

The Effect of Applying EthnoVlog Media to Increase Student Social Media Literacy

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Abstract

This study aimed to analyze the influence and improvement of the application of EthnoVlog media on students' social media literacy. This study used a quantitative approach. The product studied in this study was EthnoVlog media in the context of learning science on food and beverage additives carried out at MTs Al Uswah Bergas and SMP Negeri 1 Bergas. Purposive sampling was the method of sampling employed in this study. The researcher used the pre-experimental design approach, type one group pretest-posttest (single group pretest-posttest). According to the findings of the paired sample t-test on the SPSS output, H_0 was rejected, and H_a was approved since the significance value was $0.000 < 0.005$. This proves that EthnoVlog media influences social media. In addition, the influence of EthnoVlog media also increased students' N-Gain scores by 0.33 for SMP students in the medium category and by 0.26 in the low sort for MTs students. This shows that EthnoVlog media increases students' social media literacy. Based on the results of the data analysis, it can be concluded that EthnoVlog media in the context of learning science is categorized as a learning media that can influence students' social media literacy.

Keywords: ethnovlog, literacy, social media, teaching media

1. INTRODUCTION

The teaching and learning process has transformed most due to using digital technologies in education. Implementation of learning must be planned as well as possible to provide appropriate services to students (Budiyono, 2020). Widyawati et al. (2021) Learning in the era of Industry 4.0 requires students to possess critical, creative,

communicative, and collaborative thinking skills in their daily lives. Therefore, teachers must be able to adapt to digital technology, identify it and even apply it in the teaching and learning process. The teacher's fluency in using digital technology in learning activities can provide services to students to study at an unlimited time and place.

One of the pillars of digital learning is learning media. The term media comes from the Latin "media," which means intermediary or introduction. Media can be a place for teachers and students to interact socially. Media that can accommodate social interactions in unlimited space and time is now known as social media. According to Mbukut (2024), social media provides a place to interact and disseminate information. Social media are platforms that facilitate any forms of activities that can be done via online such as creating and sharing information, exchange ideas, interests and thoughts (Dewi, 2022). Social media users tag other users, share information, and use hashtags to spread the news.

Social media has become a need for everyone to carry out all their activities, including the school learning system. However, on the one hand, social media offers positive benefits for the mobility of human needs; on the other hand, it also hurts the development of human mindsets, especially among millennial youth (Rensiyana et al., 2025). Harmful content such as pornography, child abuse, bullying, and other crimes can spread quickly through social media. The new case, which has turned into a web sensation, has been accounted for with reports of the maltreatment of David, the child of GP Ansor heads, committed by Mario Dandy Satryo (child of a duty official) in light of an objection from a kid with the initials AGH who is supposed to be David's ex. AGH's 15-year-old child was likewise viewed as blameworthy and condemned to 3.5 years in jail for partaking in mishandling the person in question. After that case, another sad story arose when a middle school understudy was killed by 6 of his companions, in which the culprits got payback because the casualty answered to the BP educator when he was known as a "sissy".

We cannot know what the children of today are thinking. It could be good that children are afraid of doing harmful things like that if they can criticize any content that appears. However, it could be that harmful content, such as abuse being made viral, makes children think. Therefore, students must understand social media literacy so that they do not misinterpret the broadcasts circulating. This condition underlies the need for content to increase students' social media literacy. Social media literacy is the ability to select and organize correct and appropriate information on social media (Rensiyana et al., 2025). Students' social media literacy needs to be given to form students who are critical of information and knowledge while surfing social media.

One of the efforts to form students with social media skills is with Vlog content. Data from the preliminary study Lestari et al. (2021) states that understudies need media that can picture material challenging for understudies to envision and context-oriented. Understudies are more energetic and figure out the fabric while utilizing media, such as video shows to make the means understood. The improvement of Ethnoscience-coordinated Video blog learning media was invited by understudies, with 58.6% of understudies requiring Ethnoscience-incorporated Video blog media, 24.7% requiring it, and 14% don't need it. This research was conducted based on the analysis of the preliminary study data. This research is a continuation of the primary study.

