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The Relationship between Social Media Literacy in Social Studies Learning and the Activeness of Fifth Grade Elementary School Students

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ABSTRACT

The rapid development of digital technology has made social media one of the primary sources of information for elementary school students. In Social Studies learning, social media issue literacy can help students understand social phenomena in a more contextual way while encouraging active participation during classroom learning. This study aimed to analyze students' levels of social media issue literacy, their learning activeness, and the relationship between these two variables in fifth-grade Social Studies learning. A quantitative approach with a correlational research design was employed. The sample consisted of 36 fifth-grade students from SDN 1 Gembleb and SDN 1 Kedunglurah, Pogalan District, Trenggalek Regency, selected through purposive sampling. Data were collected using validated and reliable questionnaires and analyzed through normality, linearity, and Pearson correlation tests using IBM SPSS Statistics 25. The findings indicated that the data were normally distributed and met the assumption of linearity. Pearson correlation analysis revealed a correlation coefficient of 0.820 with a significance value of 0.000 ($p < 0.05$), indicating a positive, significant, and very strong relationship between social media issue literacy and students' learning activeness. These findings suggest that higher levels of social media issue literacy are associated with greater student participation in Social Studies learning. The study implies that integrating social media issue literacy into Social Studies instruction can serve as an effective strategy to enhance students' active engagement while fostering critical thinking skills at the elementary school level..

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1. INTRODUCTION

The development of digital technology has transformed the way society obtains, disseminates, and processes information. One example of this development is the increasing use of social media as a means of communication and a source of information for various groups, including elementary school students. Platforms such as YouTube,

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TikTok, WhatsApp, and Instagram have become part of students' daily lives, increasing their exposure to various social issues developing in the digital environment. This requires students not only to be able to access information but also to possess the ability to understand, analyze, and critically evaluate it. This ability is known as social media issue literacy, which is a crucial competency in 21st-century learning (Handayani, 2023; Paraera & Pedhu, 2025).

In the context of elementary education, Social Studies (IPS) learning plays a crucial role in developing students' critical thinking skills, social awareness, and concern for various phenomena occurring in society. IPS is not only oriented towards mastering concepts but also develops students' ability to analyze various social issues related to everyday life (Putra, 2020; Khoir, 2024). Therefore, social studies learning needs to be presented contextually by utilizing social phenomena close to students' lives, including various issues developing on social media. Through contextual learning, students are expected to be able to connect learning materials with social realities, thereby making the learning process more meaningful and increasing student engagement (Febriani et al., 2025).

The Independent Curriculum also emphasizes character building, critical thinking skills, communication, collaboration, and digital literacy as part of the competencies students must possess. Teachers are required to present learning that connects material to real life so that students are not merely recipients of information but also active participants in the learning process. In this context, social media can be utilized as a relevant learning resource because it contains various current social phenomena close to students' lives. Appropriate use of social media is expected to improve students' ability to understand social issues while encouraging their active participation during the learning process (Susandi, 2025; Pasa et al., 2025).

Student engagement is one indicator of learning success. Active students tend to demonstrate a strong sense of curiosity, boldly express their opinions, ask questions, engage in discussions, and collaborate to solve problems posed by the teacher (Safitri et al., 2024). In social studies, active learning is crucial because the material studied is closely related to social life, requiring direct student involvement in the process of thinking, discussing, and solving problems. However, observations at SDN 1 Kedunglurah and SDN 1 Gembleb found that student active learning in social studies is still suboptimal. Most students use social media in their daily lives, but their use is still predominantly for entertainment, resulting in relatively low levels of critical information comprehension. Furthermore, students lack confidence in asking questions, expressing opinions, and participating in discussions during learning.

