International Journal of Science and Applied Science: Conference Series P-ISSN: 2549-4635
Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 9 No. 1 (2025) E-ISSN: 2549-4627
https://jurnal.uns.ac.id/ijsascs/ doi: 10.20961/ijsascs.v9i1.113372

Students' digital literacy levels and their ability to analyse contemporary issues on social media among grade XII students at Tri Ratna West Jakarta

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Abstract: The development of digital technology has changed the way students access and understand information. Digital literacy encompasses not only technical skills, but also critical thinking skills, media ethics, and information evaluation. However, there is still a gap between access to technology and critical understanding among users, especially in distinguishing valid information from hoaxes. Low levels of digital literacy contribute to the spread of disinformation, a lack of awareness of digital ethics, and low student engagement in analysing social issues. This study aims to analyse the influence of digital literacy on students' ability to understand and evaluate contemporary issues circulating on social media. The method used in this study was a survey with a quantitative approach, involving 43 Year 12 students from Tri Ratna High School in West Jakarta as respondents. Data analysis was performed using simple linear regression to measure the relationship between digital literacy levels and the ability to analyse issues. The results show that digital literacy has a positive and significant influence on the ability to analyse contemporary issues. The coefficient of determination (R^2) of 92.8% indicates that digital literacy plays an important role in improving students' analytical skills regarding social media content. This study recommends the integration of digital literacy education into the school curriculum to strengthen students' analytical skills.

Keywords: Digital Literacy, Social Media, Contemporary Issues, Critical Thinking

1. Introduction

The world today is experiencing rapid technological development, with the digital era permeating various aspects of life, including how students access and process information. The growth of digital technology has changed the way people communicate and obtain information. As digital natives, students are increasingly dependent on social media and digital devices for learning and interacting. However, the widespread dissemination of information makes it difficult to distinguish between true information and hoaxes and misinformation. According to Rohasita, the paradigm shift in information consumption requires students to do more than just learn technical skills; they must also

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learn critical literacy, moral convictions, and how to think critically about digital content [1] .

Digital literacy, which includes technical, usage, communication, and creativity skills, is essential for effective participation in a digital society. However, data shows a significant gap between technology access and critical user skills in Indonesia. For example, although 97.4% of Indonesia's population uses the internet to access social media, only 3.33% have adequate digital literacy in Riau Province [2].

The main challenges arising from low digital literacy are the prevalence of hoaxes, hate speech, and cyberbullying. Surveys show that most Indonesian students are exposed to information related to political and health issues on social media, but only a small proportion are able to identify valid sources. This situation is exacerbated by structural constraints in schools, such as lack of access to e-libraries and teacher training in integrating digital literacy into the curriculum. Previous research also indicates that technical skills do not always correlate with content analysis skills [3]. This phenomenon highlights the urgent need to improve students' digital literacy, not only as a technical skill, but also as a foundation for critical thinking, media ethics, and information evaluation. The ability to analyse contemporary issues on social media is crucial in dealing with disinformation and social polarisation. Therefore, this study aims to examine in depth the influence of students' digital literacy levels on their ability to analyse contemporary issues on social media [4]. Students are easily exposed to digital radicalism (12% of cases in 2024 involved students). There has been a 22% decline in critical thinking skills among intensive social media users, with 34% of students finding it difficult to distinguish between opinion and fact in viral content. A Kominfo survey (2023) shows that the digital ethics index of Indonesian students is 3.21/5, with 41% admitting to having spread unverified information. Research by Ramli & Arsad (2023) proves a positive correlation (r=0.60) between digital literacy and learning engagement. Students with high digital literacy demonstrate 3× better issue analysis skills. The Digital Dunning-Kruger Effect 58% of students overestimate their digital literacy skills. Cyberloafing, wasting 2.3 hours/day on unproductive content [5].

Based on existing phenomena, such as in the school environment, there are students who still lack reading literacy and have difficulty expressing their opinions verbally. These students are less interested in reading and writing activities. They are less skilled in using various sources and become bored with reading books at school, which causes a decline in student interest in reading, as is the case at SMP Negeri 1 Sibulue. In the learning process, teachers explain using textbooks in the form of package books, so that in this case, students do not receive maximum benefit and their level of interest in reading is low [6].