Vlog is short for video blog. Vlog content focuses more on providing information. Speaking skills are key to vlog content (Utomo & Baskoro, 2023). One very interesting technology facility to utilize in learning is YouTube vlogs (Premana et al., 2021). Vlogs can attract the general public's attention, both young people, teenagers and adults, from academics and the general public. Even Vlogs can be used as learning media. Karamina (2020) research revealed that using YouTube Vlog-based learning media helps teachers innovate and can foster a fun learning atmosphere.

Several studies related to Vlog media have been carried out by Ariyani et al. (2022), Utomo & Baskoro (2023), Premana et al. (2021). Research by Ariyani et al. (2022) Through the use of learning media, presenting material becomes easier. Various types of learning media can be used, one of which is blogs. The research by Utomo & Baskoro (2023), Vlog content focuses more on providing information. Speaking skills are key to Vlog content. Vlog content on YouTube influences communication behavior, students at Nusantara Plus Middle School. The results study of Premana et al. (2021), Video blogs (vlogs) as a learning medium have become a solution for learning activities during the current pandemic. This is because the current generation is already familiar with software. Vlogs can also be beneficial for students and the general public, as they are easy to understand. They include engaging gimmicks, background music, and material delivery, which fosters self-confidence in learning English and even serves as a benchmark for achievement, encouraging even more diligent study.

View studies are focus on the vlog and local wisdom. Unlike the previous research, this research analyzes the influence of Vlog, which has been integrated with local wisdom-based science (Ethnoscience) and is referred to as EthnoVlog. Moreover, the realm of testing is social media literacy. How does the impact of Video blogs coordinated with neighborhood shrewdness-based science (Ethnoscience), which is applied as a mechanism for understudy learning in schools with web-based entertainment education claimed by understudies. Local wisdom will be the main attraction, especially if the area displayed has its characteristics and uniqueness.

The Vlog media applied in this study is integrated with Ethnoscience in local food, which is the hallmark of the community. Integrating Ethnoscience in the media aims to increase student learning motivation, strengthen concepts because they are fact-based, and support the government's efforts to preserve local wisdom. Based on the background explanation, it is necessary to research the effect of applying EthnoVlog media to increase students' social media literacy. This study aims to analyze the influence and improvement of the application of EthnoVlog media on students' social media literacy. This study is expected to be a source of reference and knowledge for teachers to improve science learning, especially in social media literacy with the application of EthnoVlog media. Through EthnoVlog media in the context of learning science, it can train students to increase social media literacy, can foster high enthusiasm and motivation for the material being studied so that they can produce original expressions based on appearances in the surrounding environment, and provide conceptual ideas to improve the quality of learning through media innovative learning.

2. LITERATURE REVIEW

Vlog is short for video blog. Vlog content focuses more on providing information. Speaking skills are key to vlog content (Utomo & Baskoro, 2023). Vlog defines as a video element that provides an online proclamation sequence that allows anyone to make and submit content material and think about it as an assortment of movies that act as a way of life varying media narrative and as a vehicle of correspondence (Ariyani et al., 2022). In general, the essential element of Video blogs is that an individual structures his insight and shares it as a video through several platforms such as YouTube, Vimeo, Dailymotion, and Facebook and the people who create videos are called "Vloggers" (Premana et al., 2021).

Vlogs offer a new approach to learning, especially in educational settings. Vlogs are an engaging and interactive alternative learning medium that aligns with the spirit of the times and is necessary for enhancing learning in the current digital era (Mardiah, 2025). Dzakirah et al. (2023), outline the procedures involved in creating a Vlog, including choosing a topic, choosing a clean web host, providing the title of the Vlog, assembling its contents, transmitting videos, sharing videos, and updating Vlogs.

Meanwhile, learning approach related the actual knowledge of the community to scientific knowledge as Ethnoscience (Sari et al., 2023). Ethnoscience is derived from the Latin term *scientia*, which means knowledge, and the Greek word *ethnos*, which means country (Sudarmin, 2015). As a result, studying science using an ethnoscience approach has various benefits in increasing quality, it will make it easier for students to explore facts and phenomena that exist in society and can be integrated with scientific knowledge (Wati et al., 2021). According to Khoiri & Sunarno (2018), the ethnoscience method is a procedure for recreating original science in society so that it may be converted into scientific science. According to Novitasari et al. (2017), Ethnoscience is a process of changing natural science. It entails all information about the realities of the society that is derived from inherited beliefs and still incorporates myths.