Several previous studies have shown that the use of digital media can improve the quality of learning when integrated with appropriate learning strategies (Barhas, 2024; Rela et al., 2025). Other research has focused more on the influence of digital literacy on learning outcomes or the effectiveness of learning media use. However, research specifically examining the relationship between social media literacy and student engagement in social studies learning at the elementary school level is still relatively limited. Furthermore, most research has been conducted in urban school contexts, leaving studies on elementary school students in rural areas scarce (Artia et al., 2023). This research gap indicates a need for further research examining the relationship between social media literacy and student engagement in social studies learning, particularly among elementary school students in rural areas.

2. LITERATURE REVIEW

2.1 Social Media Issue Literacy

In an era of increasingly rapid digitalization, the internet has transformed various aspects of human life, including education (Bu'ulolo & Hulu, 2025). Social media is an internet-based platform that facilitates users to communicate, collaborate, and share information in the form of text, images, videos, and audio interactively. Social media encompasses various types, such as social networks, content-sharing platforms, blogs, discussion forums, collaboration platforms, marketplaces, and game-based social media (Qadir & Ramli, 2024). Social media transforms one-way communication patterns into participatory interactions between users (Rafiq, 2020). Social media is a platform that allows people to interact by creating, sharing, and exchanging information and ideas within virtual networks and communities. This growth is driven by easier internet access, even in remote areas, and more affordable costs, leading to a significant increase in social media usage (Suryati et al., 2025).

The presence of social media in this digital era greatly facilitates people's ability to obtain information quickly and accessible at any time. This is inseparable from the development of technology, which continues to advance over time, making it easier for people to access information. Through smartphones, people can access the information and entertainment they desire. Social media provides a platform for virtual interaction, facilitating communication without the constraints of time and space (Hakim et al., 2024). Facebook, Instagram, and TikTok are currently platforms for disseminating information and shaping public opinion. Social media also facilitates the exchange of information and the formation of virtual groups through interactions between users from various regions (Zunianantа, 2023). This situation has led to the rapid development of various social issues in the digital public sphere. Social issues that develop on social media include poverty, economic inequality, intolerance, and social and political conflict. The rapid spread of information demands that students understand and critically evaluate information to avoid being easily influenced by unverified information (Simbolon et al., 2025).

2.2 Social Media Literacy in Social Studies Learning

Social studies learning utilizes social media as a contextual learning resource that is relevant to students' lives. Various current social phenomena on social media help students understand social studies material more realistically and closely related to everyday life. Social studies learning also aims to foster social awareness, critical thinking skills, and students' sensitivity to various social issues (Simbolon et al., 2025). The use of technology-based social media can make learning more interesting, interactive, and student-centered (Baikuna et al., 2024). The integration of current social phenomena in social studies learning allows students to gain a more meaningful learning experience because the subject matter is linked to current social realities (Hayati & Ningsih, 2024). Social studies learning also encourages students to think critically about various social issues and find solutions to societal problems. The use of current learning resources helps students understand an issue from various perspectives so that students' social analysis

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skills develop better (Bhaskara, 2025). The use of social media in social studies learning supports the development of digital literacy, social skills, communication ethics, and moral awareness of students in the digital era (Barhas, 2024). The closeness of the material to students' lives also has the potential to increase student engagement because learning feels more relevant and meaningful.

