
UTILIZATION OF TWITTER AS AN EDUCATIONAL TOOL TO IMPROVE READING LITERACY IN INDONESIAN LANGUAGE STUDENTS

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ABSTRACT

KEYWORDS

Twitter, reading literacy, Indonesian language students

Digital power and lack of access to relevant literature. Twitter, as one of the most popular applications in the era of digital culture, can be used as an educational tool to increase the reading literacy of Indonesian language study program students. The integration of Twitter in the learning of Indonesian language study program students can facilitate access to information, increase creativity, develop reading literacy skills, expand social networks, and encourage student participation. The library research method is used to analyze secondary data from published research articles. The research question raised was, "How can the use of Twitter as an educational tool increase reading literacy among Indonesian language study program students in the era of digital culture?" The findings show that the integration of social media, especially through Twitter, can make a positive contribution to Indonesian language learning by utilizing its features to facilitate access to information, increase creativity, develop reading literacy skills, expand social networks, and encourage student participation. Overall, the use of Twitter in Indonesian language learning promises to significantly increase student reading literacy while building engagement, motivation and a strong learning community.

INTRODUCTION

Reading, as one of the essential activities in the acquisition of knowledge and information for students, is now facing serious challenges related to the low interest in reading among them. This phenomenon not only reflects a lack of individual interest, but also has the potential to affect overall cognitive ability among students. Even more worrying, students tend to turn to social media and online games, indicating the dominance of digital culture that dampens interest in reading books. This low interest in reading can also be influenced by the lack of access to relevant and interesting literary resources, as well as the difficulty of finding books that match the interests and needs of students in university libraries (Dafit et al., 2020).

The challenge of reading interest among students is not only individual, but also related to the environment and literacy culture that exists around them. Although literature is widely available, access to it is often limited or inadequate for students, especially in academic settings. In addition, the digital culture that is so rampant in this era has shifted the traditional interest in reading, with students preferring to spend their free time on social media or in online games. This indicates the need for creative strategies in promoting reading interest among students, by utilizing social media as a tool to introduce literature and increase accessibility to relevant reading materials (Savira et al., 2023).

Therefore, efforts to increase reading interest among students must be holistic, involving the active role of various parties, including educational institutions, libraries, and teachers. The development of a literacy environment that stimulates reading interest must start from the educational environment itself, by providing easier access to various types of interesting and relevant literature. In addition, the role of social media as a tool to promote literacy and cultivate an interest in reading must also be improved, by utilizing creative and interactive features to invite students to be actively involved in reading activities and discuss literature

The importance of maintaining a sustainable level of literacy and knowledge among students is an urgent need. Research by Rahayu et al. (2021) showing the relationship between reading interest, reading habits, and reading comprehension ability in students of the Indonesian Language and Literature Study Program (PBSI) at FKIP Syiah Kuala University. Although there was no significant correlation between reading interest or reading habits individually and reading comprehension ability, the results showed that when the two factors were combined, there was a greater influence on students' reading comprehension. Findings from the research of Maulida et al. (2023) It also confirms the lack of interest in reading among college students, with a small percentage of students having a hobby of reading and the majority preferring fiction books to scientific texts. Therefore, it is necessary to take strategic steps to increase students' interest in reading, taking into account both internal and external factors that affect reading interest, in order to ensure the sustainability of literacy and knowledge in society as a whole.

Based on the above explanation, inhibiting factors such as laziness, which often arises as a result of high learning demands and the dominance of digital culture that offers instant entertainment, and the impact of technology that shortens attention spans and changes mindsets and behaviors, such as the preference for short and visual content, have significantly affected students' reading interest levels (Selegi & Aryaningrum, 2022). Students are often faced with heavy academic loads and demands to complete multiple tasks in a limited amount of time. This can cause them to feel lazy to read because it is considered to take up valuable time and energy. In addition, the dominance of digital culture, which offers instant entertainment and powerful visual stimulation, makes college students more likely to choose social media or online games as entertainment options rather than reading books (Nasution et al., 2024).