Social media is one of the offerings on the internet, which is widely accessed with the help of internet users (netizens). Social media is one method of interaction for netizens in cyberspace. Not only as a place for interaction but social media also provides a space to spread facts, every fact about oneself and popular points. According to Ganggi (2018), information is shared on social media by giving facts, tagging other users, or using hashtags.

According to Solmaz, (2017) designed 11 aspects of social media literacy, (1) Games, (2) Simulation, (3) Performance, (4) Appropriation, (5) Multitasking, (6) Distributed Cognition, (7) Collective Intelligence, (8) Judgment, (9) Transmedia Navigation, (10) Networking, and (11) Negotiation.

In this study, three aspects of social media literacy are assessed: the aspect of play, the aspect of networking, and the aspect of multitasking. The reason the researchers evaluated these three aspects was that the research subjects in this study were Grade 8 SMP and MTs students aged between 12 to 13 years old who were new to social media, had never participated in social media training, and were still under the supervision of parents and teachers. Piaget argued that at the age of 12 and over, children enjoy a level of formal operational cognitive enhancement where children can use their concrete operations to form more complex processes so that the functioning of adults (father and mother or

teacher) can be essential. Towards the development of their children, who are getting smarter at using social media (Palupi, 2020).

3. RESEARCH METHODOLOGY

This study uses an experimental quantitative research. The product studied in this study was EthnoVlog media in the context of learning science on food and beverage additives carried out at MTs Al Uswah Bergas and SMP Negeri 1 Bergas. Purposive sampling is the method of sampling employed in this study. To alter expert judgment, this approach is utilized. The science teacher and vice principal of curriculum at the research site contributed their expertise to this investigation. The researcher employed the pre-experimental design approach, type one group pretest-posttest (single group pretest-posttest). One study activity is a group pretest-posttest in which the researcher administers a preliminary test (pretest) before treatment and a concluding test (posttest) after treatment.

Calculating the pretest-posttest findings of the students' social media literacy questionnaire following the three characteristics of social media literacy that were evaluated allowed for an examination of the impact of utilizing EthnoVlog media on social media literacy. The aspects assessed are play, networking, and multitasking. This analysis calculates the percentage of pretest-posttest results.

Statistical Program for Social Science (SPSS) version 25 for Windows was then used to examine the percentage of the acquired pretest and posttest scores to test the effect of using EthnoVlog media on social media literacy. The prerequisite test that must be carried out first must be a data normality test. If the data has been declared customarily distributed, then the analysis is continued to the paired sample t-test, a parametric statistical test. The importance of the SPSS output is used to determine the decision-making foundation. H_0 is accepted, H_a is rejected when the significance value is more significant than 0.05; H_0 is rejected, and H_a is born when it is less than 0.05.

Once it is known that there is an influence between EthnoVlog media and social media literacy, proceed to do the N-Gain test to determine how much improvement is produced before and after learning about EthnoVlog media. According to Meltzer (2002), the formula g factor (N-Gain) quantifies the increase before and after learning.

4. RESULTS

Using a social media literacy questionnaire at the first meeting (pretest) and the last meeting (posttest), the impact of EthnoVlog media on social media literacy can be examined. Table 1 displays the findings of the social media literacy questionnaire.

Table: 1 Percentages of Social Media Literacy Pre- and Posttests

Education units	Percentage (%)	
	Pretest	Posttest
SMP 1 Bergas	66,67	77,00
MTs Al Uswah Bergas	67,00	74,33
Average	66,84	75, 67

Based on the analysis of the social media literacy questionnaire, EthnoVlog media provides an increase in the social media literacy posttest. The percentage that initially scored 66.84% increased to 75.67%. The increase in social media literacy is also known from the rate of each aspect assessed in the social media literacy questionnaire. The results of the analysis of social media literacy for each element can be seen in Figure 1.

