adolescents utilize social media in a responsible manner.

Keywords: *Digital Literacy, Social Media Ethics, Junior High School Students, Survey, Descriptive Research.*

INTRODUCTION

The Industrial Revolution's advancement of digital technologies 4. Community interaction is unchanged. Information may spread quickly and widely thanks to information and communication technologies. People can now produce and distribute news thanks to digital media. (Darimis & colleagues, 2023). Modern technology serves as a tool for both public and private access. Modern technology facilitates social interaction and makes information freely accessible through communication technologies (Fajrie et al., 2022).

Although the Internet has advantages such quick access to information, communication ease, and education, it also has drawbacks including fraudulent activity, bogus news, and offensive content (Desi, 2020). Low levels of digital literacy lead to issues in digital media, including hate speech, bogus news, and destructive actions (Rahayu et al., 2023). In Indonesia, the percentage of people using the internet keeps rising year. Out of 278. 696. 200 residents, 221. 563. 479 will be internet users in 2024. The penetration rate increased by 1.4% from the previous one to 79.5%. Most people use the internet for social media, and 34.40% of Gen-Z users are the most frequent users.(Internet Service Provider in Indonesia) APJII (Association,2024).

Thanks to the development of internet technology and the combination of different media, social media is emerging as a new platform for interaction. This eliminates the "gatekeeper" in traditional media, or old media, and blurs the lines between the message's creator and recipient. (2019, Rianto). Teenagers frequently use social media as a digital instrument for communication, but it might raise moral questions (Agustina et al., 2023). Although the number of Internet users in Indonesia is still growing, there is still a lack of awareness regarding responsible usage (Raharjo & Winarko, 2021). Although there is a lot of information available to the Indonesian people right now, media literacy, particularly on social media, is still poor (Rahman et al., 2023). Adolescents who use social media excessively face consequences, including a deterioration in social skills and ethics that sparks debate online (Manuella & Perdani SP, 2023).

Teenagers are susceptible to being swayed to behave without understanding the repercussions of their actions, hence they are frequently swayed by their social surroundings without taking into account the advantages or disadvantages of engaging in online activities (Desi, 2020). Spreading hoaxes, cyberbullying, body shaming, and violating intellectual property rights are examples of juvenile delinquency (Tertertavini & Saputra, 2022). Although teenagers are adept at using social media platforms like Facebook and WA, their level of digital literacy is still questionable, if not low (Nurkhasanah, 2022).

Due to low literacy among residents, the usage of digital technology and social media can result in cyberbullying, cybercrime, and violations of online ethics. (Windarto, 2023). Today's world requires a high level of literacy, particularly when communicating on social media and in cyberspace (Zonyfar et al., 2022). Understanding online ethics (netiket) is crucial for digital activities. One measure of digital ethical competency (also known as digital etics) in digital literacy is netiquette. Digital proficiency (Digital Skill), digital culture (Digital Cukture), ethics (Digital Etics), and digital security (Digital Safety) are the four components of digital literacy competencies (Ahyati et al., 2023).

Digital literacy, according to Bawden, is a crucial skill for reading and comprehending information in a hypertext and multimedia format environment (Chandra, 2021). The ability to use digital media and networks to effectively handle information is known as digital literacy. Naufal (2021). The ability to locate, assess, and communicate information using digital tools and technology in an ethical and responsible manner is known as digital literacy. Redhana (2024)

For students to become productive and reduce negative effects, as well as to become educated and civilized digital citizens, digital literacy and critical thinking are essential. According to Mansyur and Pioneer of Independence (2020), the decision to prioritize truth over celebrity necessitates the profile of a social media user who is literate or already possesses a high level of literacy. Young individuals who possess digital literacy are more likely to use digital media in a creative, intelligent, and productive manner (Ahmad & Purnawanto, 2021). It is anticipated that persons with digital literacy will be competent, smart, moral, and concerned about their influence on others' lives (Guru et al., n.d.). Students' social media ethics depend on their level of digital literacy. This capability lessens social media's detrimental effects (Manuella & Perdani SP, 2023).

According to Guru et al. (n.d.), digital ethics is the capacity to identify and control moral behavior in the digital realm, including guidelines for communication, information management, and consideration of privacy and security when utilizing technology. Communication ethics and etiquette standards are crucial, particularly in digital media. (Andi and Sas, 2024). People, particularly teens, are expected to react favorably to technological advancements with sound communication ethics in this era of information and technology. In 2023, Augustina et al.