The importance of reading literacy in students, especially for those who take the Indonesian study program, cannot be ignored. A good understanding of reading literacy plays a key role in the development of knowledge and skills required in this digital age. In the midst of rapid technological advancements, the ability to read and understand texts effectively has become an indispensable skill for students. Reading literacy includes not only the ability to understand written texts, but also the ability to criticize and interpret information found in a online (Ina Magdalena, Deis Ayu Nur Hidayah, 2024).

In the context of the Indonesian Study Program, the ability to read with good comprehension is the main foundation in studying various literary works, literary criticism, and scientific texts in Indonesian. This proficiency not only helps students academically, but also opens the door to a deeper understanding of local culture and wisdom, as well as enriching their insight into the world. By understanding the text in depth, Indonesian students can develop analysis, synthesis, and evaluation skills that are essential in exploring and conveying various ideas and concepts (Amanda & Nastiti, 2022).

Therefore, reading literacy in Indonesian students is crucial in preparing them to contribute significantly in today's increasingly connected and complex society. The ability to critically and reflectively understand texts provides students with powerful tools to parse complex information, craft evidence-based arguments, and participate in meaningful dialogue in a variety of social, cultural, and professional contexts. As agents of change and thought drivers, Indonesian students who have strong reading literacy have the potential to inspire positive change in society through their research, writing, and actions. (Wati et al., 2023).

The role of technology in education has featured a significant shift with social media, especially Twitter, which is one of the main platforms for interaction and learning. Social media not only facilitates communication between individuals, but also becomes a vital channel to disseminate information quickly and widely. In context Twitter, users can share different types of content, from text to visual media, through "tweet" and "re-tweet", allowing information to be spread quickly and easily on the platform. The speed of information

dissemination on social media such as Twitter enabling dynamic discussion and collaboration, as well as providing wider access to educational resources. Thus, Twitter play an important role in enriching the student learning experience and facilitating the exchange of ideas and information in an increasingly digitally connected world of education (Riswasndi & Jauhari, 2021).

Apart from being a tool to disseminate information, Twitter It also provides a platform for more direct interaction between students and lecturers, as well as fellow students. Discussions that took place in Twitter allowing students to exchange ideas, share experiences, and broaden their horizons in a variety of learning topics. Features such as hashtag allowing students to engage in specific conversations or specific topics, expanding the scope of their learning beyond the classroom. In addition, the ability to comment and provide immediate responses on "tweet" also strengthens interaction between users, creating a more inclusive and interactive learning environment (La et al., 2021).

Use Twitter In the context of education, it also opens up opportunities for collaboration between educational institutions, research institutions, and learning communities. Through the official account of the university or study program, educational institutions can disseminate the latest information, hold discussions online, and promote academic activities. Meanwhile, collaboration between students from various institutions or regions through Twitter allowing for a wider exchange of knowledge and experience, enriching their learning experience. Thus, Twitter not only serves as an individualized tool for learning, but also as a platform that facilitates connections and collaboration between stakeholders in education (Syah et al., 2020).

Twitter Not only is it just a social media platform to communicate and expand social networks, but it has also become an important means in the context of education. Its ability to disseminate information quickly and widely makes it a very potential tool for education. Twitter used by various groups and the growth of its use continues to increase rapidly, providing great opportunities for the delivery and reception of educational information. Features "re-tweet" also allows relevant information to be widely spread among users, so that requests for help or dissemination of educational information can get a quick and wide response (Annisa et al., 2021).

In addition, unique characteristics Twitter Limiting the number of characters on each upload encourages the creation of threads, a series of interconnected posts, allowing for more structured and in-depth information delivery. According to databoks (2023), Indonesia rose to fourth place in the number of users Twitter the most in the world in July 2023, with 25.25 million users, an increase of 71.2% on a quarterly basis. Thus, Twitter Not only becoming social media, but also an effective means of education and literacy improvement.

Presence Twitter In the realm of education, it also allows for broader and collaborative discussions among students and teachers. With features such as hashtag, discussions can be focused on specific topics, making them easier to follow and understand (Della Puspita et al., 2022). Moreover Twitter It is also a place where students can share ideas, articles, or learning resources, opening the door for a more dynamic exchange of knowledge outside the classroom. This creates a more inclusive and open learning environment, allowing students to broaden their horizons through social interaction and online collaboration (Ruger et al., 2021).