Research analysis conducted by Pradana & Pratama (2022) revealed that 72% of students do not understand the legal implications of social media posts. Cases of ITE Law violations involving students increased by 17% in 2024. Although the Merdeka Curriculum mandates digital literacy, its implementation remains fragmented. Only 30% of schools have structured modules, and 85% of learning is still theory-based without practical analysis of actual content. Research by Murtadho et al. (2023) shows that digital

literacy increases learning autonomy (β=0.47), but 63% of students still depend on teachers for information verification. A quantitative study of 200 respondents proves that digital literacy predicts 36% of the variance in issue analysis skills (R^2=0.36). Every 1-point increase in digital literacy increases the analysis score by 0.78 points [7].

Then further in [8] it explains that it is only natural for you to be confused, O Kālāma people, it is only natural for you to be doubtful. Doubt has arisen in you regarding a confusing matter. Come now, O Kālāma, do not follow tradition, or the teachings handed down, or hearsay, or a collection of texts, or logic, or reasoning, or consideration, or acceptance of views after reflection, or because you think, 'That ascetic is our teacher.' But when, Kālāma, you know for yourselves: 'These things are unbeneficial; these things are blameworthy; these things are censured by the wise; these things, if accepted and pursued, would lead to harm and suffering,' then you should abandon them. Kalama Sutta (AN.I.188).

2. Method

This study used a survey method with a quantitative approach. This design was chosen to objectively and systematically measure the relationship between students' digital literacy levels (independent variable, X) and their ability to analyse contemporary issues on social media (dependent variable, Y). The population and sample population of the study were all 43 students in the 12th grade at Tri Ratna High School in West Jakarta for the 2024/2025 academic year. Given the relatively small population size, the sampling technique used was a saturated sample (census), in which the entire population was used as the sample. Thus, the research sample consisted of 43 students in grade XII at Tri Ratna High School in West Jakarta. Research data was collected using a questionnaire based on a Likert scale with five response levels (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). This questionnaire consisted of 20 statement items for variable X (Students' Digital Literacy Level) and 20 statement items for variable Y (Ability to Analyse Contemporary Issues in Social Media). This study used simple linear regression analysis because there were only two variables. Simple linear regression analysis is used as a tool to see the functional relationship between variables, both the independent variable (notated as x) and the dependent variable (notated as y) (Sundayana, 2016:192). The results of the regression equation model can be used as a guideline to predict the relationship between variables outside the data used as a sample in a population. The hypothesis test used is Simple Linear Regression analysis.

Formula: $Y = a + bX$

Explanation:

Y: Issue analysis capability

X: Level of digital literacy

a: Constant

b: Regression coefficient.

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3. Results and Discussion

3.1. Descriptive Analysis Results

Table 1. Descriptive Statistics

Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistics	Standard Deviation Statistics	Variance Statistics
Ability to analyse issues	43	45	45.00	90	2951	68.6279	12.59700	168.573
Valid N (listwise)	43							

Source: data processing results, 2025

Table 2. Respondent score statements

No.	Type Description	Value
1	Number of Respondents	43
2.	Highest value (Maximum)	90.00
3.	Lowest score (Minimum)	45.00
4.	Average score (Mean)	68.6279
5.	Standard Deviation	12.59700

Source: data processing results, 2025

Table 2 above shows that the lowest (minimum) score obtained by respondents in answering the statement items was 45, and the highest (maximum) score was 90. Meanwhile, the calculation results show that the mean score was 69.5116 and the standard deviation was 12.59700.

1) Ability to Access Digital Information

   The average score of students on this indicator reached 82.5, which is categorized as good. The majority of students (76%) demonstrated adequate ability to access information through various digital platforms. A small proportion of students (24%) still experienced difficulties in utilising advanced search features.

2) Digital Information Management

   On this indicator, the average score obtained was 76.3, which is in the good category. 68% of students were able to store, categorise, and organise digital information well, while 32% of students still needed guidance in organising digital information systematically.

3) Information Evaluation

   With an average score of 68.7 (sufficient category), this indicator shows that most students (58%) still have difficulty evaluating the credibility and reliability of digital information. Only 42% of students demonstrated good ability in distinguishing valid information from hoaxes.

4) Media Literacy

   The average score for the media literacy indicator is 73.2 (good category). 63% of students understand the characteristics of various types of digital media, while 37% of students still need to improve their understanding of the functions and characteristics of different media platforms.

5) Digital Communication Skills

   This indicator received an average score of 85.4 (very good category). The majority of students (83%) demonstrated good ability in communicating using various digital platforms, understanding online communication ethics, and participating in digital discussions.

