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Social Media Use Intensity and Communication Literacy Among Education Administration Students toward SDG 4

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ABSTRACT

Objective: To examine the relationship between social media usage intensity and communication literacy skills among students in the Educational Administration Department. Specifically, this study investigated whether the frequency and intensity of social media use contribute to the development of students' communication literacy skills and explored the potential role of social media as a learning-supporting tool in higher education contexts. **Method:** The study employed a quantitative research approach using a survey method. The research was conducted among students of the Educational Administration Department at Padang State University, Indonesia. The research sample consisted of 121 students selected randomly from a population of 623 registered students. Data were collected using questionnaires designed to measure two variables: the intensity of social media usage and students' communication literacy skills. The collected data were analyzed using Pearson correlation analysis to determine the relationship between social media usage intensity and communication literacy skills. **Results:** The findings revealed a significant positive correlation between social media usage intensity and students' communication literacy skills. Pearson correlation analysis showed a correlation coefficient value of 0.442 with a significance value of 0.003 ($p < 0.05$), indicating that students with higher levels of social media engagement tend to demonstrate better communication literacy skills. These results suggest that social media can serve as an effective medium for developing communication abilities when utilized appropriately and purposefully within educational environments. **Novelty:** The study contributes to the understanding of social media utilization in higher education by providing empirical evidence regarding its relationship with students' communication literacy development. The findings provide implications for educational institutions in designing strategies to promote responsible and productive social media use to enhance students' literacy skills.

INTRODUCTION

Communication is a fundamental element in human life. Communication as a skill plays an important role in various aspects (Jeraassawapong, 2019). Communication activities range from the exchange of information to relationship building and conflict resolution. Through communication, individuals can share ideas, express emotions, and form strong social bonds (Achyar et al., 2019). Effective communication is very important for building healthy relationships and supporting interpersonal relations within families, friendships, and professional environments (Leiss et al., 2013). Good communication allows for a deeper understanding and honesty in interpersonal relationships, strengthening the existing connections. Moreover, communication is also key in resolving conflicts. Open and constructive communication allows the parties involved in the conflict to engage in dialogue and find a joint solution (Brogi et al., 2013; Yuniarti et al., 2020). In other words, effective communication not only facilitates problem-solving but also supports the harmonization of relationships in various contexts.

Communication techniques evolve in line with the rapid development of information technology. Higher education students often use social media to communicate, access information, and interact with each other. Social media offers significant benefits, such as