In the academic environment of Indonesian students, reading literacy plays an integral role in developing a deep understanding of Indonesian language and literature. Although reading interest tends to be high, students often face challenges in interpreting complex Indonesian texts, which requires a deep understanding of the context and meaning they contain. To overcome these challenges, they need access to a wide range of reading materials relevant to their field of study, such as literary texts, scientific articles, or books that review related topics (Haedariah et al., 2023).

By deepening their understanding through strong reading literacy, students can enrich their insights into the richness of Indonesian language and literature, while improving their communication skills and critical thinking skills in academic and professional contexts. A good reading literacy mastery also helps students develop analytical and synthesis skills against texts, allowing them to articulate arguments clearly and consider various points of view. In addition, proficiency in understanding complex texts also gives students an edge in facing academic tasks that require in-depth analysis and strong argumentation (Risadi et al., 2022).

The emphasis on reading literacy in the academic environment also prepares students to become critical and reflective readers in the face of diverse information in this digital era. By understanding different genres of texts and effective reading strategies, students can evaluate information more critically, distinguish between credible and non-credible sources, and draw informative and relevant conclusions. This is not only useful in an academic context, but also in everyday life, equipping students with invaluable skills in facing a wide range of intellectual and professional challenges in the future.

Based on the above presentation, the purpose of this study is to investigate the potential use of Twitter as an educational tool to improve reading literacy in Indonesian students. By paying attention to the challenges of reading interest faced by students, this study aims to explore how Twitter can be used effectively in increasing students' reading interest and comprehension skills. In addition, this study aims to identify strategies that can be applied in utilizing Twitter as an educational tool, as well as to evaluate its impact on the reading literacy of Indonesian students. It is hoped that this research can provide practical guidance for educational institutions in developing the use of Twitter as an effective and safe educational means for students.

RESEARCH METHOD

The research method used in this study is the literature study method. The secondary data obtained from these sources is diverse and includes important aspects related to utilization Twitter and reading literacy.

The data collection process started with listing related articles found from relevant sources. Researchers record information that is considered relevant according to the focus of the research, such as the findings, methodologies, and approaches used in the articles. Furthermore, the various information obtained from these sources is combined into a coherent unit to gain a deeper understanding of the research topic.

In the data analysis stage, distributive methods are used as a framework to understand and analyze the information obtained. Through this method, the researcher grouped the data, adjusted the meaning, analyzed the sentences, and concluded the findings relevant to the research question. The validity of the data is ensured by ensuring the accuracy and credibility of the sources used, including books and journals (Hapsari et al., 2022). Additional searches are conducted through Google Scholar by using relevant keywords to obtain up-to-date information in the scientific literature that may not be available through traditional sources.

RESULTS AND DISCUSSION

The Effectiveness and Relevance of Twitter Utilization Strategies as an Educational Tool

The findings from the literature study analysis on the effectiveness and relevance of strategies that can be applied in using Twitter as an educational tool show that social media integration can make a positive contribution to learning, especially in the context of Indonesian language learning. The proposed strategies include the following.

Research First

According to research conducted by Anjarwati & Hasanudin (2023), strategies that can be applied in utilizing Twitter as an educational tool to improve reading literacy in students of the Society 5.0 covers several important aspects. First, is to facilitate access to information by utilizing the hashtag feature so that students can search for and follow accounts related to the topic of discussion. In this way, students can more easily find relevant and reliable sources of information, thereby improving their ability to deepen their understanding of various topics.

Second, this strategy includes increasing students' creativity through a "tweet" feature that allows them to share their ideas, ideas, and writings. By sharing varied and original content, students not only hone their writing and critical thinking skills, but also enrich the online learning environment with new and innovative perspectives.

Third, the use of Twitter as an educational tool to teach how to communicate online correctly is important. In this digital age, the ability to communicate effectively on social media such as Twitter is a very valuable skill. By understanding the ethics of communicating online and practicing them in an educational context, students can develop their reading literacy skills while strengthening their online communication skills.