6) Digital Content Creation

   With an average score of 70.8 (sufficient category), 52% of students are able to create and adapt digital content well, while 48% of students still have difficulty producing creative and original digital content.

7) Digital Security

   The average score for this indicator is 65.3 (sufficient category). Only 45% of students demonstrated adequate understanding of personal information security and took steps to protect their digital data.

8) Digital Ethics

   This indicator received an average score of 72.6 (good category). 61% of students demonstrated an understanding and application of digital ethics in their online activities, while 39% of students still need to improve their awareness of the ethics of digital media use.

9) Critical Literacy

   With an average score of 67.5 (sufficient category), only 47% of students were able to critically analyse digital representations and understand diverse perspectives in media content.

10) Digital Collaboration Skills

   The average score for this indicator was 78.9 (good category). 71% of students demonstrated good ability to collaborate using digital tools and contribute to online group projects.

3.2. Pre-test Results

3.2.1. Validity Test

The research instrument was tested on 17 April 2025 at Bodhisatva High School in Bandar Lampung with 30 respondents and 40 statement items consisting of 20 items for variable X (students' digital literacy level) and 20 items for variable Y (ability to analyse contemporary issues on social media). In the variable of students' digital literacy level, there were 18 valid items and 2 invalid items, namely item number 7 with an $r_{(calculated)}$ value of 0.263 and item number 19 with an $r_{(calculated)}$ value of -0.105. Meanwhile, in the variable of the ability to analyse contemporary issues on social media, there were 18 valid items and 2 invalid items. The invalid items were number 3 with an

$r_{(calculated)}$value of 0.257 and number 8 with an $r_{(calculated)}$value $_{of}$ 0.276. Several items were declared invalid by comparing the rtable of 30 respondents with a significance level of 0.05, which is 0.374. If $r_{(count)} \geq r_{(table)}$, then the item is declared invalid. The invalid statement items were removed by the researcher because other item numbers could already represent each statement indicator, so that out of 40 items, there were still 36 statement items that could be used in the study.

Table 3. Results of the Validity Test for Variable X (Students' Digital Literacy Level)

No	r_{Tabel}	r_{Hitung}	Description
1	0.374	0.726	Valid
2	0.374	0.502	Valid
3	0.374	0.571	Valid
4	0.374	0.748	Valid
5	0.374	0.783	Valid
6	0.374	0.768	Valid
7	0.374	0.263	Not Valid
8	0.374	0.669	Valid
9	0.374	0.850	Valid
10	0.374	0.741	Valid
11	0.374	0.781	Valid
12	0.374	0.613	Valid
13	0.374	0.694	Valid
14	0.374	0.766	Valid
15	0.374	0.821	Valid
16	0.374	0.591	Valid
17	0.374	0.784	Valid
18	0.374	0.660	Valid
19	0.374	-0.105	Not Valid
20	0.374	0.758	Valid

Source: data processing results, 2025

Table 4. Results of Variable Y Validity Test (Ability to Analyse Contemporary Issues on Social Media)

No	r_{Tabel}	r_{Hitung}	Description
1	0.374	0.768	Valid
2	0.374	0.552	Valid
3	0.374	0.257	Not Valid
4	0.374	0.868	Valid
5	0.374	0.663	Valid
6	0.374	0.716	Valid
7	0.374	0.782	Valid
8	0.374	0.276	Not Valid
9	0.374	0.496	Valid
10	0.374	0.835	Valid
11	0.374	0.748	Valid
12	0.374	0.477	Valid
13	0.374	0.721	Valid

No	r_{Tabel}	r_{Hitung}	Description
14	0.374	0.691	Valid
15	0.374	0.665	Valid
16	0.374	0.776	Valid
17	0.374	0.561	Valid
18	0.374	0.892	Valid
19	0.374	0.842	Valid
20	0.374	0.848	Valid

Source: Processed by researchers in 2025

3.2.2. Reliability Test

Reliability testing was conducted to determine the consistency or reliability of the instrument in measuring the variables under study. The testing was conducted on 74 items that had previously been declared valid. Based on the results of the analysis using SPSS for Windows version 22 software, the reliability coefficient for variable X (students' digital literacy level) using Cronbach's Alpha method was 0.922, while the reliability coefficient for variable Y (ability to analyse contemporary issues on social media) using Cronbach's Alpha method was 0.935. These values indicate that the instrument has very high reliability, as it exceeds the minimum limit of 0.60, which is generally used as the criterion for an instrument to be considered reliable. Thus, it can be concluded that the instrument used in this study has met the requirements for good reliability and can be used for consistent data collection. The reliability test results are presented in the following table:

Table 5. Instrument Reliability Test

No	Variable	Cronbach's Alpha	No of Items	Description
1	Students' Digital Literacy Level	0.922	2	Reliable
2	Ability to Analyse Contemporary Issues on Social Media	0.935	20	Reliable

Source: Results of data processing in 2025 using SPSS version 22

3.2.3. Homogeneity Test

The homogeneity test was conducted to determine whether the variance of two or more data groups was homogeneous or uniform. This test is an important prerequisite before conducting parametric statistical analyses such as independent sample t-tests or analysis of variance (ANOVA), where one of the assumptions is the equality of variance between data groups. The decision criterion in the homogeneity test is that if the significance value (Sig.) is > 0.05, then the variance between groups can be declared homogeneous. The homogeneity test was performed using the *Compare Means One Way ANOVA* test. The criterion for variance homogeneity is if the test criterion is greater than 0.05 or 5%. Based on the results of the homogeneity test from *the Output test of homogeneity of variances,* it is known that the significance value obtained is 0.723, which means that $0.723 \geq 0.05$, so the data variables for students' digital literacy levels (X) and their ability to analyse

contemporary issues on social media (Y) are homogeneous, so it can be concluded that the data variance between groups is homogeneous. The results of the homogeneity test are presented in Table 6:

Table 6. Results of the Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
. 126	1	84	.723

Source: Results of data processing in 2025 using SPSS version 22

Thus, the homogeneity test shows that the data from both variables are homogeneous and meet the requirements for further analysis.

3.2.4. Normality Test

The normality test was conducted to determine whether the data in this study was normally distributed, which is one of the prerequisites for parametric statistical analysis. The test was conducted using the One-Sample Kolmogorov-Smirnov test at a significance level of 0.05 or 5%. The data used in this test came from 43 respondents.

Based on the results of the normality test, it was found that the significance value (Asymp. Sig. 2-tailed) was 0.018. Because this value is greater than 0.05 (0.200 > 0.05), it can be concluded that the residual data is normally distributed. This indicates that the normality assumption has been met, so the data is suitable for analysis using parametric statistical tests. The results of the normality test using the *One-Sample Kolmogorov-Smirnov* method can be seen in Table 7 below:

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
				Unstandardised Residual
N				43
Normal Parameters[a.b]		Mean		00000
		Standard Deviation		3.47976958
Most Differences	Extreme	Absolute		.227
		Positive		118
		Negative		-.227
Test Statistic				.227
Asymptotic Significance	(two-tailed)			.000
Monte Carlo Significance	(two-tailed)	Significance 99% Confidence Interval	Lower Bound	018d
			Upper Bound	014

Source: Results of data processing for the year 2025 using SPSS version 22.

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Based on the output results in the one-sample Kolmogorov-Smirnov test column above, it can be seen that the significance value (2-tailed) is 0.018. This value is greater than 0.05, so it can be concluded that the data population from the measurement tool distribution, namely the questionnaire, is normally distributed. To determine the positive influence between students' digital literacy levels and their ability to analyse contemporary issues on social media, a p-plot graph is used, as shown in the following figure.

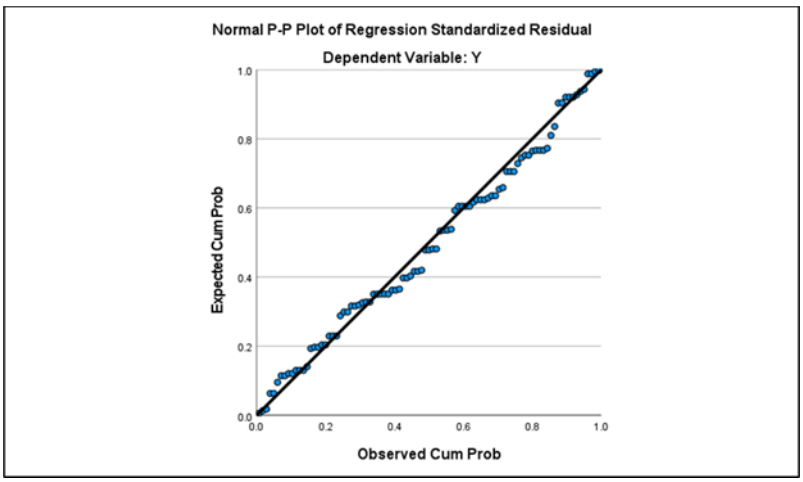

Figure 1. P Plot of Regression Standardised Residual

Source: SPSS version 22 data processing output

3.2.5. Hypothesis Testing (Simple Linear Regression)

Hypothesis testing in this study was conducted using simple linear regression analysis to determine the effect of students' digital literacy levels on their ability to analyse contemporary issues on social media. Based on the SPSS version 22 output results shown in Table 8, the following regression equation was obtained:
Y=-1.531 +1.010X.