2.3 Student Activity

Student activeness refers to the student's overall involvement in the learning process, encompassing physical, mental, social, and emotional aspects (Sa'adah et al., 2025). Activeness reflects not only student presence during learning but also student engagement in understanding the material, expressing opinions, engaging in discussions, and responding to various learning activities. Sulifah et al. (2025) explain that student activeness is evident through intellectual and emotional engagement during discussions, expressing opinions, exploring material, and interpreting learning outcomes collaboratively. Nurlaila et al. (2024) add that activeness demonstrates student engagement in constructing new knowledge and enhancing understanding of the material being studied. Active learning demonstrates interaction between teachers and students, as well as between students, so communication is not one-way (Ahmad, 2016). Student activeness can be seen through asking questions, discussing, expressing opinions, collaborating, and presenting learning outcomes (Prasetyo & Abduh, 2021). These activities demonstrate that students act as learning subjects directly involved in the learning process. Social studies learning is closely related to student engagement because the subject discusses various social phenomena closely related to everyday life. Understanding social studies material is not sufficient through rote memorization; it requires student engagement in analyzing social problems, expressing opinions, and seeking solutions to the various social issues studied. This condition requires social studies learning to be designed interactively and contextually so that students are encouraged to participate actively in the learning process. Social media literacy is also closely related to student engagement in social studies learning. Social phenomena that emerge on social media can become a source of actual learning, so students are more interested in participating in learning. When students discuss social issues closely related to their digital lives, curiosity and courage to express opinions tend to increase. This condition shows that the use of actual social phenomena can encourage more active student engagement in social studies learning.

2.4 The Relationship Between Social Media Issues and Student Activeness

Social media not only serves as a means of communication but also as a source of information regarding various social phenomena developing in society. The use of social media in social studies learning can help students understand social issues in a more realistic and contextual way (Simbolon, 2025). Social media issue literacy presents learning materials that are relevant to students' lives, thereby increasing their interest and motivation to learn. Wijayanti et al. (2020) explain that the use of current materials in learning increases student engagement and supports the achievement of learning objectives. Exposure to social issues such as the environment, public policy, and digital social phenomena encourages students to ask questions, discuss, and express opinions.

Putri et al. (2023) explain that the integration of digital media can increase students' interest in learning and understanding of social issues, enabling them to more actively analyze and evaluate information. Social studies learning based on social phenomena also helps students connect subject matter to the realities of everyday life, making the learning process more meaningful. Based on these various opinions, it is clear that social media issue literacy is related to student engagement in social studies learning. Social media issue literacy provides learning that is actual, contextual, and relevant to students' lives, thus encouraging active involvement through asking questions, discussing, expressing opinions, and critically analyzing social phenomena.

3. METHODS

This study uses a quantitative approach with a correlational design, which aims to determine the relationship between social media issue literacy in Social Studies (IPS) learning and the activeness of fifth-grade elementary school students. The quantitative approach was chosen because the study focuses on objectively measuring variables through numerical data which are then analyzed using statistical techniques. The correlational design was used because the study did not provide treatment to the research subjects, but rather examined the closeness of the relationship between the independent variable, namely social media issue literacy in IPS learning, with the dependent variable, namely student activeness. The study was conducted at SDN 1 Gembleb and SDN 1 Kedunglurah, Pogalan District, Trenggalek Regency, in the even semester of the 2025/2026 Academic Year. The study population was all fifth-grade elementary school students in Pogalan District, totaling 414 students from 34 elementary schools. The research sample consisted of 36 students from SDN 1 Gembleb and SDN 1 Kedunglurah. The sample was determined using purposive sampling, which involves selecting a sample based on specific considerations, such as suitability of school characteristics, use of the same curriculum, and relevance to the research objectives.

Data collection utilized a closed-ended questionnaire structured based on indicators for each research variable. The research instruments consisted of a social media literacy questionnaire and a student engagement questionnaire, using a five-level Likert scale: strongly agree, agree, undecided, disagree, and strongly disagree. The social media literacy questionnaire measured students' ability to understand, evaluate, and critically respond to information obtained from social media in the context of social studies learning. Meanwhile, the student engagement questionnaire measured students' level of participation during the learning process, including active questioning, answering questions, engaging in discussions, working collaboratively in groups, and enthusiasm for participating in learning activities. Before being used as a research instrument, all items underwent validity testing using Product Moment correlation and reliability testing using Cronbach's Alpha using IBM SPSS Statistics version 25. The test results indicated that the instruments met the criteria for validity and reliability, making them suitable for use in data collection.