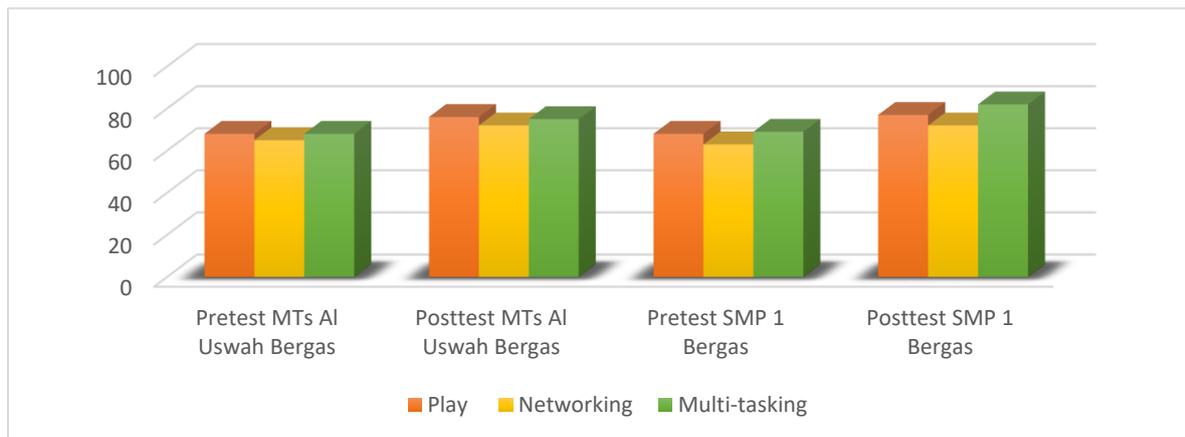


Figure: 1 Social Media Literacy per Aspect

The percentage of social media literacy questionnaires on three assessed aspects showed an increase in both SMP and MTs. The play aspect on MTs got a score of 68 and then increased to 76, while SMP scored 68 to 77. The networking aspect on MTs got a score of 65 increased to 72, while SMP from 63 to 72. The multitasking part of MTs initially got a score of 68, then increased to 75, and junior high school got a score of 69 to 82.

The pretest and posttest results are then tested for the data's normality to determine the data's normality in the pretest and posttest. If the significance value is more significant than 0.05, it is assumed that the data are normally distributed, which is the foundation for the normality test conclusion.

Table: 2 Normality Test of Social Media Literacy Data

Test	Sig. Shapiro-Wilk	Information
Pretest	0,329	Normal distribution
Posttest	0,673	Normal distribution

After the data is declared normal, it can proceed to the next test, namely the t-test using paired sample t-test to determine whether there is an average difference between social media literacy from the pretest and posttest results so that it can be seen whether there is an effect of using EthnoVlog media on social media literacy or not. Table 3 shows the results of this test.

Table: 3 Media Influence Test Results on Social Media Literacy

	N	Correlation	T	Sig.
Pretest & Posttest	48	0,874	12,658	0,000

The basis for decision-making is seen based on the significance of the SPSS output. H_0 is rejected, and H_a is accepted if the significance value is less than 0.05, whereas if the significance value is more significant than 0.05, H_0 is accepted and H_a is rejected. The significance level determined by the SPSS output of the paired sample t-test is $0.000 < 0.005$, indicating that H_0 is rejected and H_a is accepted. The consequences of this matched example t-test show a typical contrast between web-based entertainment proficiency from the pretest and posttest results. One might say that utilizing EthnoVlog media influences online entertainment education.

Once it is known that there is an influence between EthnoVlog media and social media literacy, proceed to carry out the N-Gain test to find out how much social media literacy increases before and after learning with Vlog media in Ethnoscience integrated science learning. The following results of the social media literacy N-Gain test are shown in Table 4.

Table: 4 Social Media Literacy N-Gain Test Results

Education units	N-Gain	Criteria
SMP 1 Bergas	0,33	Currently
MTs Al Uswah Bergas	0,26	Low

The social media literacy N-Gain test results show that SMP and MTs scores are in different categories. The SMP score is superior, namely 0.33 in the medium category, and the MTs score indicates an increase of 0.26 in the low sort.

5. DISCUSSION

One of the ways to apply EthnoVlog media is to improve students' social media literacy. Because this EthnoVlog media is posted on YouTube and becomes one of the content on YouTube, this media has a relationship with social media literacy (Lestari et al., 2021). Social media literacy can mean a person's skills in finding, sorting, and applying information sources on social media (Ganggi, 2018). EthnoVlog press can be said to affect social media literacy if there is an increase in students' social media literacy scores when before being given treatment (pretest) and after being given treatment (posttest). The social media literacy assessment uses a social media literacy questionnaire that assesses three aspects of social media literacy, namely the play aspect, the networking aspect, and the multitasking aspect.