This regression equation provides information that for every one-unit change in students' digital literacy scores, the SPSS 22.0 software output has provided convenience in conducting simple linear regression tests for this study to see whether there is an effect of students' digital literacy levels on their ability to analyse contemporary issues on social media. The results listed in Table 8 show a significance level of 0.000, which is smaller than alpha 0.05 (0.000 < 0.05) or equivalent to 0% < 5%. This finding indicates that the contribution of the variable of students' digital literacy level in influencing their ability to analyse contemporary issues on social media is 1.010. The coefficient has a positive value, which means that there is a positive and significant influence between students' digital literacy level and their ability to analyse contemporary issues on social media. The t-test results show that the t-value is 3.924, while the t-table value at df = n - 2 = 92 is 1.662. Because t calculated (3.924) is greater than t table (1.662) and the significance value of 0.000 is less than 0.05, it can be concluded that H_0 is rejected and H_a is accepted.

This means that there is a significant influence between the CTL learning strategy and student engagement.

The calculation results obtained from the coefficient table show that $t_{calculated}$is 22.952 and $t_{table}$from 43 respondents with df n-2, so that it becomes 41 respondents with a significance level of 0.05 is 1.683. It is known that $t_{(calculated)} \geq t_{(table)}$ with a value of 22.952 ≥ 1.683 or sig < 0.05 (0.000 < 0.05). Therefore, it can be concluded that the two variables have a regression relationship and there is a positive and significant effect between students' digital literacy level (X) and their ability to analyse contemporary issues on social media (Y), meaning that Ho is rejected and Ha is accepted.

Furthermore, the ANOVA test results as shown in Table 9 reinforce these findings. The calculated F value is 526.808 with a significance of 0.000. Since the significance value is less than 0.05, H_0 is again rejected and H_a is accepted. This indicates that the regression model used in this study is statistically significant and suitable for predicting students' digital literacy levels in analysing contemporary issues on social media.

Simple linear regression analysis aims to predict the value of the dependent variable when the value of the independent variable increases or decreases and to determine the direction of the relationship between the independent variable and the dependent variable, whether positive or negative. Based on the results of the simple regression analysis test, it was found that F count = 526.808 with a significance level of 0.000 < 0.05, so the regression analysis can be used to predict the participation variable or, in other words, there is an influence of the students' digital literacy level variable (X) on their ability to analyse contemporary issues on social media (Y).

Table 8. Regression Equation Output

Coefficients					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.531	3,114		-0.492	625
Students' Digital Literacy Level	1.010	044	963	22,952	.000
a. Dependent Variable: Ability to Analyse Contemporary Issues					

Source: Data processed in 2025 using SPSS Version 22

Table 9. ANOVA Analysis Output

ANOVAa						
Model	Sum of Squares	df		Mean Square	F	Sig
1	6534.593	1	41	6534.59312.404	526,808	.000b
Regression	508.569	42				
	7043.163					

Residual				
Total				

Source: Data processed in 2025 using SPSS version 22

The coefficient of determination (R^2) is used to determine how well the sample uses the data. Based on the analysis of the coefficient of determination, the results of the output percentage of the influence of the independent variable of students' digital literacy level (X) on the dependent variable of the ability to analyse contemporary issues on social media (Y), referred to as the coefficient of determination (R Square), is 0.928. This means that the influence of the independent variable on the dependent variable is 92.8%, while the remaining 7.2% is influenced by other factors outside this study. For more details, see the following table:

Table 10. Coefficient of Determination (R Square) Values

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.963[a]	.928	.926	3.522

a. Predictors: (Constant), Students' Digital Literacy Level

Source: Data analysis results from 2025 using SPSS version 22

Thus, it can be concluded that students' digital literacy level has a positive and significant effect on their ability to analyse contemporary issues on social media in Grade XII at Tri Ratna Senior High School, West Jakarta. The application of this strategy has proven to contribute significantly to improving students' critical thinking skills in analysing issues that occur on social media.