The data obtained from the questionnaire distribution were analyzed in stages using IBM SPSS Statistics version 25. The initial stage of the analysis was carried out through prerequisite tests which included a normality test using the Shapiro–Wilk method because the sample size was less than 100 respondents, as well as a linearity test to determine whether the relationship between the independent and dependent variables was linear.

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After all analysis assumptions were met, hypothesis testing was carried out using the Pearson Product Moment correlation test with a significance level of 0.05. This analysis aimed to determine whether or not there was a significant relationship between social media issue literacy in social studies learning and the activeness of fifth-grade elementary school students, while also measuring the direction and strength of the relationship between the two variables. The results of the analysis were then interpreted as a basis for answering the problem formulation, testing the research hypothesis, and drawing conclusions regarding the relationship between social media issue literacy and student activeness in social studies learning.

4. RESULTS

The research instruments used in this study underwent validity and reliability testing before being used for data collection. Validity testing was conducted on the social media literacy questionnaire and the student activity questionnaire using the Product Moment correlation with IBM SPSS Statistics version 25. The validity test results showed that of the 15 items tested on the social media literacy instrument, 10 were declared valid and 5 were declared invalid, and therefore, were not used in the main study. Meanwhile, the student activity instrument also met validity criteria, as the correlation value for each item was greater than the r value in the table. These results indicate that the items accurately measured the research variables and were therefore suitable for use as research instruments. In addition to meeting validity, the research instruments also met reliability. Based on the reliability test results using the Cronbach's Alpha coefficient, both the social media literacy instrument and the student activity instrument achieved high reliability scores, demonstrating a good level of consistency. This indicates that the instruments are capable of providing stable measurement results when used under the same conditions. Thus, both instruments met the requirements for good data collection tools, ensuring reliable data for further analysis.

Before testing the hypotheses, the research data were first tested using the prerequisite analysis test. The results of the normality test using the Shapiro–Wilk method showed that the significance value for both the social media issue literacy and student activity variables was greater than 0.05. These results indicate that the data for both variables are normally distributed, thus fulfilling one of the requirements for using parametric statistical analysis. A normal data distribution indicates that the research data is well distributed and can be used in Pearson correlation analysis. In addition to the normality test, a linearity test was also conducted to determine the relationship between the social media issue literacy and student activity variables. The results of the linearity test showed that the Deviation from Linearity value was greater than 0.05, indicating that the relationship between the two variables was linear. This result indicates that changes in the social media issue literacy variable are followed by proportional changes in the student activity variable. With the linearity assumption met, Pearson correlation analysis can be used to test the relationship between the two research variables.

Based on the Pearson Product Moment correlation analysis, a correlation coefficient (r) of 0.825 was obtained, with a significance level of 0.000. A significance level of less than 0.05 indicates a significant relationship between social media literacy in social studies learning and the activeness of fifth-grade elementary school students. The correlation coefficient of 0.825 is categorized as very strong, with a positive correlation.

These results indicate that the higher a student's ability to understand and respond to social media issues, the higher their level of activeness in social studies learning. The results of this study are supported by descriptive data showing that the average social media literacy score was 22.9, with a score range of 15–30, while the average student activeness score was 32.6, with a score range of 25–39. These data demonstrate variations in the level of social media literacy and student activeness among respondents. Based on the overall results of instrument testing, prerequisite testing, and hypothesis testing, it can be concluded that the research data has met all the requirements for statistical analysis and shows a positive and significant relationship between social media issue literacy in social studies learning and the activeness of fifth grade elementary school students.

Table 1. Descriptive Statistics Table of Research Variables

Variable	Minimum Value	Maximum Value	Average
Social Media Issue Literacy	15	30	22.9
Student Activity	25	39	32.6

5. DISCUSSION

The results of the study indicate a positive, significant, and very strong relationship between social media literacy in social studies learning and the activeness of fifth-grade elementary school students. This finding indicates that the better students' ability to understand, evaluate, and respond to information obtained through social media, the higher their level of engagement in the social studies learning process. This condition demonstrates that social media literacy not only functions as the ability to understand digital information but also can act as a stimulus that encourages students to be more active in asking questions, discussing, providing responses, and collaborating during learning activities.