In addition, expanding students' social networks by following accounts related to the discussion of the material studied is another important strategy. By engaging in a community that shares similar interests and learning focuses, students can broaden their horizons, discuss, and collaborate with fellow students and experts in their areas of interest. Thus, Twitter is not only a learning tool, but also a platform for building a strong and sustainable academic network.

Research Second

According to Julianto's research (2023), strategies that can be applied in using Twitter as an educational tool for students, especially students of the Indonesian study program, can include several important approaches. First, education must take into account the positive impact of digital technology on the scope of human life by integrating quality innovations in learning. This emphasizes the need for adaptation of the world of education to technological advances and the use of social media as an effective learning tool.

Second, Twitter-based education can provide easy access to information and communication for students and facilitate Indonesian learning with features such as spaces, threads, video uploads, voice recordings, and others. With these features, students can be more actively involved in the learning process, interact with learning materials directly, and collaborate with fellow students and lecturers in discussions or group activities.

Third, application-based education must take into account the variety of available features. By maximizing these features, learning Indonesian can become more interactive and interesting for students. For example, the "spaces" feature can be used to hold online discussion or presentation sessions, the "threads" feature allows for the presentation of information in a structured manner, while uploading videos and audio recordings enriches the way learning materials are delivered. Thus, twitter-based education can adapt to the needs and preferences of students, creating a more dynamic and relevant learning experience.

Therefore, these strategies can help educators in improving the quality of Indonesian learning and facilitate students in accessing learning anywhere and anytime. By utilizing the potential of Twitter as an educational tool, technology-based education can make a positive contribution in strengthening students' Indonesian literacy and preparing them for challenges and opportunities in today's digital era.

Research Third

According to Prasetya's research (2019), strategies that can be applied in utilizing Twitter as an educational tool for students, especially students of the Indonesian study program, include

several approaches that aim to increase student interaction and participation effectively. First, Twitter utilizes an audience understanding-based communication method by blending and discussing with fellow users, so that the message conveyed becomes more relevant and easy to receive. In the context of Indonesian education, this approach allows teachers and students to interact with each other, exchange ideas, and discuss learning materials more directly, thereby deepening their understanding of the material.

Second, Twitter applies the AIDA (Attention, Interest, Desire, Decision, Action) method by providing information that attracts attention, develops interests and interests, and arouses positive desires and actions from fellow users. By paying attention to the stages in the AIDA model, the use of Twitter in the context of Indonesian education can be designed in such a way as to attract students' attention, maintain their interest in the learning process, arouse the desire to delve deeper into the material, make decisions to learn more, and finally take concrete actions in the learning process.

In addition, the X application account also applies an informative, persuasive, and educational message delivery method by always providing weighty articles, invitations and appeals that contain positive values, and reminding supporters to behave intelligently and maturely. This approach reflects an effort to create a learning environment that balances providing useful information and encouraging students to think critically and act responsibly. Thus, these strategies not only help in improving the quality of Indonesian education, but also facilitate students to access learning flexibly through Twitter, enriching their learning experience in this digital era.

Research Fourth

According to Damayanti's research (2022), strategies that can be applied in using Twitter as an educational tool for students, especially students of the Indonesian study program, can include several steps. First, libraries should take the dominant initiative in leveraging Twitter in response to the shift of users to digital natives, leveraging Twitter's advantages in informativity and accessibility, as well as encouragement from others. This step illustrates the need for educational institutions to adapt to digital trends and Twitter's ability to provide easy and fast access to information relevant to Indonesian language learning.

Second, in planning the use of Twitter, libraries should set clear goals, including user approaches, promotions, and dissemination of relevant information with a focus on the library's function as a guide. This indicates the importance of a targeted and organized strategy in utilizing Twitter as an educational tool, by paying attention to the needs and preferences of users and ensuring that the messages conveyed are in accordance with the goals of Indonesian education and learning.

Furthermore, libraries should ensure the creation of Twitter accounts that fit the library's needs and optimal scheduling routines to increase engagement. In addition, it is important for libraries to vary the information disseminated through Twitter so that it is not monotonous and expand its reach by integrating other supporting applications. This shows the importance of effective management of Twitter accounts as well as the ability to present information in an interesting and relevant way for Indonesian students.