4. Discussion

The results of the study indicate that students' digital literacy level has a positive and significant effect on their ability to analyse contemporary issues on social media. This is indicated by a regression coefficient of 1.010, which is positive and has a significance of $0.000 < 0.05$. This means that the higher the level of digital literacy possessed by students, the better their ability to analyse contemporary issues circulating on social media. The regression equation $Y = -1.531 + 1.010X$ shows that when the level of students' digital literacy is zero, their ability to analyse contemporary issues on social media is -1.531. This negative value theoretically indicates that without digital literacy, students will tend to have difficulty analysing contemporary issues on social media. Meanwhile, the regression coefficient of 1.010 indicates that every one-unit increase in students' digital literacy level will increase their ability to analyse contemporary issues on social media by 1.010 units.

The magnitude of the influence of students' digital literacy level on their ability to analyse contemporary issues on social media is indicated by the coefficient of determination (R^2) value of 0.928 or 92.8%. This value indicates that the variable of students' digital literacy level is able to explain 92.8% of the variation in the ability to

analyse contemporary issues on social media, while the remaining 7.2% is explained by other factors not examined in this study.

The above results are in line with the results of research conducted by [9]entitled "The Influence of Digital Literacy on the Wise Attitude of Social Media Users of Ar-Rasyidin Payaman Madrasah Ibtidaiyah Students". It can be concluded that there is a significant influence between digital literacy and a wise attitude towards social media. According to the Pearson Correlation test, there is a significant correlation at a level of 0.303 with a degree of freedom (df) = n -1 = 44 -1 = 43. In addition, it is known that the R Square value is 0.092. This value means that the influence of digital literacy (X) on the wise attitude towards social media of students at Madrasah Ibtidaiyah Ar-Rasyidin Payaman (Y) is 98.8%, while 9.2% of teaching and learning activities are influenced by other variables not examined in this study. Digital literacy is the ability to understand and use information from various digital sources. This is in line with the results of research showing that students with good digital literacy can evaluate and analyse information more effectively.

Furthermore, research conducted by [2]entitled "The Effect of Digital Literacy Levels on the Ethics of Instagram Social Media Use Among Students at SMA Negeri 2 Pekanbaru" found that there is a significant influence between digital literacy levels and the ethics of Instagram social media use. According to the Pearson correlation test, the correlation is significant at a level of 0.686, with a degree of freedom (df) = n - k - 1 = 258 - 1 - 1 = 256. In addition, it is known that the r square value is 0.470 or 47%. This means that these values show a significant positive relationship between digital literacy levels and the ethics of Instagram social media use, with 47% of the variation in social media use ethics explained by digital literacy levels.

With regard to students' digital literacy levels in analysing contemporary issues on social media, Khuddakapaṭha 5 & Sutta Nipāta 2.4 (Khp. 5 & Sn. 2.4) further supports the importance of knowledge. Having extensive knowledge and skills is a major blessing (Maṅgala Sutta). In Natha Sutta, Dasakanipata, Anguttara Nikaya, Buddha states that by having extensive knowledge, a person has created a shield for themselves so that they can avoid a life full of suffering [10].

Kalama Sutta. (A.I.188). explains, "It is only natural for you to be confused, O Kālāma people, it is only natural for you to be doubtful. Doubt has arisen in you regarding a confusing matter. Come, O Kālāma, do not follow tradition, ancestral teachings, hearsay, collections of texts, logic, reasoning, deliberation, and acceptance of views after reflection, or because you think: 'That ascetic is our teacher. But when, Kālāma, you know for yourselves: 'These things are unbeneficial; these things are blameworthy; these things are censured by the wise; these things, if accepted and pursued, lead to danger and suffering,' then you should abandon them.

5. Conclusion

Based on the results of research on the influence of students' digital literacy levels on their ability to analyse contemporary issues on social media, it can be concluded that there is a positive and significant influence between students' digital literacy levels and their

ability to analyse contemporary issues on social media in class XII at Tri Ratna High School in West Jakarta, with statistical test results showing a significance value (Sig) of 0.000, which is much smaller than the predetermined significance level ($\alpha = 0.05$). The magnitude of the influence of students' digital literacy levels on their ability to analyse contemporary issues on social media is 0.928 or 92.8%, with the remaining 7.2% influenced by other factors not examined in this study.

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