Manuella and Perdani conducted research on digital literacy and social media ethics. The study's findings indicate that students' behavior when using social networks in learning situations is significantly influenced by their level of digital literacy (Manuella & Perdani SP, 2023); Terttiviani et al. found that students' understanding of digital ethics increased with their engagement in digital literacy activities (Tertertavini & Saputra, 2022); Agustina et al. found that digital literacy had a 42.1% influence on social media ethics (Agustina et al., 2023); and the norm of compensation is essential in communication, particularly in digital media (Sas & Andi, 2024).

SMP 2 Jekulo Kudus is dedicated to raising a moral generation and addressing the ethical dilemmas associated with digital media use. Students in grade IX who use social media frequently run the risk of encountering ethical dilemmas. Evaluation of the degree to which digital literacy influences SMP 2 Jekulo students' social media ethics is therefore crucial.

The problem statement for this study is "How does digital literacy affect social media ethics of Grade IX students of SMP 2 Jekulo Kudus?" based on the following description. The four pillars of digital literacy—Digital Proficiency (Digital Skill), Digital Ethics (Digital Ethics), Digital Security (Digital Safety), and Digital Culture (Digital Culture)—are the foundation for understanding digital literacy competencies (Isabella et al., 2023). The purpose of this study is to examine the extent to which grade IX students at SMP 2 Jekulo's digital literacy affects their social media ethics during the 2024–2025 academic year. It is anticipated that the results of this study will aid in the creation of digital literacy initiatives at educational institutions and be taken into account when promoting the development of students' character in the digital era.

METHOD

While the survey method is utilized for descriptive research, this research method takes a quantitative approach. The researcher decided to utilize the quantitative technique to examine the impact of digital literacy on the morality of social media usage among grade IX students at SMP 2 Jekulo for the 2024–2025 academic year because, as Sugiyono (Balaka, 2022) said, it employs statistics and presents information in numerical form. Pinsonneault & Kraemer's survey investigation (Reza & Mardani, 2023) It is regarded as a technique to quantitatively characterize particular features of a given community, allowing data to be collected from a sample of people whose outcomes may be extrapolated to a particular population.

255 ninth-grade students from SMP 2 Jekulo for the 2024–2025 academic year make up the study's population. The purposive sampling methodology, which is a sampling method for data sources with specific concerns, is used to conduct the sampling. According to Arikunto's opinions (Seidler-de Alwis, 2022), the sample size in this study was decided to be between 10–15% or 20–25% if the number of subjects exceeded 100. Since the researcher has calculated that the number of samples is greater than 40% of the total population, which is 255, 100 persons are required.

A questionnaire and a review of the literature were used to collect data for this investigation. According to Suharsimi Arikuto, questionnaires are a way to gather information by having resource people answer a series of written questions about their knowledge or personal characteristics (Balaka, 2022). In this study, researchers collected primary data straight from the source using questionnaires. The population of grade IX pupils in SMP 2 Jekulo class 2024–2025 is the target of this Google Forms quiz. In order to make the questionnaire broadly accessible, the researcher distributed it by posting it in class 9A–9H WhatsApp groups. However, based on the number of samples set, students who have completed a questionnaire within a specific time frame are randomly chosen as resource persons for the sample. Additionally, 103 students completed the questionnaire. The Likert scale, which is a closed-ended statement designed to gauge how students' digital literacy affects their social media ethics, is employed in this study's questionnaire. To gather secondary data for study, literature studies are conducted using books, papers, journals,

and theses (Hardani, Helmina Andriani, Jumari Ustiawaty, Evi Fatmi Utami, Ria Rahmatul Istiqomah, Roushandy Asri Fardani, Dhika Juliana Sukmana, 2020).

An instrument test is used to verify the quality of research by first testing the validity and reliability of the research instrument, followed by a normalcy test. Validity and reliability testing were performed on 31 special experimental respondents who shared traits with the research subjects. Correlation between the item value and the overall value is used to verify the validity of each question item in the instrument. According to the test requirements, the instrument is deemed valid if the computed r exceeds the table r at a significance level of 0.05. In contrast, if the r count is less than the r table, the instrument is deemed invalid. This study's validity test makes use of the Product Moment Correlation formula as follows:

$$r = \frac{N\sum xy - \left(\sum x \sum y\right)}{\sqrt{\left\{N\sum x^2 - -\left(\sum x\right)^2 - \left\{N\sum y^2 - -\left(\sum y\right)^2\right\}\right\}}}$$

Information:
rxy : Correlation coefficient (r calculate)
∑ x : Independent variable score
∑ y : Dependent variable score
∑ xy : The result of the grain score times the total score
n : The number of respondents