This finding aligns with the social constructivism theory proposed by Vygotsky, which explains that knowledge is constructed through social interactions and meaningful learning experiences. When teachers connect social studies material to emerging issues on social media, students gain a real-world context close to their daily lives, making it easier for them to connect learning concepts with their own experiences. This situation encourages students to think more critically, express opinions, and actively participate in learning. Thus, social media can be a contextual learning resource that supports the creation of more interactive social studies learning.

The results of this study also support the research of Putri et al. (2023) stated that the use of digital media can increase student interest in learning and engagement in the learning process. Furthermore, Maharani's (2017) research demonstrated that controversial issues-based learning can enhance student learning engagement in social studies. This similarity suggests that using current issues as learning materials provides students with opportunities to develop critical thinking skills while increasing their participation during the learning process. However, this study is novel because it specifically examines the relationship between social media issue literacy and student engagement in social studies learning in rural elementary schools, a relatively rare area of research.

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The very strong correlation between the two variables indicates that social media issue literacy plays a significant role in increasing student engagement, although it is not the sole influencing factor. Student engagement can also be influenced by learning motivation, teacher learning strategies, the classroom environment, and individual student characteristics. Therefore, the results of this study should be understood as evidence that strengthening social media issue literacy can be an effective alternative for creating more active social studies learning, without neglecting other supporting factors.

The implications of this research suggest that teachers need to integrate relevant social media issues into social studies learning in a planned and directed manner. Teachers' role is not only to deliver material but also to guide students in analyzing the credibility of information, distinguishing between fact and opinion, and fostering a critical attitude toward various information circulating on social media. This approach is expected to improve the quality of social studies learning while simultaneously developing students' character with strong digital literacy skills and social sensitivity.

Overall, this research provides new insights that social media issue literacy is not only related to the ability to use digital media but also plays a role in increasing student active participation during social studies learning. These findings reinforce the importance of utilizing digital social issues as a contextual learning resource, making learning more relevant to students' lives. The results of this study are expected to serve as a reference for teachers and future researchers in developing innovative, interactive social studies learning that is in line with the demands of digital technology developments.

6. CONCLUSION

This study shows a positive, significant, and very strong relationship between social media literacy in social studies learning and the activeness of fifth-grade elementary school students. This finding indicates that students who are better able to understand, evaluate, and respond to information obtained from social media tend to demonstrate higher engagement in the learning process. Thus, social media literacy can be viewed as a factor supporting the creation of more active, contextual, and student-centered social studies learning. The results of this study provide an empirical contribution to the development of social studies learning that utilizes digital social phenomena as a learning resource relevant to students' lives. However, this study has several limitations. The study was conducted in only two elementary schools with a sample size of 36 students, so the results cannot be generalized to all elementary schools with their different characteristics. Furthermore, the study used a correlational approach, which only explains the relationship between variables and cannot prove cause-and-effect relationships. The research data was also obtained through a questionnaire, thus relying heavily on the honesty and perceptions of respondents in providing answers.

Based on these limitations, further research is recommended to involve a larger sample size and a broader coverage area to improve the generalizability of the results. Future research could also employ an experimental or mixed methods design to examine the influence of social media issue literacy on student engagement and learning outcomes in greater depth. Furthermore, research could include other variables, such as learning motivation, critical thinking skills, or teachers' digital literacy competencies, to gain a more comprehensive understanding of the factors influencing student engagement in social studies learning. Overall, this research demonstrates that utilizing social media

issue literacy is crucial in supporting social studies learning in elementary schools. Integrating emerging social issues on social media can provide a more contextual learning alternative, encouraging active student engagement, while simultaneously strengthening critical thinking and digital literacy skills, competencies needed in the digital age.

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