In its implementation, libraries need to make optimal use of Twitter features, monitor user interactions, provide timely feedback, and analyze user responses for further improvement. Evaluation of user reach and frequency is also important to measure the effectiveness of Twitter usage. Thus, these strategies can help libraries in utilizing Twitter as an effective educational tool for students, especially in the Indonesian study program. This provides a solid foundation for integrating social media in education and improving access and quality of Indonesian learning in the academic environment.

Last, based on the results of research by Rasyid, et al. (2022) about brand activation strategies during the COVID-19 pandemic, in using Twitter as an educational tool for students, especially students of the Indonesian study program, some strategies that can be implemented are adopting various aid-based and volunteer-based programs. For example, the brand activation activity of PTMA in the Special Region of Yogyakarta refers to the COVID-19 handling policy of the Central Executive of Muhammadiyah and Aisyiyah, where the use of Twitter in the context of education can be directed to apply fundamental principles, such as higher education caturdharma, by providing assistance to affected students. This reflects the importance of educational institutions' responsiveness to emergency situations and Twitter's ability to support effective coordination and dissemination of information in this regard.

In addition, it is necessary to implement a strategy for using social media to change marketing behavior patterns, so that Twitter can be an effective platform for interesting and efficient promotion, interaction, and learning. By leveraging features such as tweets, retweets, and likes, educational institutions can build strong partnerships with students, disseminate information related to educational programs, and hold engaging interactions, such as online discussions or Q&A sessions. This not only increases student involvement in the learning process, but also expands the reach of information and strengthens the institution's image as an educational center that is progressive and responsive to student needs.

The research suggestion also emphasizes the importance of further elaboration on the concept of brand activation that is integrated and consistent in all Muhammadiyah Aisyiyah universities. This includes coordination between institutions to optimize the use of Twitter as an educational tool, strengthen information networks and collaboration between institutions, and identify opportunities and challenges in implementing brand activation strategies effectively. Thus, universities can strengthen their image as innovative, inclusive, and responsive educational institutions, as well as increase their competitiveness in facing the challenges of educational competition.

Overview

Overall, the findings from literature studies on strategies that can be applied in using Twitter as an educational tool show great effectiveness and relevance. From the research that has been carried out, several concrete steps that can be taken are drawn. First, the strategy must take into account the ease of access to information by utilizing features such as hashtag to help students find and follow accounts related to the topic of discussion. Second, it is important to increase students' creativity through a "tweet" feature that allows them to share ideas, ideas, and writings. Third, it is necessary to implement a strategy to develop students' reading literacy skills by using Twitter as an educational means to teach how to communicate effectively online. Fourth, the strategy must expand students' social networks by following accounts that are relevant to the learning material. Fifth, it is important to encourage students to actively share ideas and develop reading literacy skills through the "re-tweet" and "like" features that can effectively increase learning motivation. By implementing these strategies, it is hoped that student reading literacy can be significantly improved in the current digital era.

Use Twitter in learning Indonesian shows significant potential in improving students' reading literacy. According to the research of Dewi et al. (2021), Twitter provides more effective access than traditional approaches by facilitating information sharing, discussion, and interaction between users. This platform allows students to be directly involved in learning, with quick and easy access to various sources of information related to Indonesian language and literature. Posts related to these topics not only provide information, but also arouse students' interest and engagement in a more dynamic and engaging way.

The use of Twitter as a learning medium is also not limited to certain materials, but rather covers various aspects of language such as learning review texts, word equivalents, and writing

skills such as paragraphs. By interacting with these contents, students can expand their knowledge of the Indonesian language, deepen their understanding of grammar rules, and improve their ability to read and write texts. In addition, discussions and interactions between Twitter users allow students to learn from the experiences and perspectives of others, thus enriching their learning process.

Overall, Twitter opens up opportunities for learners to expand their knowledge, deepen their understanding of the language, and improve their reading literacy skills. By utilizing interactive features such as tweets, retweets, and likes, students can actively engage in learning, creating a more dynamic and collaborative learning environment. Therefore, the use of Twitter in Indonesian learning not only enriches the student learning experience, but also strengthens the relevance of learning to the growing digital reality.