The Cronbach's Alpha (αc) approach was employed for the dependability test. Sujarweni states that a measuring device's lowest Cronbach's Alpha coefficient is 0.60. Therefore, it can be said that the measuring device is dependable if it displays a value greater than 0.60 (Seidler-de Alwis, 2022). The measuring device is deemed reliable under test conditions if the r calculation is higher than the r of the table at a significance level of 0.05. However, if the r count is less than the r table, the measuring device is deemed untrustworthy. The following formula, Alpha (αc), is employed in the computation:

$$r_{11} = \left(\frac{n}{(n-1)}\right)\left(1 - \frac{\sum \sigma_b{}^2}{\sigma_t{}^2}\right)$$

Information:
R11 = Instrument Reliability
∑ = number of grain variances∂b^2
σt^2 = varians total
n = number of question items

The normality test serves to ascertain whether or not the sample is distributed normally. Using parametric statistical analysis and the IBM SPSS 25-supported Kolmogorov-Smirnov method, normality was examined in this study. The following criteria are used to make decisions: If the sample is normally distributed and the significance value (Sig) is less than α 0.05 (50%), Ho is rejected; if the sample is normally distributed and the Sig value is more than α 0.05 (50%), Ho is accepted.

RESULTS AND DISCUSSION

The researcher initially tested the instrument, including its validity and reliability, before beginning the data gathering process. A sample of 31 students participated in the exam process, which involved 63 question items. Students in the eighth grade at SMP 2 Jekulo Kudus provided samples for the instrument to be used, and the questionnaire link was sent in the class WhatsApp group with the assistance of the students' homeroom teacher.

a. Validity test

A statement's validity is evaluated using the validity test. The International Business Machines Corporation Statistical Product and Service Solution (IBM SPSS) 25 was used to

analyze the data. Prior to collecting sample data in the field, 31 respondents who were not part of the sample were used to test the validity of the instrument. Eleven of the 63 statements were deemed invalid; therefore, the remaining 52 statements were suitable for inclusion in the research sample. The following table displays this validity data:

Table 3.1. Instrument validity

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excludeda	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

b. Reliability Test

The accuracy of the measurement device is evaluated by the reliability test. Alpha Cronbach is used in this procedure. If the alpha coefficient is greater than the table's r-value, the results are deemed reliable, indicating that the tool is dependable and deserving of being used in research. It is evident from the following table that, out of the 52 valid data, all of the data may be regarded as reliable because the value is more than the r table, which is 0.931.

Table 3.2. Instrument Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.931	52

c. Normality Test

Prior to doing any subsequent tests, a normalcy test is conducted. The data must be regularly distributed in order to run the following test. The process cannot proceed otherwise. The significance value also needs to be higher than 0.05. The Kolmogorov-Smirnov formula was used to perform the data normalcy test. The findings of the normalcy test, which consisted of 52 questions and 103 responders, are as follows:

Table.1. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		103
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	9.66740759
Most Extreme Differences	Absolute	.074
	Positive	.055
	Negative	-.074
Test Statistic		.074
Asymp. Sig. (2-tailed)		.186c

A significance value of 0.186 was determined using the Kolmogorov-Smirnov normalcy test results shown in the table. The significance value of 0.186 is greater than 0.05, indicating that the data in this study are normally distributed, according to a significance threshold of 0.05 (5%).

Utilizing a sample of 103 grade IX pupils from SMP 2 Jekulo, the researcher conducted a study. Using SPSS 25 and a straightforward linear regression, the researcher examined if students' digital literacy and social media ethics were correlated. The following computations were used in the analysis.

Table 2. Regression Test Results Data

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Mr.
1	(Constant)	18.831	7.174		2.625	.010
	DIGITAL LITERACY	.546	.051	.732	10.813	.000

The findings of the conducted simple linear regression analysis indicate a significance value of 0.000. Given that the significance value for a basic linear regression test is less than 0.05, we may conclude that there is a relationship between Digital Literacy (Variable X) and Social Media Ethics (Variable Y). The following equation is derived from the results of the foregoing simple linear regression analysis: Y = 18.831 + 0.546 X. The constant an is valued at 18.831, and the regression coefficient b is valued at 0.546. Digital literacy and social media ethics are positively correlated, as indicated by the regression coefficient with a positive value (+). A determination coefficient derived from linear regression analysis (R squared or r square) can be used to quantify the degree of influence that Digital Literacy (Variable X) has on Social Media Ethics (Variable Y). Using SPSS version 25 software, the determination coefficient was calculated using R squared, and the results are displayed in the table below:

Table 3. Results of Calculation of R Squared using SPSS 25

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732a	.537	.532	9.715

The analysis's findings demonstrate that, with a quantifiable result of 0.537, the R squared value serves as a measure of the influence of digital literacy on social media ethics. This led to a determination coefficient value (R squared x 100%) of 53.7%, which shows how digital literacy (Variable X) affects social media ethics (Variable Y). The remaining 46.3%, however, are impacted by additional variables unrelated to the impact of digital literacy. For instance, the social backdrop, family influences, and friendships made outside of school can all contribute to this. Additionally, each person's thoughts are impacted by the pupils' emotional aspects.

Discussion

The ability to use digital technology in all facets of life with critical, creative, perceptive, and safe practices is known as digital literacy (Setiani & Barokah, 2021). The ability or competency to identify, evaluate, use, create, and properly use digital media, including communication tools and networks, is also known as digital literacy (Suriani & Hadi, 2022). When it comes to students' ability to use social media in an ethical manner, digital learning is extremely important. Digital literacy abilities can help children develop their ability to remark, filter news or information, stay away from SARA components, and appreciate other people's work on social media. Paul Gilster highlighted that in addition to possessing technical proficiency with digital devices, an individual with strong digital literacy also possesses the capacity for critical thought (Zainal Arifin, 2021). Digital literacy will not function well if you merely comprehend literacy and how to use the internet, particularly digital media. For this reason, it is crucial to have positive conduct and ethical principles when using digital media for communication (Sugianto, 2022).

The goal of this study is to determine whether or not SMP 2 Jekulo students' digital literacy significantly affects their social media ethics. According to the results of the investigation, students' digital literacy had an impact on their social media ethics. With a significant threshold of α 0.05, the ttable at the degree of freedom dk = 103-2 = 101 is 1,660, while the final number where the tcount

for the digital literacy variable is recorded is 10,813, according to the results of the simple linear regression test. Consequently, 10,813 is greater than 1,662, or the tally result is greater than the ttable. This indicates that students' digital literacy has an impact on their social media ethics, with a 53.7% positive affect on students' social media ethics. Therefore, the outcomes of the data processing that was done show that students' digital literacy has an impact on their social media ethics.

The use of digital media is significantly influenced by students who possess sufficient digital literacy. For instance, the capacity to use a variety of digital tools, evaluate material, make efficient use of a variety of digital platforms, and collect information in order to create new knowledge in them. By emphasizing ethics, students get additional skills in using various social media platforms. Enhancing consumers' ability to use social media critically is the aim of digital literacy. Ethics encourages users to reflect on their communication and evaluate if it is appropriate and beneficial. (2019, Rianto).

Understanding the internet as a type of digital media is thought to be more prudent in its use. The role of this digital media is supported by the growing number of social media platforms that give the public and teenagers access to information, which leads to the spread of information that is susceptible to threats like hate speech and hoaxes. Adolescents must thus comprehend digital literacy in order to use social media (Meilinda et al., 2020). Students' use of social media is significantly influenced by their level of digital literacy. Pupils with strong digital abilities are more productive and efficient on social media. They are adept in evaluating and analyzing data, as well as sifting accurate and pertinent data to weed out false information. Mardani and Reza, 2023.

Everyone has the right to freedom of opinion and speech on social media, but this might become excessive if it is not balanced with social media ethics (Rahman et al., 2023). A critical and responsible generation on social media is mostly shaped by structured digital literacy instruction (Ramalia et al., 2025). In a digital world, online ethics are critical to character and personal growth. Students that possess ethics are able to think critically and creatively, engage effectively, and acquire digital literacy abilities (Ahyati et al., 2023).

CONCLUSION

There are various ways to view how digital literacy skills affect social media ethics. First, the ability to know, comprehend, and utilize ICT hardware, software, and digital operating systems is a component of digital proficiency. The ability of people to read, interpret, habituate, analyze, and develop national insights, as well as the ideals of Pancasila and Bhinneka Tunggal Ika, in day-to-day life, is the second focus of digital culture. Third, digital ethics refers to people's awareness, exemplification, adjustment, rationalization, consideration, and development of digital ethical governance (netiquet) in their day-to-day lives. Lastly, Digital security pertains to safeguarding personal information and making sure that using digital services—both online and offline—can be done in a convenient and safe manner. According to the study, SMP 2 Jekulo students' social media ethics are significantly impacted by their level of digital literacy. Students need to be guided by their parents and teachers to grasp social media ethics.

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