Play is the ability to play or use social media. This means that the play aspect is the ability to access and explore the information and communication technology encountered (Abyan, 2020). This study defines play as the ability to use social media YouTube as an EthnoVlog platform. In this aspect, students are expected to be able to access and explore the features on YouTube using either a cellphone/laptop/PC without the help of a teacher or friends. According to the research, many students did not know how to access EthnoVlog media on YouTube at the beginning of the meeting when learning took place offline in the computer lab. Even after being instructed by the instructor and their friends, some students could still not log in to their YouTube accounts without the instructor's assistance. However, some students who had not mastered it eventually became proficient. The existence of comments, likes, and subscriptions on EthnoVlog media shows that students' social media literacy in the play aspect increases. This is additionally proven

by the rising scores of understudies' virtual entertainment proficiency surveys in both SMP and MTs.

The second aspect is networking. Networking is the ability to search, synthesize (combine) and disseminate the information obtained. This study assesses how students can access EthnoVlog media and whether students use data quota or Wi-Fi. Apart from that, in this aspect, students are also expected to be able to use EthnoVlog media to connect with friends and teachers in the comments column or other features and share EthnoVlog media with other friends or teachers. This aspect also experienced an increase, as evidenced by the posttest score, which was higher than the pretest score. This shows that EthnoVlog media can improve social media literacy in networking.

The last aspect of social media literacy assessment is multitasking. The multitasking aspect is the ability to scan or digest information, whether the information is worth absorbing or not. Based on research in both SMP and MTs, this aspect also experienced an increase from the initial score (pretest). The posttest score shows a higher number than the pretest score. This indicates that both SMP and MTs have understood EthnoVlog media regarding language, information (content), and accuracy. Even students in the comments column could confirm the correctness of the information provided by their friends. The information in the comments column does not provoke students. If they think that the data is invalid, they show their disagreement.

Based on the three aspects of social media literacy assessed, EthnoVlog media influences social media literacy. This influence can be proven by the increase in the pretest and posttest scores in each element evaluated. Social media literacy is the ability to use, share and select content on social media. EthnoVlog media is one of the contents in social media. So, it is clear that there is an influence between social media literacy and EthnoVlog media. When students can critically access, understand, and evaluate social media, such as YouTube and its content, they have good social media literacy (Novianti & Riyanto, 2018). So, when students can access, understand, and evaluate EthnoVlog media on the YouTube channel, they have good social media literacy.

Several researchers have researched Vlogs in France, and Vlogs were developed to practice English speaking skills (Combe & Codreanu, 2016). In line with Sari (2018), using Vlogs on the Youtube Channel increases student motivation and self-confidence. Then Arumsari et al. (2019), from a motivational questionnaire to learn English, 35% of students strongly agreed, and 40% of students decided to show the positive effect of video blogging as a medium for learning English for eleventh-grade students at the Surakarta National Health Analyst Vocational School in the 2019/2020 academic year. Of the three studies, it is still rare to apply Vlogs as a medium for learning science; most are implemented in English to increase motivation to learn English. Vlogs have also never been integrated with Ethnoscience. In this study, besides influencing students' social media literacy, the EthnoVlog content contained in Vlog media also gives a cultural impression on the press so that it can foster a love for culture in each student.

6. CONCLUSION

Based on the research results, it can be concluded that EthnoVlog media is categorized as a learning media that can influence students' social media literacy. The results of the paired sample t-test demonstrate this effect and indicate that H_0 is rejected

and Ha is accepted with a significance value of $0.000 < 0.005$. In addition, the influence of EthnoVlog media also increased the students' \rightarrow N-Gain scores by 0.33 for SMP students in the medium category and by 0.26 in the low class for MTs students. This shows that It also indicates that EthnoVlog media increases students' social media literacy. Based on the research results obtained in this study, the researchers provide suggestions so that further research can consider the results of this study and serve as a reference in further research to design a culturally-oriented curriculum with culturally integrated learning media.

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