In addition to the direct benefits in learning, according to Mustaqlilla's research (2023) Twitter also provides additional advantages, including being a fast information medium, building engagement, motivation, and forming a learning community. With the number of users in Indonesia reaching 15.7 million in July 2021, Twitter to become a very relevant and reliable platform to support Indonesian language learning. Despite the character limitations, features such as thread allowing students to express their ideas more broadly.

With its ability as an interactive platform, Twitter is not only a learning tool, but also an ecosystem that facilitates collaboration, discussion, and exchange of knowledge and experiences between users. Through features such as threads and discussion rooms, Twitter allows users to interact widely, deepen their understanding, and broaden their horizons on a variety of topics, including learning Indonesian. This provides an opportunity for students to engage in active dialogue, share ideas, and gain new insights from various perspectives.

In addition, Twitter also encourages the formation of a solid learning community. By forming groups or participating in accounts related to Indonesian language learning, students can engage in a supportive and motivating environment. Discussions and collaborations between members of this learning community can increase learning motivation, deepen understanding of the material, and expand students' academic social networks. Thus, Twitter not only serves as an individual learning tool, but also as a medium that enriches the learning experience through social and collaborative interaction.

Twitter not only provides access to a variety of Indonesian learning resources, but also creates a dynamic and engaged learning ecosystem. In this environment, students can take advantage of features such as groups, lists, and private lists to connect with fellow learners and faculty. They can participate in in-depth discussions on specific topics, exchange ideas, and share learning resources. Through these interactions, students not only deepen their understanding of the Indonesian language, but also develop important collaborative and social skills in academic and professional environments. Twitter also facilitates project collaboration between students, allowing them to work together on solving problems, producing joint work, and expanding the scope of their knowledge. As such, Twitter has become more than just an individual learning tool; it sets the stage for the formation of an active and inclusive learning community, which not only enriches the learning experience, but also creates a strong social network among Indonesian language learners.

Evaluation of the Advantages and Disadvantages of Using Twitter as a Means of Reading Literacy Education

Evaluation of reading literacy in Indonesian students in the application Twitter producing comprehensive findings, providing a deeper understanding of effective strategies in improving reading literacy. Research by Asa, et al. (2023), highlighting the great potential of social media integration, especially Twitter, in the context of Indonesian language learning. The proposed strategies, such as utilizing the hashtag feature to facilitate access to information, encourage

creativity through the "Tweets", and developing reading literacy skills through online interaction, consistently increasing students' learning motivation. This illustrates that Twitter Not only is it a learning tool, but it also acts as an environment that facilitates the growth of reading literacy, expanding students' learning space in the digital era.

Furthermore, this study shows that the use of Twitter in the context of Indonesian language learning not only creates easier access to information, but also motivates students to actively participate in the teaching and learning process. By utilizing Twitter's interactive features such as tweets, retweets, and likes, students can be more actively involved in various reading literacy activities, such as reading and writing. These strategies help create a learning environment that is more dynamic and relevant to the needs of students in the digital era, allowing them to be more involved and contribute to Indonesian language learning.

The findings from this evaluation emphasize the importance of a technology-based approach in improving student reading literacy. The integration of social media such as Twitter not only changes the way students access information, but also creates new opportunities to improve their reading literacy skills through online interactions. Thus, this evaluation strengthens the argument that the use of Twitter as an educational tool can make a significant contribution in improving the reading literacy of Indonesian students, presenting the potential to create a more inclusive, interactive, and literacy-oriented learning environment.

In addition, Aslam research (2023) highlighting the importance of considering the positive impact of digital technology, including the role of Twitter, in learning Indonesian. Strategies based on Twitter Not only does it facilitate access to information and communication, but it also opens up opportunities for students to be actively involved in various aspects of language learning. Features such as spaces, Threads, uploading videos, and recording sounds not only expands the scope of learning, but also increases interactivity among learners. Through these features, students can access learning materials in a more diverse and in-depth way, and have the opportunity to participate in discussions, collaborations, and other learning activities in a more dynamic way.

In addition to facilitating learning, this study highlights that the use of Twitter in the context of Indonesian language education can also provide a more comprehensive and relevant learning experience. Features such as spaces allow students to participate in group discussions or live Q&A sessions with faculty or fellow students, enriching their learning experience. Threads allow learning to continue from one topic to another in a structured manner, while video uploads and voice recordings allow learning to be more visual and auditive, according to the needs of different types of learners.

The findings of this study show that the use of Twitter as an educational tool is not only about utilizing technology efficiently, but also about optimizing the learning potential contained in it. By integrating Twitter's creative and interactive features in the learning process, educators can create a more engaging, participatory, and adaptive learning environment. This not only helps improve students' reading literacy skills, but also strengthens the relevance of Indonesian language learning to the growing digital reality.

Furthermore, the research of Paramesthi, et al. (2022) About Usage Evaluation Twitter to improve reading literacy in Indonesian students in Surakarta City opens a wide window to the complex dynamics in self-expression and social interaction in the digital realm. Through a qualitative approach with case studies, this study highlights that some Surakarta students tend to self-disclose on the platform Twitter, which includes open, hidden, and dark disclosure. Self-disclosure It has a variety of goals, from clarifying one's identity to social motivation. However, the impact also varies, including a deeper understanding of oneself and the potential for interpersonal conflict.

This research provides in-depth insights into how students use Twitter as a tool to communicate and express themselves in the context of Indonesian language learning. The use

of Twitter as a platform for self-disclosure shows the important role in developing students' reading literacy skills, as through social interaction they expand their understanding of the language and deepen their reading and writing skills.

In addition, this study also illustrates the implications of the use of Twitter on the dynamics of social interaction in the digital context. By utilizing Twitter as a tool for communication and expression, students can expand their social networks and build closer relationships with fellow students and faculty. However, the study also highlights the potential for interpersonal conflicts that may arise as a result of poorly managed self-disclosure.

The findings of this study provide a more comprehensive understanding of how the use of Twitter affects reading literacy and the dynamics of social interaction of Indonesian students in the city of Surakarta. This provides a strong foundation for the development of more effective and inclusive learning strategies in utilizing social media as an educational tool, and emphasizes the importance of a better understanding of the dynamics of social interaction in the digital world.

Based on the presentation of the previous research above, the evaluation of the advantages and disadvantages of the use of Twitter as a means of reading literacy education for Indonesian students produced in-depth findings, enriching the understanding of effective strategies in improving reading literacy skills. The great potential of social media integration, especially Twitter, in Indonesian language learning stands out, showing that strategies such as utilizing the hashtag feature and the "tweet" feature consistently increase students' motivation to learn. It describes Twitter not only as a learning tool, but also an environment that facilitates the growth of reading literacy. Furthermore, the use of Twitter not only creates easy access to information, but also motivates students to actively participate in the learning process, creating a dynamic learning environment that is relevant to student needs. The integration of Twitter's interactive features strengthens learning, expands the reach of reading literacy and increases interactivity among learners. The results of this evaluation reinforce the argument that Twitter as an educational tool can make a significant contribution to improving the reading literacy of Indonesian students, and emphasizes the need for a better understanding of the dynamics of social interaction in the digital world for the development of more effective and inclusive learning strategies.

CONCLUSION

Twitter has been proposed as a potential educational tool for improving reading literacy in Indonesian students. Studies suggest that social media integration can enhance language learning, particularly in the context of reading. Twitter features can facilitate access to information, increase creativity, develop reading literacy skills, expand social networks, and encourage student participation. Implementing these strategies can significantly improve students' reading literacy in the digital era. Twitter also offers benefits such as building engagement, motivation, and forming a learning community. With a large user base in Indonesia, Twitter has become a reliable platform for Indonesian language learning. Features like thread allow for wider interaction, making it a learning tool and an environment for exchanging ideas, knowledge, and experiences. By effectively utilizing Twitter, teachers can enhance the quality of Indonesian language learning and expand its impact on students' reading literacy in the digital era.

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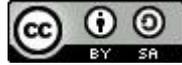
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